

Summary of Teachers' Sense of Efficacy Scale Administered to the Schools of the Allentown Diocese, December 2025

1. Summary of Results

Brief summary of results, with details below:

- The TSES (Teachers' Sense of Efficacy Scale) assessment was administered to the schools of the Allentown Diocese in December 2025, with 214 unique responses.
 - Across all schools (and all grade levels), the response rate was 94.7%, with individual school responses ranging from 86% to 100%.
- Take-Home Message: Completing the four-course TExpL graduate certificate makes a significant improvement in teachers' assessed sense of efficacy in student engagement, instructional strategies, and classroom management.
 - The below results clearly demonstrate, with statistical significance, that completing the TExpL four-course certificate positively impacts student engagement, the teachers' instructional strategies, and their classroom management, when compared to either teachers who have had no experience with TExpL or teachers who have some TExpL professional development and/or only one or two TExpL courses.
 - Comparison of teachers who have had limited experience with TExpL professional development to those with only some TExpL training showed no significant improvement in the factors of student engagement, instructional strategies, and classroom management.

2. Teacher Efficacy and the TSES (Teachers' Sense of Efficacy Scale)

A teacher's sense of efficacy is a judgment of their capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

Teacher efficacy has been shown in the education research literature to be powerfully related to many meaningful educational outcomes such as:

- Teachers' persistence, enthusiasm, commitment, and instructional behavior
- Student outcomes such as achievement, motivation, and self-efficacy beliefs
- Effort the teachers invest in teaching, the goals they set, and their level of aspiration
- Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization

The TSES (Teachers' Sense of Efficacy Scale) is an assessment created by Dr. Megan Tschannen-Moran (<https://mxtsch.pages.wm.edu/>, College of William and Mary) and Dr. Anita Woolfolk Hoy (<https://anitawoolfolkhoy.com/>, Ohio State University) in 2001.

Citation:

Tschannen-Moran, Megan & Hoy, Anita. (2001). *Teacher Efficacy: Capturing an Elusive Construct*. Teaching and Teacher Education. 17. 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

The Teachers' Sense of Efficacy Scale (TSES) measures teachers' beliefs in their abilities to influence student engagement, instructional strategies, and classroom management.

The scale identifies three factors corresponding to key domains of teaching efficacy:

- Student engagement
- Instructional practices
- Classroom management.

We have been using the 24-question “long form,” which includes 8 questions for each of these three factors.

3. TSES Administration, Fall 2025

We administered the TSES to 214 teachers in the schools of the Diocese of Allentown in Fall 2025. We will be following up with the same assessment at the end of AY 2025-26 for comparison.

Responses were separated into the three factors, and then further grouped by amount of TExpL training each respondent had previously experienced. We used the “independent samples t-test” to determine if the response differences were statistically significant. A t-test result that is smaller than 0.05 is considered to be significant.

The results are on SharePoint in LT/Data/LEASpecificData/DioceseOfAllentown: [DoA Teacher Efficacy Survey \(TExpL experience\).xlsx](#)

The comparison groupings were:

	Group 1	Group 2
Comparison #1	No TExpL Experience	TExpL Certificate completed
Comparison #2	Some TExpL PD, but no certificate courses	TExpL Certificate completed
Comparison #3	Some TExpL PD, but no certificate courses	TExpL Certificate started or completed

4. TSES Results, Fall 2025

a. Student Engagement

	No TExpL Experience	TExpL Certificate completed
Student Engagement Result (average)	7.08	8.16

The t-test result is 6.3×10^{-13} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate completed
Student Engagement Result (average)	7.12	8.16

The t-test result is 2.9×10^{-12} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate started or completed
Student Engagement Result (average)	7.12	7.17

The t-test result is 0.6, which is **not** significant. This implies that the completed certificate may be more effective than partial training.

b. Instructional Strategies

	No TExpL Experience	TExpL Certificate completed
Instructional Strategies Result (average)	7.39	8.14

The t-test result is 1.8×10^{-7} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate completed
Instructional Strategies Result (average)	7.42	8.14

The t-test result is 3.9×10^{-7} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate started or completed
Instructional Strategies Result (average)	7.42	7.21

The t-test result is 0.009, which is mildly significant.

b. Classroom Management

	No TExpL Experience	TExpL Certificate completed
Classroom Management Result (average)	7.45	8.30

The t-test result is 1.9×10^{-9} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate completed
Classroom Management Result (average)	7.50	8.30

The t-test result is 7.6×10^{-9} , which is highly significant.

	Some TExpL PD, but no certificate courses	TExpL Certificate started or completed
Classroom Management Result (average)	7.50	7.41

The t-test result is 0.29, which is **not** significant. This implies that the completed certificate may be more effective than partial training.