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Title:

Effects of Instructional Consultation Teams on Teacher Efficacy and Student Academic Achievement

**Text:**

The Instructional Consultation (IC) Teams intervention is a school-based early intervention model that seeks to improve student achievement through improving, enhancing and increasing teacher beliefs and practices (Rosenfield & Gravois, 1996). Teachers who work with an IC Team are expected to develop a new perspective on teaching and learn new skills to use in their classrooms. The theoretical model proposes that teacher beliefs and practices mediate the effects of the intervention on student outcomes. The effects of IC Teams on teacher beliefs and practices have yet to be demonstrated, although qualitative research has provided some support. A four-year experimental evaluation of IC Teams is in progress. This study is a step in a comprehensive evaluation of how IC Teams affect students, teachers, and schools. Here we will report effects on teacher efficacy and student achievement after 1.5 years of IC Teams implementation. In addition, we plan to examine the influence of teacher efficacy on student achievement and the degree to which teacher efficacy accounts for any effects of IC Teams on student achievement. The sample includes 1,440 teachers and 29,000 students (grades K-5) nested within 34 public elementary schools in Prince William County, VA. The student sample is ethnically and socioeconomically diverse. The teacher sample is mostly female and Caucasian, with diverse education levels and years of teaching experience. Schools were matched and then randomly assigned to treatment or control group. The comprehensive experimental study will ultimately have four data collection waves: Pre-intervention baseline (2005-2006), Year 1 intervention (2006-2007), Year 2 intervention (2007-2008), and Year 3 intervention (2008-2009). Data are collected annually. The present study will involve the first 3 waves of data. A self-report survey measured teacher efficacy. The 5-point, Likert-type teacher efficacy scale measures teacher beliefs in the efficacy of their teaching to overcome student learning or behavior problems and in their capability to promote student engagement and learning. The teacher efficacy scale was adapted from scales developed by others (Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy, & Hoy, 1998). Report card grades and standardized achievement test scores measured student academic achievement. Multi-level models will test the effects of IC Teams on teacher and student outcomes and the influence of teacher efficacy on student academic achievement. Analyses for student outcomes will be conducted separately for each grade-level.

Theme Groups: 1 Key social relationships

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