

Researching Numeracy Teaching Approaches in Primary Schools

COLLECTIVE TEACHER EFFICACY SCALE

Description

The *Collective Teacher Efficacy Scale* developed by Goddard, Hoy & Hoy (2000) was chosen on the basis that it was a validated measure of ‘teachers’ beliefs about the collective (not individual) capability of a group of teachers to influence student achievement’, (p. 486). The *Collective Teacher Efficacy Scale* was a survey administered by the school-based numeracy coordinators in individual interviews with each classroom teacher in October 2001 and February 2003. The research team member responsible for the school interviewed the coordinator on these occasions.

Analysis

The *Collective Teacher Efficacy* scale was divided into two parts, general competence (GC) and task analysis (TA). In answering the questionnaire, respondents were required to assess the overall teaching effectiveness of the staff at their school. This factor was called general competence. They also assessed other factors that impact on teaching such as school facilities, community support, and classroom management issues. This was called task analysis (TA). Data from the questionnaires were coded and entered into a data base with fields for each of the six options in the Likert Scale ranging from Strongly Disagree to Strongly Agree. Fields were summed to provide means and standard deviations for each research school using the Statistical Package for the Social Sciences software (SPSS). Scores for these two sub-scales, GC and TA, were also aggregated to the school level (see Goddard et. al, 2000). This facilitated subsequent analyses that looked at the relationship between beginning and end data using simple T-tests and the student numeracy data for which the unit of analysis was the school.

Contents

- Collective Teacher Efficacy Scale Instrument
- Collective Teacher Efficacy Scale Technical Report

Collective Teacher Efficacy

(Administered by School-based Numeracy Coordinator)

School.....

Name..... Date Year level(s).....

To be administered by School-based Coordinators

Please read carefully. Circle the number that indicates the strength of your agreement for the statements below.

STATEMENTS	1	←—————→				6
	Strongly Disagree					Strongly Agree
1. Teachers in this school have what it takes to get the children to learn.	1	2	3	4	5	6
2. Teachers in this school are able to get through to difficult students.	1	2	3	4	5	6
3. If a child doesn't learn something the first time, teachers will try another way.	1	2	3	4	5	6
4. Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
5. Teachers in this school really believe every child can learn.	1	2	3	4	5	6
6. If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
7. Teachers here need more training to know how to deal with these students.	1	2	3	4	5	6
8. Teachers in this school think there are some students that no one can reach.	1	2	3	4	5	6
9. Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
10. Teachers here fail to reach some students because of poor teaching methods.	1	2	3	4	5	6
11. These students come to school ready to learn.	1	2	3	4	5	6
12. Homelife provides so many advantages they are bound to learn.	1	2	3	4	5	6
13. The lack of instructional materials and supplies makes teaching very difficult.	1	2	3	4	5	6
14. Students here just aren't motivated to learn.	1	2	3	4	5	6
15. The quality of school facilities here really facilitates the teaching and learning process.	1	2	3	4	5	6
16. The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6

STATEMENTS	<div style="display: flex; justify-content: space-between; align-items: center;"> 1 ← → 6 </div> <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree Strongly Agree </div>					
	1	2	3	4	5	6
17. Teachers here are well prepared to teach the subjects they are assigned to teach.	1	2	3	4	5	6
18. Teachers in this school are skilled in various methods of teaching.	1	2	3	4	5	6
19. Learning is more difficult at this school because students are worried about their safety.	1	2	3	4	5	6
20. Drug and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6
21. Teachers in this school do not have skills to deal with student disciplinary problems.	1	2	3	4	5	6
Teacher comments						
Coordinator Comments						

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*Used by Researching Numeracy Teaching Approaches in Primary Schools with the permission of Professor Goddard.
Reference: Goddard, R. Hoy, W and Hoy, A.(2000) Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Students Achievement. American Educational Research Journal.Vol. 37, No.2, pp. 479-507*

Researching Numeracy Teaching Approaches in Primary Schools

COLLECTIVE TEACHER EFFICACY TECHNICAL REPORT

Collective Teacher Efficacy (CTE) Initial Data: Frequencies for Each Interview Item

- N: total number of participants. 'N' will vary over time, depending on the composition of staff of research schools.
- Valid: the number of participants (staff) from research schools who completed the task.
- Missing: the number of participants (staff) from research schools who did not complete the task.
Note: not all staff were expected to complete all tasks.

Table 1 CTE Initial Data - Sample Size, Mean and Mode for each Interview Item

Interview Items	N		Mean	Mode
	Valid	Missing		
Teachers have what it takes	332	3	5.5	6
Get through to difficult students	330	5	4.5	5
Try another way	331	4	5.0	5
Able to motivate	332	3	5.0	5
Every child can learn	330	5	5.0	6
Teachers give up	332	3	1.5	1
Need more training	331	4	4.0	4
Some students no one can reach	330	5	2.0	1
No skills for meaningful learning	332	3	1.5	1
Poor teaching methods	332	3	2.0	2
Students ready to learn	330	5	4.0	5
Home life provides advantages	331	4	3.0	3
Lack of materials constrains learning	331	4	2.5	1
Students not motivated	332	3	2.0	1
School facilities contribute to teaching	332	3	4.5	5
Opportunity in community helps students	331	4	4.5	5
Teachers are well prepared	332	3	5.0	5
Teachers skilled in various methods	331	4	5.0	5
Safety concerns affect learning	332	3	1.5	1
Drug and alcohol in community	328	7	2.0	1
Lack skills for disciplinary problems	332	3	2.0	1

CTE Initial Data: Frequency Tables for Each Interview Item

Table 2 *Teachers in this school have what it takes to get the children to learn*

teachers have what it takes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	2.7	2.7	2.7
	4	31	9.3	9.3	12.0
	5	141	42.1	42.5	54.5
	strongly agree	151	45.1	45.5	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 3 *Teachers in this school are able to get through to the difficult students*

get through to difficult students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	.6	.6	.6
	3	18	5.4	5.5	6.1
	4	106	31.6	32.1	38.2
	5	145	43.3	43.9	82.1
	strongly agree	59	17.6	17.9	100.0
	Total	330	98.5	100.0	
Missing	System	5	1.5		
Total		335	100.0		

Table 4 *If a child doesn't learn something the first time, teachers will try to find another way*

try another way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	13	3.9	3.9	3.9
	4	47	14.0	14.2	18.1
	5	146	43.6	44.1	62.2
	strongly agree	125	37.3	37.8	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 5 *Teachers here are confident they will be able to motivate their students*

able to motivate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.3	.3	.3
	3	13	3.9	3.9	4.2
	4	67	20.0	20.2	24.4
	5	171	51.0	51.5	75.9
	strongly agree	80	23.9	24.1	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 6 *Teachers in this school really believe every child can learn*

every child can learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	1.2	1.2	1.2
	3	18	5.4	5.5	6.7
	4	54	16.1	16.4	23.0
	5	116	34.6	35.2	58.2
	strongly agree	138	41.2	41.8	100.0
	Total	330	98.5	100.0	
Missing	System	5	1.5		
Total		335	100.0		

Table 7 *If a child doesn't want to learn teachers here give up*

teachers give up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	192	57.3	57.8	57.8
	2	96	28.7	28.9	86.7
	3	11	3.3	3.3	90.1
	4	21	6.3	6.3	96.4
	5	7	2.1	2.1	98.5
	strongly agree	5	1.5	1.5	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 8 *Teachers here need more training to know how to deal with these students*

need more training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	4.5	4.5	4.5
	2	32	9.6	9.7	14.2
	3	54	16.1	16.3	30.5
	4	118	35.2	35.6	66.2
	5	69	20.6	20.8	87.0
	strongly agree	43	12.8	13.0	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 9 *Teachers in this school think that there are some students that no one can reach*

some students no one can reach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	125	37.3	37.9	37.9
	2	101	30.1	30.6	68.5
	3	43	12.8	13.0	81.5
	4	38	11.3	11.5	93.0
	5	22	6.6	6.7	99.7
	strongly agree	1	.3	.3	100.0
	Total	330	98.5	100.0	
Missing	System	5	1.5		
Total		335	100.0		

Table 10 *Teachers here don't have the skills needed to produce meaningful student learning*

no skills for meaningful learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	210	62.7	63.3	63.3
	2	98	29.3	29.5	92.8
	3	11	3.3	3.3	96.1
	4	8	2.4	2.4	98.5
	5	3	.9	.9	99.4
	strongly agree	2	.6	.6	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 11 *Teachers here fail to reach some students because of poor teaching methods*

poor teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	112	33.4	33.7	33.7
	2	114	34.0	34.3	68.1
	3	45	13.4	13.6	81.6
	4	46	13.7	13.9	95.5
	5	13	3.9	3.9	99.4
	strongly agree	2	.6	.6	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 12 *These students come to school ready to learn*

students ready to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	22	6.6	6.7	6.7
	2	45	13.4	13.6	20.3
	3	69	20.6	20.9	41.2
	4	68	20.3	20.6	61.8
	5	73	21.8	22.1	83.9
	strongly agree	53	15.8	16.1	100.0
	Total	330	98.5	100.0	
Missing	System	5	1.5		
Total		335	100.0		

Table 13 *Home life provides so many advantages they are bound to learn*

homelife provides advantages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	51	15.2	15.4	15.4
	2	68	20.3	20.5	36.0
	3	86	25.7	26.0	61.9
	4	70	20.9	21.1	83.1
	5	37	11.0	11.2	94.3
	strongly agree	19	5.7	5.7	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 14 *The lack of instructional materials and supplies makes teaching very difficult*

lack of materials constrains teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	113	33.7	34.1	34.1
	2	93	27.8	28.1	62.2
	3	44	13.1	13.3	75.5
	4	49	14.6	14.8	90.3
	5	22	6.6	6.6	97.0
	strongly agree	10	3.0	3.0	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 15 *Students here just aren't motivated to learn*

students not motivated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	145	43.3	43.7	43.7
	2	136	40.6	41.0	84.6
	3	38	11.3	11.4	96.1
	4	8	2.4	2.4	98.5
	5	3	.9	.9	99.4
	strongly agree	2	.6	.6	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 16 *The quality of school facilities here really facilitates the teaching and learning process*

school facilities contribute to teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	.6	.6	.6
	2	9	2.7	2.7	3.3
	3	32	9.6	9.6	13.0
	4	88	26.3	26.5	39.5
	5	133	39.7	40.1	79.5
	strongly agree	68	20.3	20.5	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 17 *The opportunities in this community help to ensure that these students will learn*

opportunities in community help studs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	1.2	1.2	1.2
	2	33	9.9	10.0	11.2
	3	42	12.5	12.7	23.9
	4	60	17.9	18.1	42.0
	5	123	36.7	37.2	79.2
	strongly agree	69	20.6	20.8	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 18 *Teachers here are well prepared to teach the subjects they are assigned to teach*

teachers are well prepared

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	1.8	1.8	1.8
	3	17	5.1	5.1	6.9
	4	67	20.0	20.2	27.1
	5	160	47.8	48.2	75.3
	strongly agree	82	24.5	24.7	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 19 *Teachers in this school are skilled in various methods of teaching*

teachers skilled in various methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	1.2	1.2	1.2
	3	21	6.3	6.3	7.6
	4	62	18.5	18.7	26.3
	5	167	49.9	50.5	76.7
	strongly agree	77	23.0	23.3	100.0
	Total	331	98.8	100.0	
Missing	System	4	1.2		
Total		335	100.0		

Table 20 *Learning is more difficult at this school because students are worried about their safety*

safety concerns affect learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	212	63.3	63.9	63.9
	2	90	26.9	27.1	91.0
	3	16	4.8	4.8	95.8
	4	12	3.6	3.6	99.4
	5	1	.3	.3	99.7
	strongly agree	1	.3	.3	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

Table 21 *Drug and alcohol abuse in the community make learning for students difficult here*

drug and alcohol in community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	166	49.6	50.6	50.6
	2	76	22.7	23.2	73.8
	3	35	10.4	10.7	84.5
	4	32	9.6	9.8	94.2
	5	13	3.9	4.0	98.2
	strongly agree	6	1.8	1.8	100.0
	Total	328	97.9	100.0	
Missing	System	7	2.1		
Total		335	100.0		

Table 22 *Teachers in this school do not have the skills to deal with student disciplinary problems*

lack skills for disciplinary problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	146	43.6	44.0	44.0
	2	122	36.4	36.7	80.7
	3	37	11.0	11.1	91.9
	4	17	5.1	5.1	97.0
	5	9	2.7	2.7	99.7
	strongly agree	1	.3	.3	100.0
	Total	332	99.1	100.0	
Missing	System	3	.9		
Total		335	100.0		

CTE Initial Data: Bar Charts of previous Frequency Tables for Each Interview Item

Figure 1 *Teachers in this school have what it takes to get the children to learn*

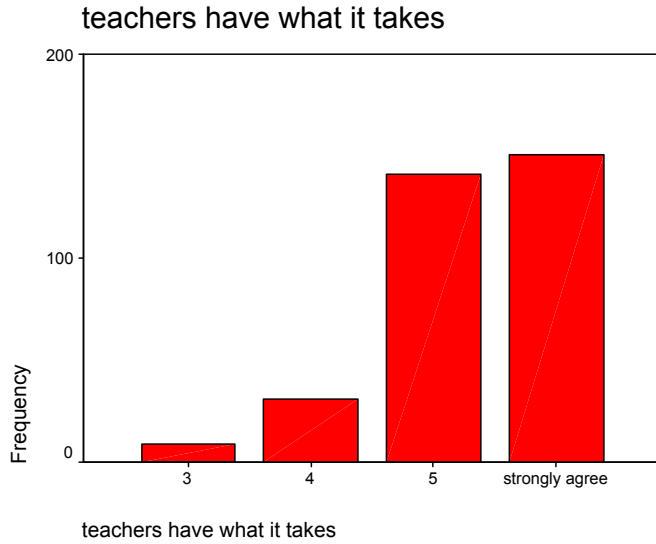


Figure 2 *Teachers in this school are able to get through to the difficult students*

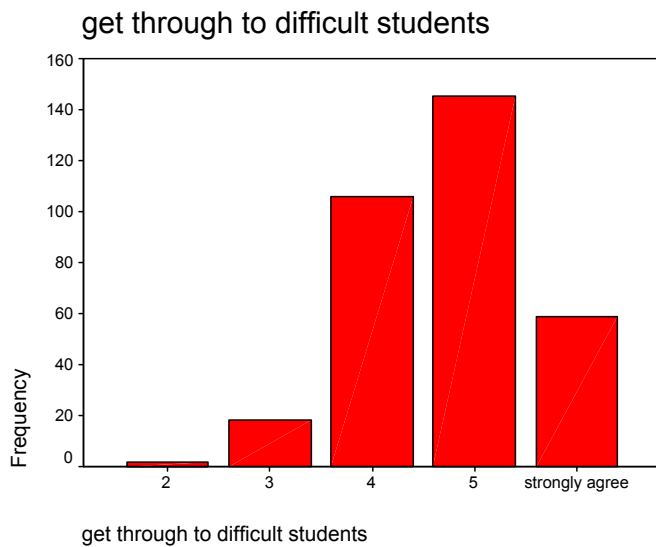


Figure 3 *If a child doesn't learn something the first time, teachers will try to find another way*

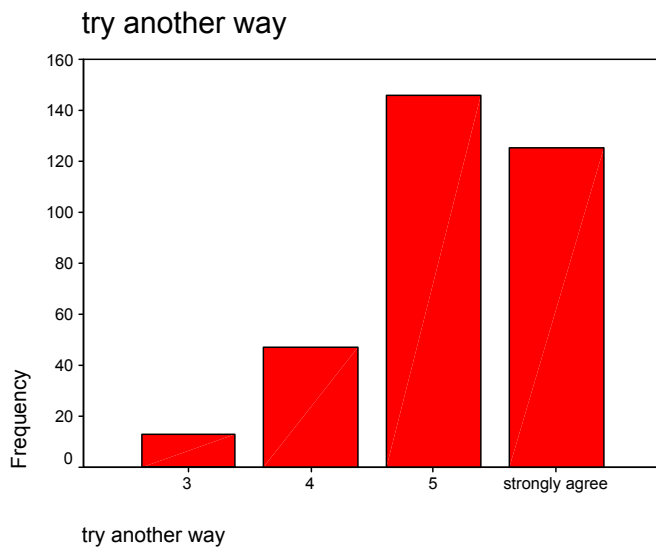


Figure 4 *Teachers here are confident they will be able to motivate their students*

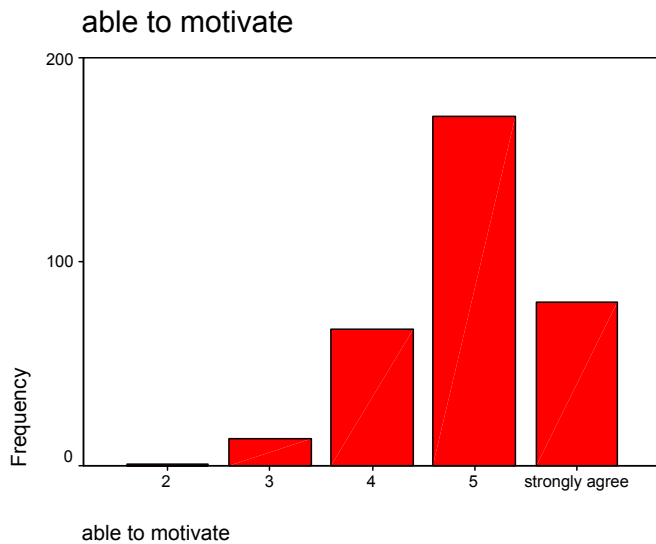


Figure 5 *Teachers in this school really believe every child can learn*

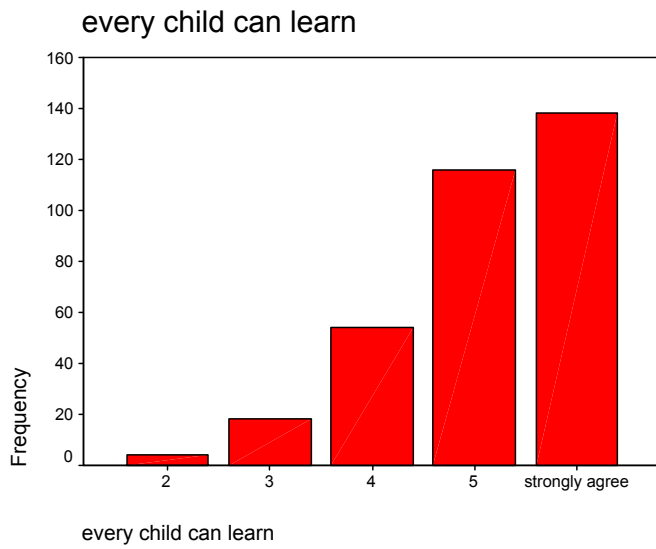


Figure 6 *If a child doesn't want to learn teachers here give up*

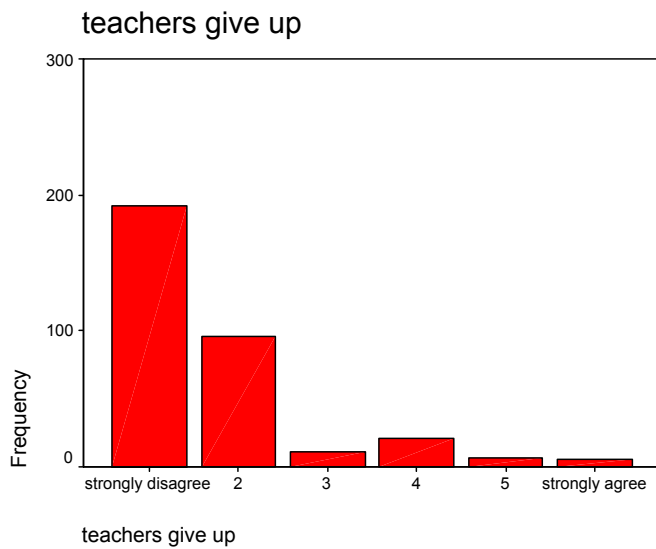


Figure 7 *Teachers here need more training to know how to deal with these students*



Figure 8 *Teachers in this school think that there are some students that no one can reach*

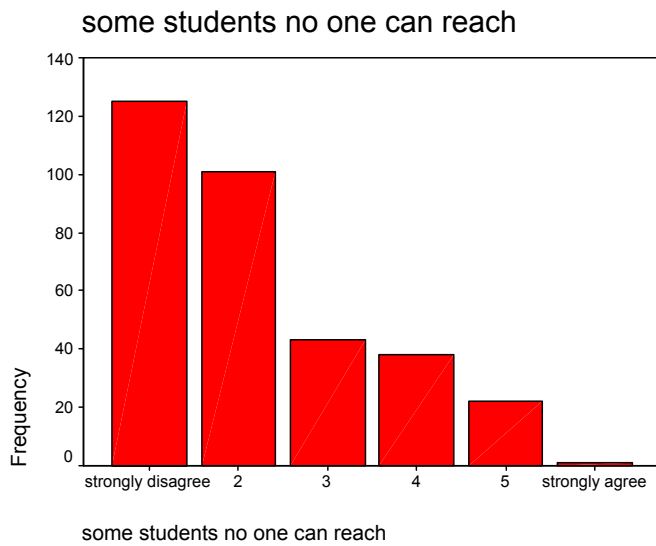


Figure 9 *Teachers here don't have the skills needed to produce meaningful student learning*

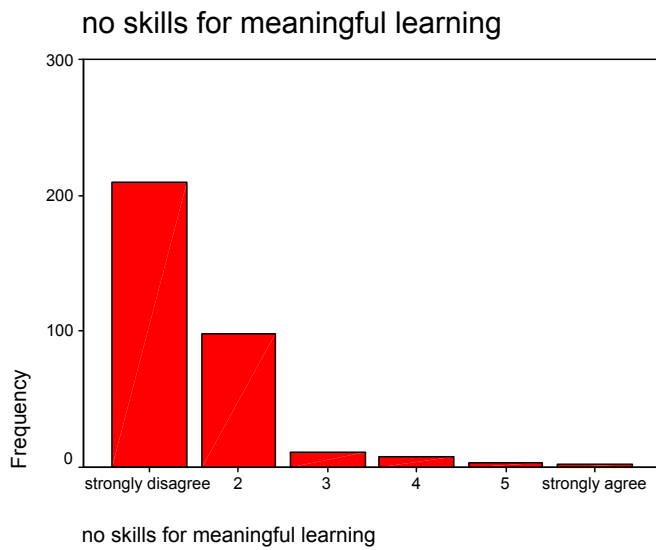


Figure 10 *Teachers here fail to reach some students because of poor teaching methods*

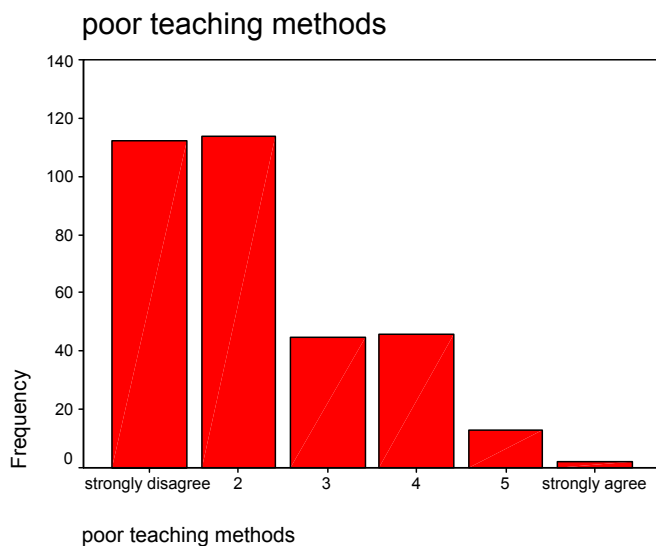


Figure 11 *These students come to school ready to learn*

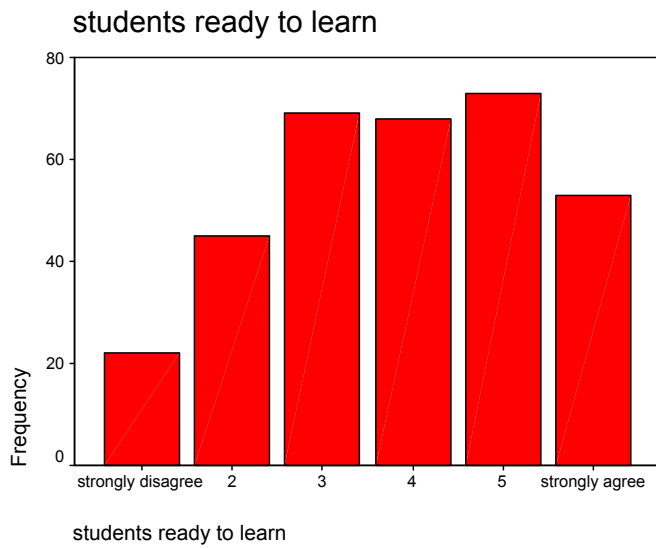


Table 12 *Home life provides so many advantages they are bound to learn*

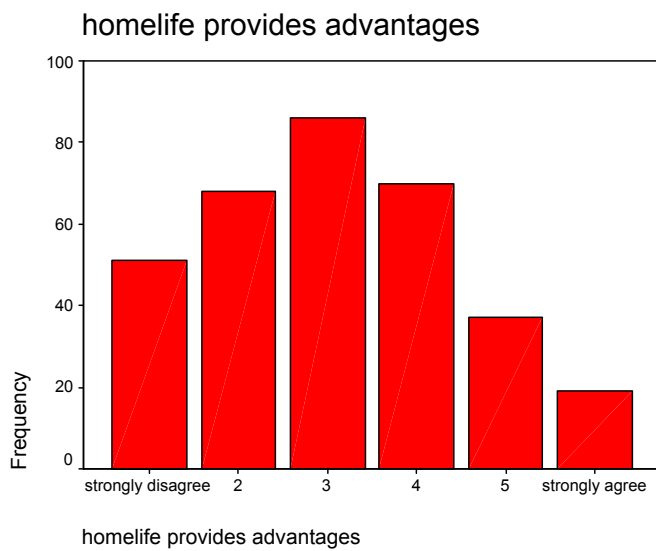


Figure 13 *The lack of instructional materials and supplies makes teaching very difficult*

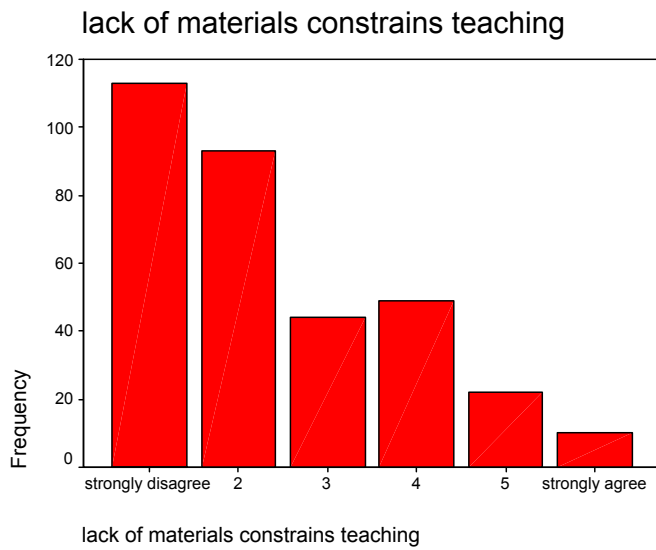


Figure 14 *Students here just aren't motivated to learn*

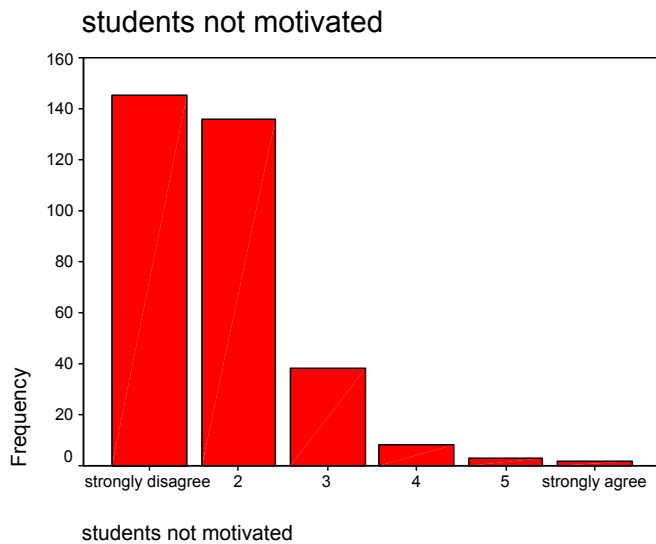


Figure 15 *The quality of school facilities here really facilitates the teaching and learning process*

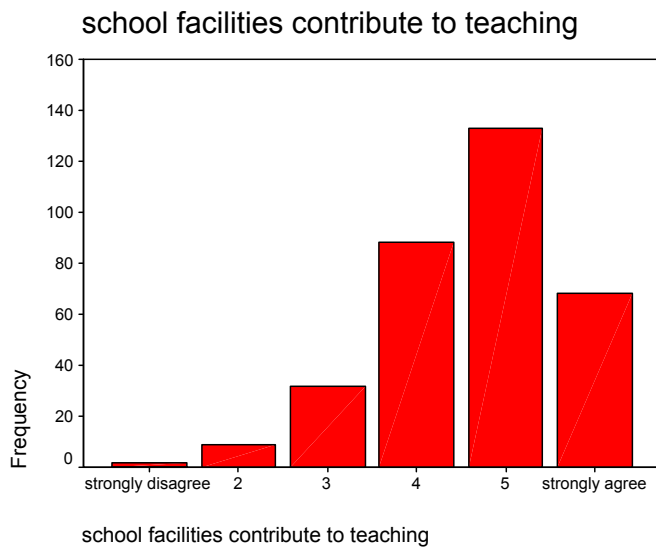


Figure 16 *The opportunities in this community help to ensure that these students will learn*

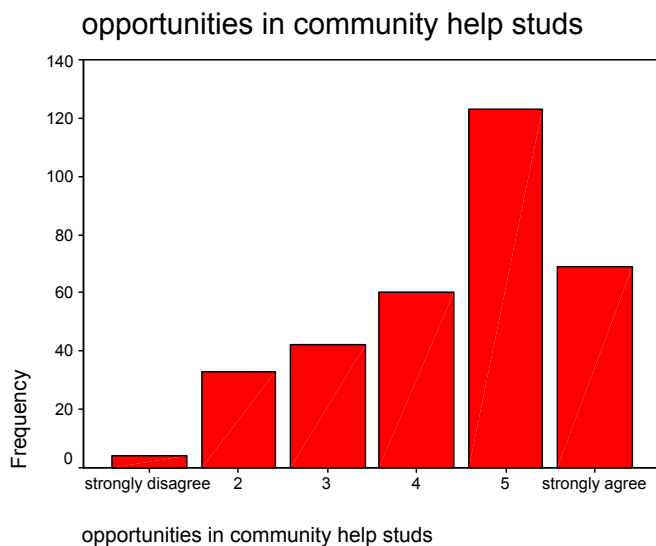


Figure 17 *Teachers here are well prepared to teach the subjects they are assigned to teach*

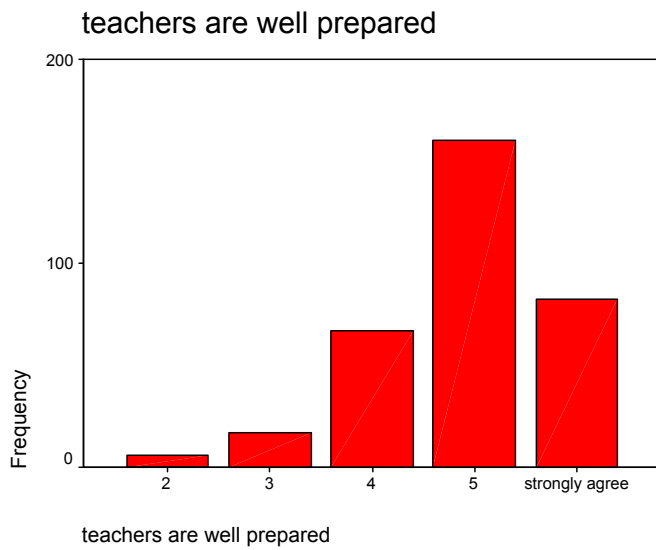


Figure 18 *Teachers in this school are skilled in various methods of teaching*

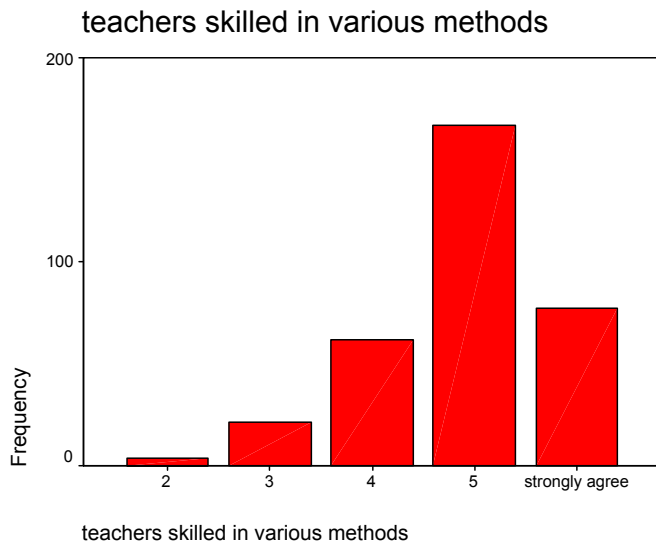


Figure 19 *Learning is more difficult at this school because students are worried about their safety*

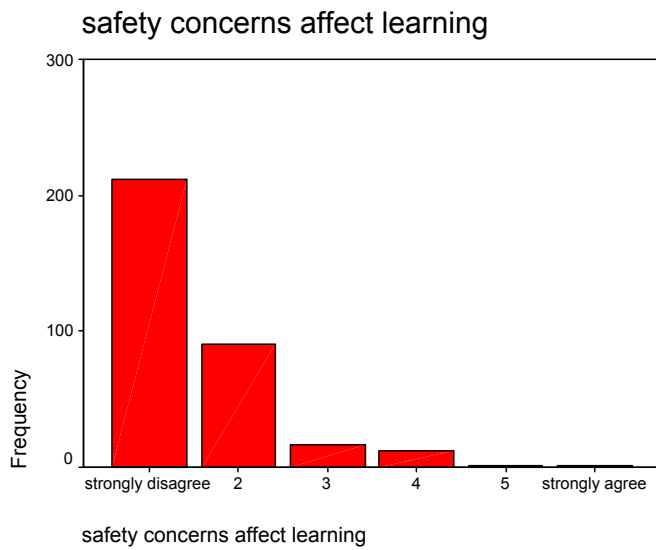


Figure 20 *Drug and alcohol abuse in the community make learning for students difficult here*

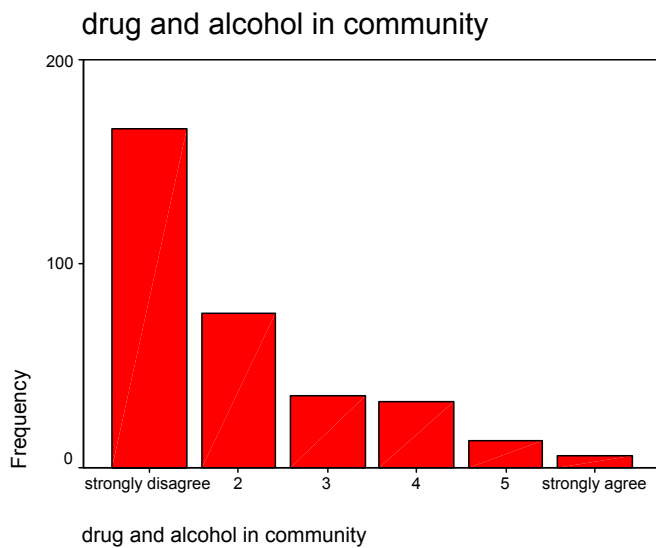
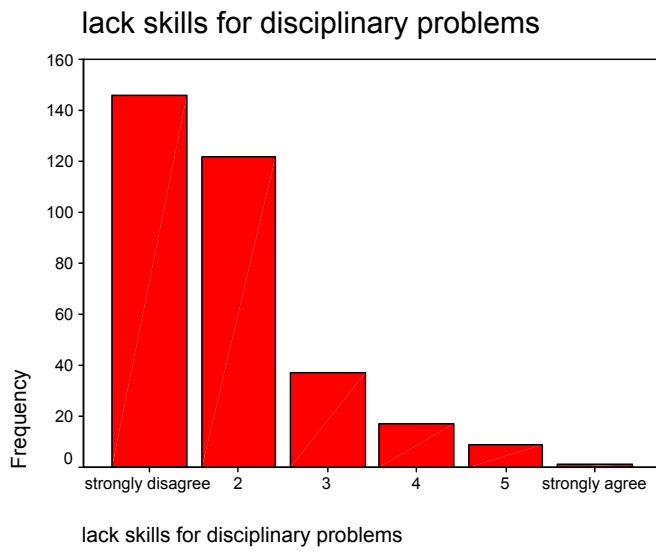


Figure 21 Teachers in this school do not have the skills to deal with student disciplinary problems



Collective Teacher Efficacy (CTE) End (Final) Data: Frequencies for Each Interview Item

Table 23 CTE End (Final) Data - Sample Size, Mean and Mode for each Interview Item

Interview Items	N		Mean	Mode
	Valid	Missing		
Teachers have what it takes	243	102	5.5	5
Get through to difficult students	240	105	5.0	5
Try another way	243	102	5.0	5
Able to motivate	242	103	5.0	5
Every child can learn	243	102	5.0	6
Teachers give up	243	102	1.5	1
Need more training	242	103	3.5	4
Some students no one can reach	241	104	2.0	1
No skills for meaningful learning	243	102	1.5	1
Poor teaching methods	243	102	2.0	2
Students ready to learn	238	107	4.0	4
Home life provides advantages	240	105	3.0	3
Lack of materials constrains learning	241	104	2.0	1
Students not motivated	243	102	1.5	1
School facilities contribute to teaching	242	103	5.0	5
Opportunity in community helps students	242	103	4.5	5
Teachers are well prepared	243	102	5.0	5
Teachers skilled in various methods	242	103	5.0	5
Safety concerns affect learning	242	103	1.5	1
Drug and alcohol in community	241	104	2.0	1
Lack skills for disciplinary problems	241	104	2.0	2

CTE End (Final) Data: Frequency Tables for Each Interview Item

Table 24 *Teachers in this school have what it takes to get the children to learn*

teachers have what it takes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	.6	.8	.8
	4	22	6.4	9.1	9.9
	5	122	35.4	50.2	60.1
	strongly agree	97	28.1	39.9	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 25 *Teachers in this school are able to get through to the difficult students*

get through to difficult students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.3	.4	.4
	3	8	2.3	3.3	3.8
	4	80	23.2	33.3	37.1
	5	108	31.3	45.0	82.1
	strongly agree	43	12.5	17.9	100.0
	Total	240	69.6	100.0	
Missing	System	105	30.4		
Total		345	100.0		

Table 26 *If a child doesn't learn something the first time, teachers will try to find another way*

try another way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	.9	1.2	1.2
	4	33	9.6	13.6	14.8
	5	108	31.3	44.4	59.3
	strongly agree	99	28.7	40.7	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 27 *Teachers here are confident they will be able to motivate their students*

able to motivate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.3	.4	.4
	3	6	1.7	2.5	2.9
	4	58	16.8	24.0	26.9
	5	113	32.8	46.7	73.6
	strongly agree	64	18.6	26.4	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 28 *Teachers in this school really believe every child can learn*

every child can learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	.6	.8	.8
	3	11	3.2	4.5	5.3
	4	34	9.9	14.0	19.3
	5	97	28.1	39.9	59.3
	strongly agree	99	28.7	40.7	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 29 *If a child doesn't want to learn teachers here give up*

teachers give up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	149	43.2	61.3	61.3
	2	72	20.9	29.6	90.9
	3	9	2.6	3.7	94.7
	4	8	2.3	3.3	97.9
	5	3	.9	1.2	99.2
	strongly agree	2	.6	.8	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 30 Teachers here need more training to know how to deal with these students

need more training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	5.8	8.3	8.3
	2	45	13.0	18.6	26.9
	3	46	13.3	19.0	45.9
	4	67	19.4	27.7	73.6
	5	45	13.0	18.6	92.1
	strongly agree	19	5.5	7.9	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 31 Teachers in this school think that there are some students that no one can reach

some students no one can reach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	96	27.8	39.8	39.8
	2	84	24.3	34.9	74.7
	3	25	7.2	10.4	85.1
	4	21	6.1	8.7	93.8
	5	10	2.9	4.1	97.9
	strongly agree	5	1.4	2.1	100.0
	Total	241	69.9	100.0	
Missing	System	104	30.1		
Total		345	100.0		

Table 32 Teachers here don't have the skills needed to produce meaningful student learning

no skills for meaningful learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	166	48.1	68.3	68.3
	2	67	19.4	27.6	95.9
	3	5	1.4	2.1	97.9
	4	2	.6	.8	98.8
	5	1	.3	.4	99.2
	strongly agree	2	.6	.8	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 33 Teachers here fail to reach some students because of poor teaching methods

poor teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	80	23.2	32.9	32.9
	2	93	27.0	38.3	71.2
	3	34	9.9	14.0	85.2
	4	24	7.0	9.9	95.1
	5	10	2.9	4.1	99.2
	strongly agree	2	.6	.8	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 34 These students come to school ready to learn

students ready to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	4.3	6.3	6.3
	2	45	13.0	18.9	25.2
	3	39	11.3	16.4	41.6
	4	55	15.9	23.1	64.7
	5	50	14.5	21.0	85.7
	strongly agree	34	9.9	14.3	100.0
	Total	238	69.0	100.0	
Missing	System	107	31.0		
Total		345	100.0		

Table 35 Home life provides so many advantages they are bound to learn

homelife provides advantages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	29	8.4	12.1	12.1
	2	60	17.4	25.0	37.1
	3	73	21.2	30.4	67.5
	4	48	13.9	20.0	87.5
	5	15	4.3	6.3	93.8
	strongly agree	15	4.3	6.3	100.0
	Total	240	69.6	100.0	
Missing	System	105	30.4		
Total		345	100.0		

Table 36 *The lack of instructional materials and supplies makes teaching very difficult*

lack of materials constrains teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	103	29.9	42.7	42.7
	2	68	19.7	28.2	71.0
	3	20	5.8	8.3	79.3
	4	25	7.2	10.4	89.6
	5	13	3.8	5.4	95.0
	strongly agree	12	3.5	5.0	100.0
	Total	241	69.9	100.0	
Missing	System	104	30.1		
Total		345	100.0		

Table 37 *Students here just aren't motivated to learn*

students not motivated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	119	34.5	49.0	49.0
	2	94	27.2	38.7	87.7
	3	20	5.8	8.2	95.9
	4	6	1.7	2.5	98.4
	5	3	.9	1.2	99.6
	strongly agree	1	.3	.4	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 38 *The quality of school facilities here really facilitates the teaching and learning process*

school facilities contribute to teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.3	.4	.4
	2	6	1.7	2.5	2.9
	3	17	4.9	7.0	9.9
	4	53	15.4	21.9	31.8
	5	92	26.7	38.0	69.8
	strongly agree	73	21.2	30.2	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 39 *The opportunities in this community help to ensure that these students will learn*

opportunities in community help studs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.4	2.1	2.1
	2	18	5.2	7.4	9.5
	3	34	9.9	14.0	23.6
	4	50	14.5	20.7	44.2
	5	96	27.8	39.7	83.9
	strongly agree	39	11.3	16.1	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 40 *Teachers here are well prepared to teach the subjects they are assigned to teach*

teachers are well prepared

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.3	.4	.4
	3	9	2.6	3.7	4.1
	4	53	15.4	21.8	25.9
	5	117	33.9	48.1	74.1
	strongly agree	63	18.3	25.9	100.0
	Total	243	70.4	100.0	
Missing	System	102	29.6		
Total		345	100.0		

Table 41 *Teachers in this school are skilled in various methods of teaching*

teachers skilled in various methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.3	.4	.4
	3	9	2.6	3.7	4.1
	4	48	13.9	19.8	24.0
	5	118	34.2	48.8	72.7
	strongly agree	66	19.1	27.3	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 42 *Learning is more difficult at this school because students are worried about their safety*

safety concerns affect learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	162	47.0	66.9	66.9
	2	51	14.8	21.1	88.0
	3	15	4.3	6.2	94.2
	4	9	2.6	3.7	97.9
	5	3	.9	1.2	99.2
	strongly agree	2	.6	.8	100.0
	Total	242	70.1	100.0	
Missing	System	103	29.9		
Total		345	100.0		

Table 43 *Drug and alcohol abuse in the community make learning for students difficult here*

drug and alcohol in community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	121	35.1	50.2	50.2
	2	55	15.9	22.8	73.0
	3	32	9.3	13.3	86.3
	4	24	7.0	10.0	96.3
	5	4	1.2	1.7	97.9
	strongly agree	5	1.4	2.1	100.0
	Total	241	69.9	100.0	
Missing	System	104	30.1		
Total		345	100.0		

Table 44 *Teachers in this school do not have the skills to deal with student disciplinary problems*

lack skills for disciplinary problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	97	28.1	40.2	40.2
	2	109	31.6	45.2	85.5
	3	19	5.5	7.9	93.4
	4	8	2.3	3.3	96.7
	5	6	1.7	2.5	99.2
	strongly agree	2	.6	.8	100.0
	Total	241	69.9	100.0	
Missing	System	104	30.1		
Total		345	100.0		

CTE End (Final) Data: Bar Charts of previous Frequency Tables for Each Interview Item

Figure 22 *Teachers in this school have what it takes to get the children to learn*

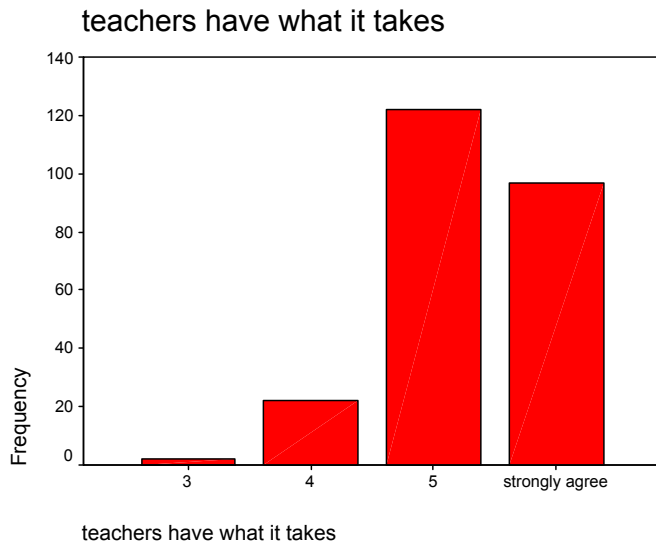


Figure 23 *Teachers in this school are able to get through to the difficult students*

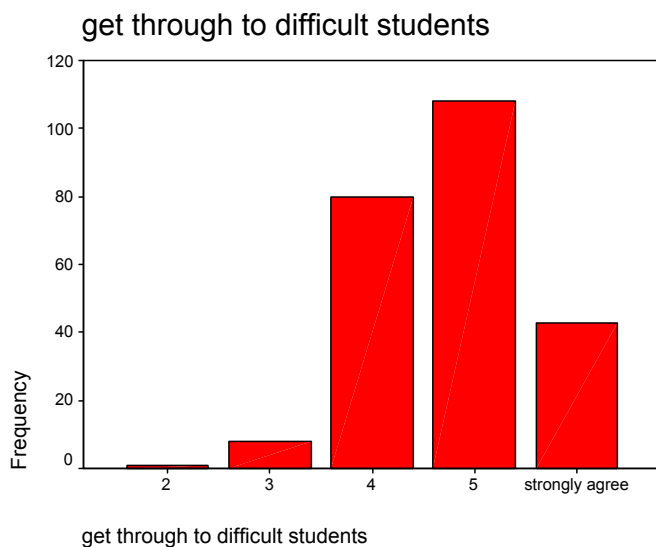


Figure 24 *If a child doesn't learn something the first time, teachers will try to find another way*

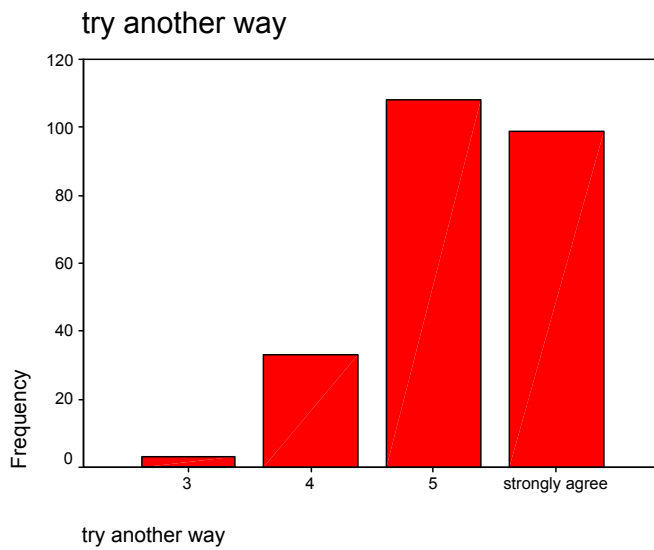


Figure 25 *Teachers here are confident they will be able to motivate their students*

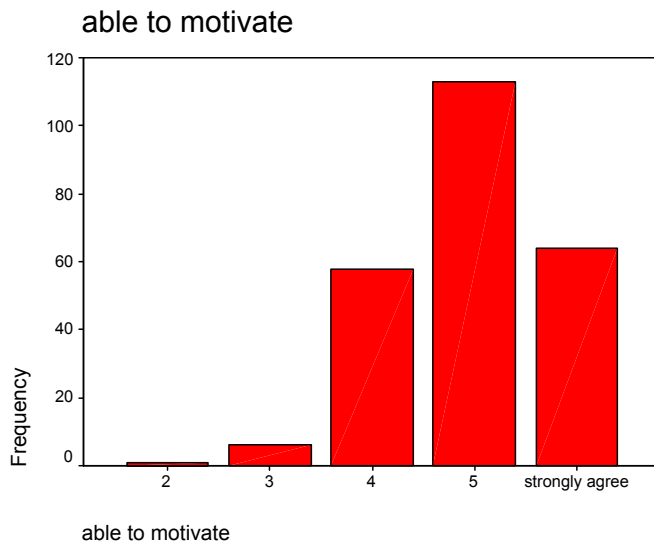


Figure 26 Teachers in this school really believe every child can learn

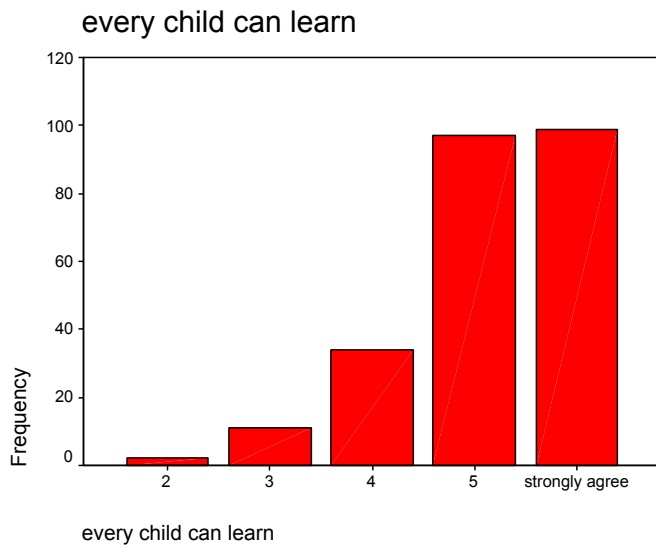


Figure 27 If a child doesn't want to learn teachers here give up

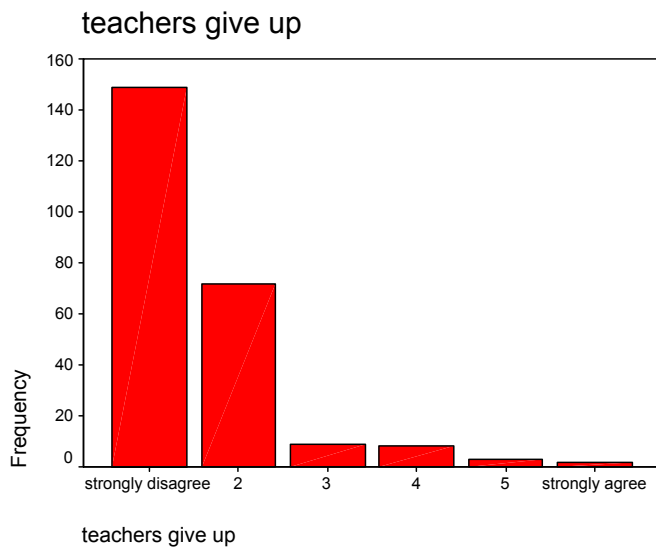


Figure 28 Teachers here need more training to know how to deal with these students



Figure 29 Teachers in this school think that there are some students that no one can reach

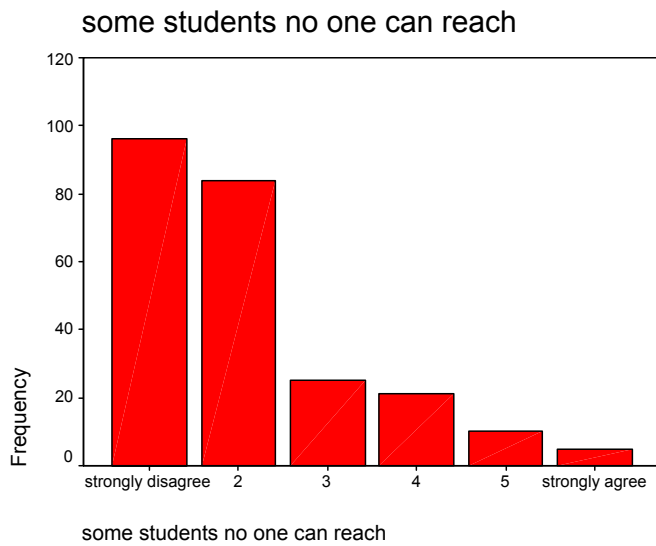


Figure 30 *Teachers here don't have the skills needed to produce meaningful student learning*

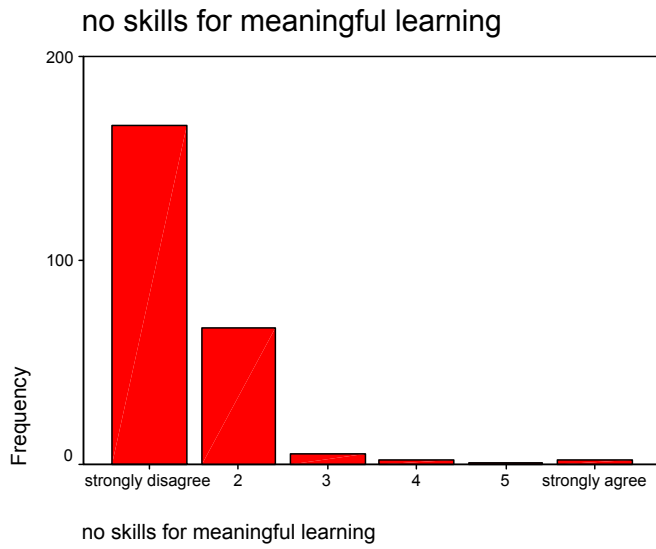


Figure 31 *Teachers here fail to reach some students because of poor teaching methods*

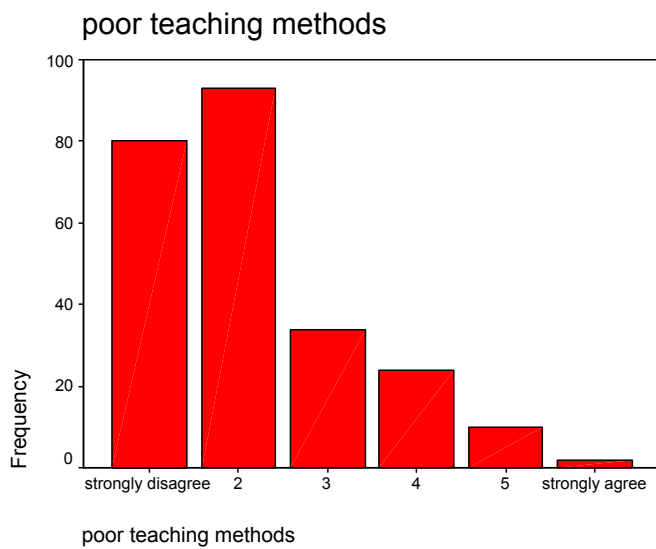


Figure 32 *These students come to school ready to learn*

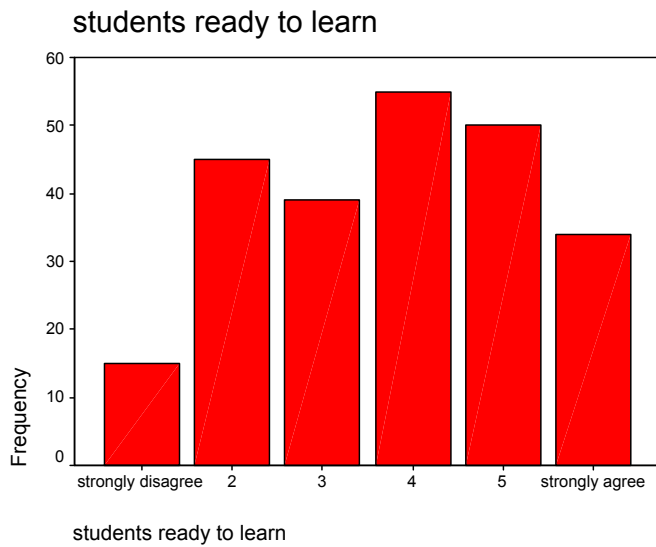


Table 33 *Home life provides so many advantages they are bound to learn*

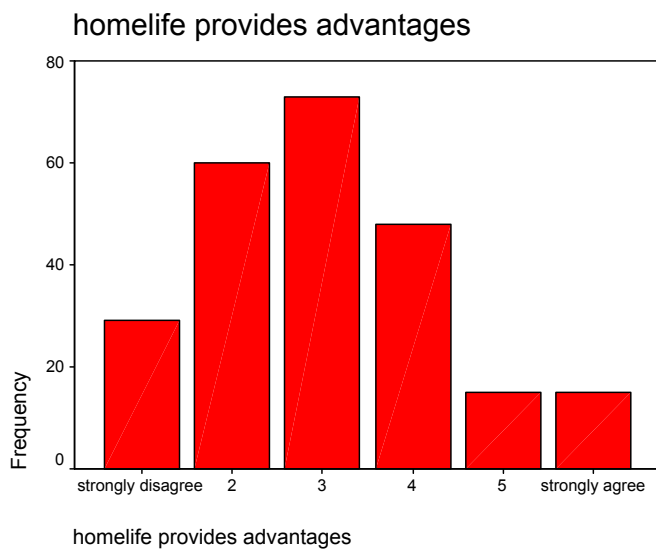


Figure 34 *The lack of instructional materials and supplies makes teaching very difficult*

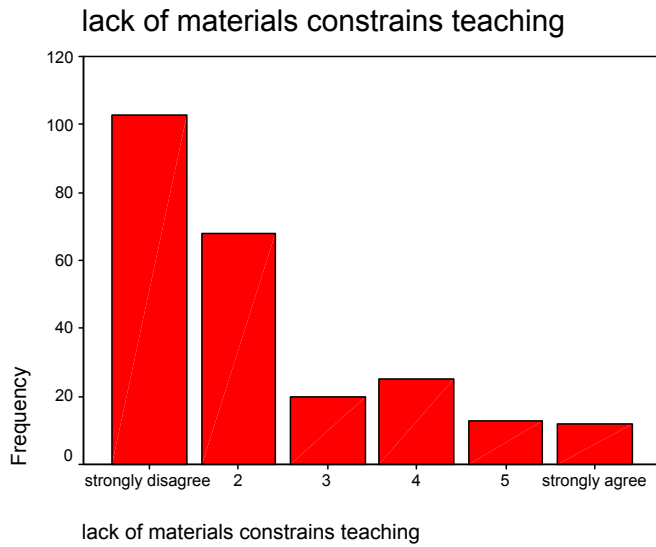


Figure 35 *Students here just aren't motivated to learn*

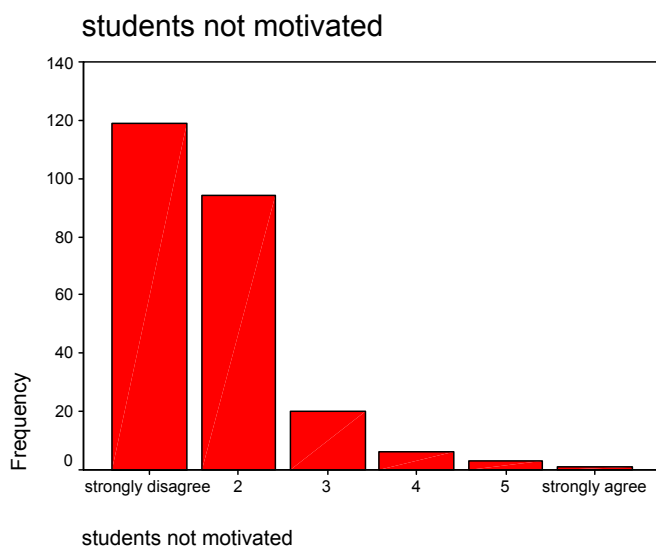


Figure 36 *The quality of school facilities here really facilitates the teaching and learning process*

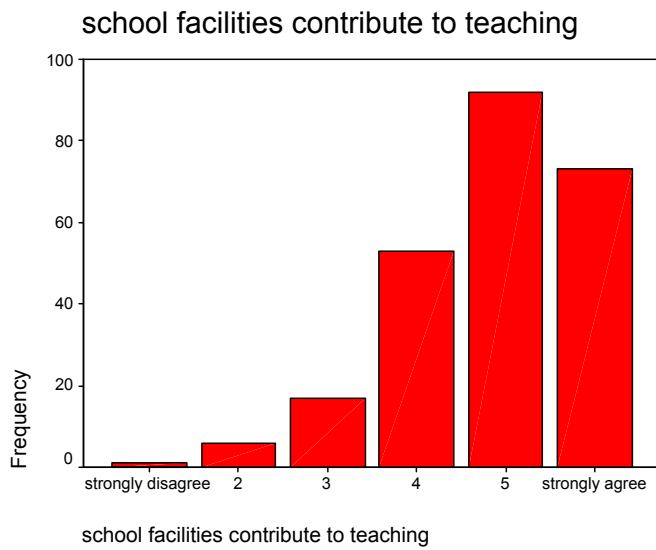


Figure 37 *The opportunities in this community help to ensure that these students will learn*

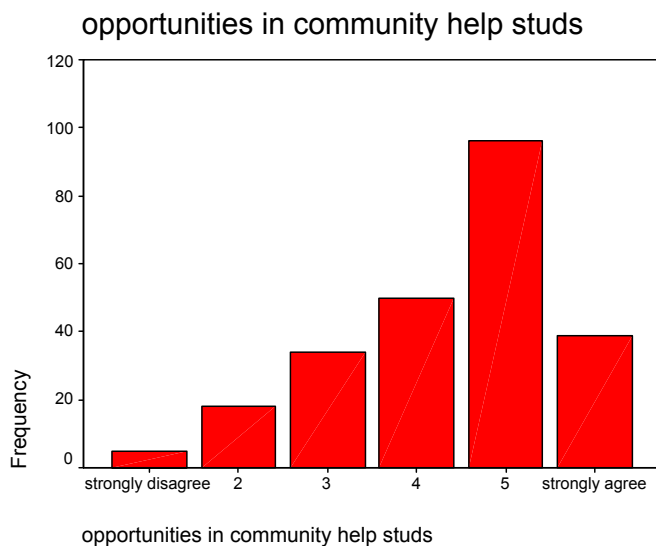


Figure 38 *Teachers here are well prepared to teach the subjects they are assigned to teach*

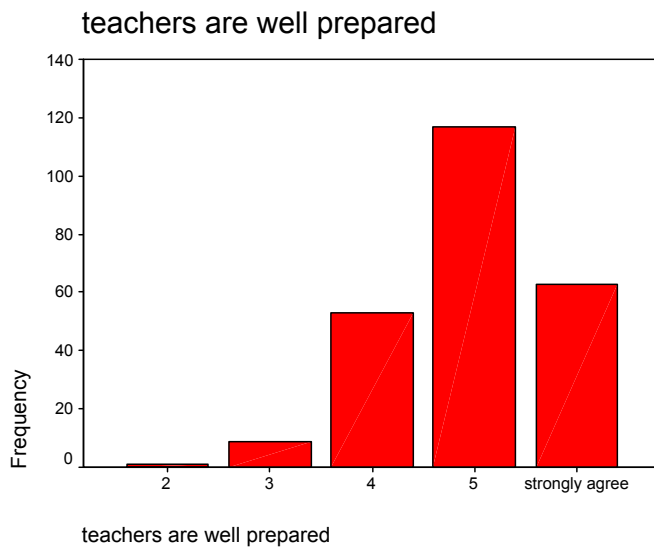


Figure 39 *Teachers in this school are skilled in various methods of teaching*

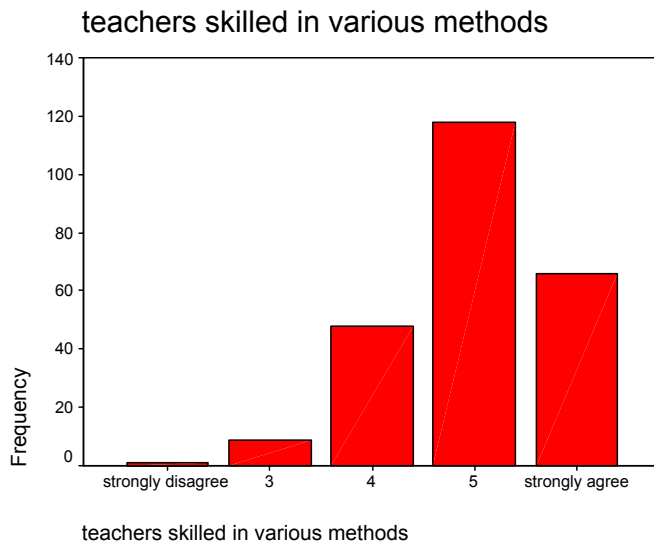


Figure 40 *Learning is more difficult at this school because students are worried about their safety*

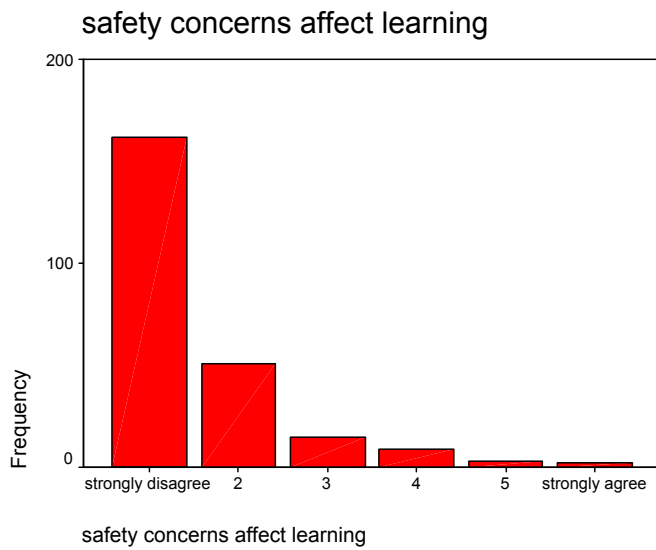


Figure 41 *Drug and alcohol abuse in the community make learning for students difficult here*

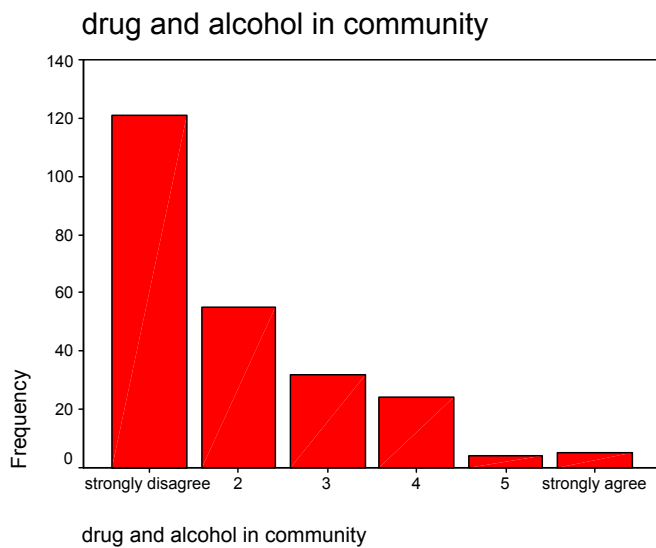
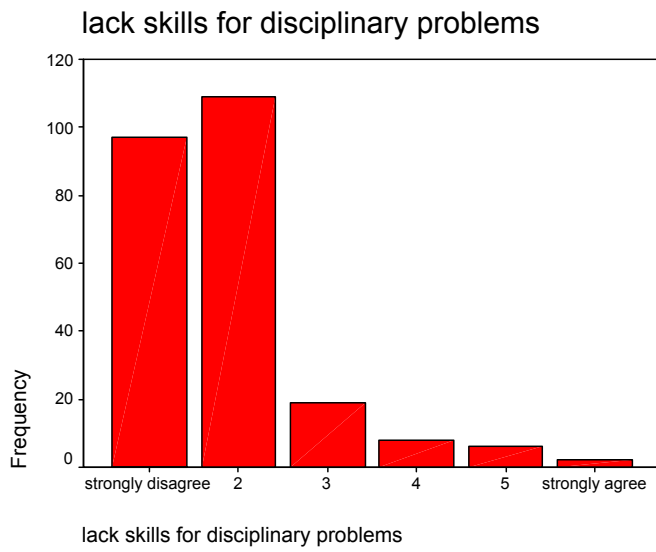


Figure 42 Teachers in this school do not have the skills to deal with student disciplinary problems



T-Test: Collective Teacher Efficacy: Initial Data versus End (Final) Data

Tables 45, 46 and 47 show the paired-samples t-test analysis for comparison of the initial and end (final) data for Collective Teacher Efficacy indices.

CTE: Collective Teacher Efficacy
 GC: General Competence
 TA: Task Analysis
 INIT: Initial data
 FINAL: Final or End data

Table 45

		mea	N	Std.	Std. Mea
Pair 1	CTEIN	5.0	16	.41	.10
	CTEFIN	5.0	16	.34	.08
Pair 2	GCINI	5.0	16	.38	.09
	GCFINA	5.0	16	.30	.07
Pair 3	TAINI	5.0	16	.55	.14
	TAFINA	4.5	16	.51	.13

Table 46

		N	Correlation	Sig.
Pair 1	CTEINIT & CTEFINAL	16	.821	.000
Pair 2	GCINIT & GCFINAL	16	.699	.003
Pair 3	TAINIT & TAFINAL	16	.897	.000

Table 47

Paired Samples Test

		Pair 1	Pair 2	Pair 3	
		CTEINIT - CTEFINAL	GCINIT - GCFINAL	TAINIT - TAFINAL	
Paired Differences	Mean	-.07	-.10	-.04	
	Std. Deviation	.23	.27	.24	
	Std. Error Mean	.06	.07	.06	
	95% Confidence Interval of the Difference	Lower	-.20	-.25	-.16
		Upper	.05	.04	.09
t		-1.28	-1.50	-.58	
df		15	15	15	
Sig. (2-tailed)		.219	.154	.568	