



SUMMIT SPOTLIGHT

AT MGS

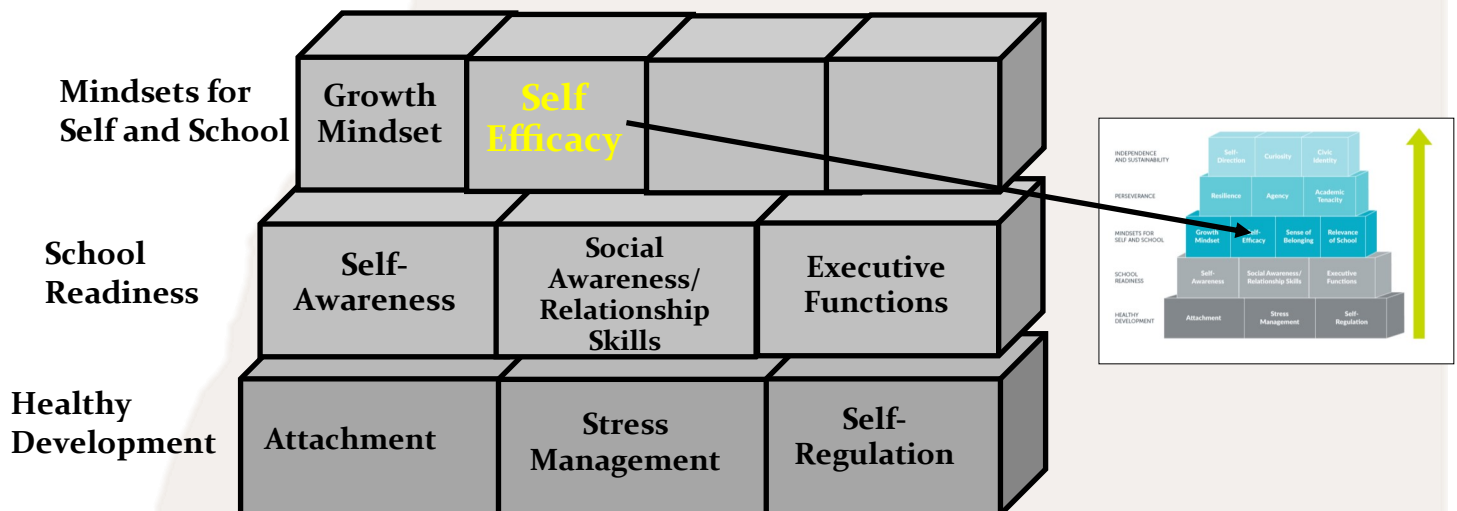
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Habits of Success for **Mindsets for Self and School: #2 Self Efficacy**

Self-efficacy is the judgement or belief that a person makes about his or her ability to learn, meet challenges, and succeed in a particular situation or on a certain task. It is an important variable in education because it affects students' motivation and learning. Self-efficacy reflects confidence in a student's ability to exert control over his/her own motivation, behavior, and social environment. These cognitive self-evaluations influence the goals students strive for, the amount of energy they apply toward those goals, and how they reflect upon their own performance (Self-efficacy and Why).

Students with high self-efficacy enjoy challenges and tolerate failure. They have a deeper interest in the activities in which they participate, are more persistent and put more effort toward their achievement. They form a stronger sense of commitment to their interests and activities and recover quickly from setbacks and disappointments. They view challenging problems as tasks to be mastered (6 Strategies).

Students with low self-efficacy are more likely to avoid difficult or challenging tasks and they have low commitment to goals. They often believe that difficult tasks and situations are beyond their capabilities. They focus on personal failings and negative outcomes and quickly lose confidence in personal abilities (Self-efficacy and Why).



"6 Strategies for Promoting Student Self-Efficacy in Your Teaching." *The Education Hub: Learning Skills Overview*, The Education Hub, www.theeducationhub.org.nz/wp-content/uploads/2018/03/6-strategies-for-promoting-student-self-efficacy.pdf.

Self Efficacy and Why believing in yourself matters. (n.d.). Retrieved from <https://www.verywellmind.com/what-is-self-efficacy-2795954>.

"Self-Efficacy Teaching Tip Sheet." *American Psychological Association*, American Psychological Association, www.apa.org/pi/aids/resources/education/self-efficacy.

Stafford-Brizard, K. Brooke, foreword by Pamela Cantor. "Building Blocks for Learning: A Framework for Comprehensive Student Development." *TurnaRound for Children: Building Blocks for Children*, <http://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf>.



Self-efficacy in the MGS Summit Classroom

Fifth grade teacher, Sarah Weis, shared that the built-in checkpoints in the *Summit Learning platform* help students develop a stronger sense of self-efficacy by allowing them to submit their work for feedback. For example, after completing a Checkpoint, students can request feedback from their teacher. Sarah said, “what motivates a lot of students are the green, yellow, and red colors that indicate if they have passed, need to look at their work before passing, or did not pass/have not yet started and is overdue, respectively.” In addition, students have the option to take responsibility for their end product by retaking a test, or editing a final product. Students may do this on any final product until the end of the school year. So this places the responsibility on the students’ shoulders.

Summit Learning educators develop a close relationship with their students as mentors. This relationship helps students connect their long-term goals with actions they must take in the short term. It gives students one-on-one time with a teacher who holds them accountable, academically, and it provides a safe space for students to share what’s

happening in their own lives. Receiving positive feedback from teachers, mentors, and peers can help improve a student’s sense of self-efficacy. Mentors might assess a student’s self-efficacy by asking questions, such as the following:

- Are you confident in your ability to achieve your goals?
- Are you focusing on your progress rather than getting overwhelmed by all you still have to do?
- Do you believe that hard work will eventually pay off?
- Do you feel like you handle problems if you are willing to work hard?
- Do you keep trying even when things seem difficult?
- Are you able to bounce back fairly quickly after stressful events?

Another part of *Summit* where students can develop self-efficacy is the practice of setting short, medium, and long-term goals in nearly every aspect of *Summit’s* instructional approach. Students have a goal-setting page that they can visit anytime. Reaching a goal increases students beliefs in themselves and helps them develop confidence. It helps them understand how what they are learning today will prepare them for the goals they want to achieve in life (Self-efficacy Teaching).

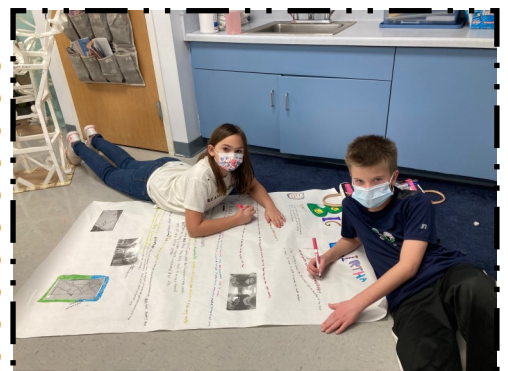
Self-efficacy begins in early childhood. Fortunately, it is a psychological skill that can be fostered and strengthened throughout life. Having a strong belief in oneself helps in all walks of life, at all ages, because it allows students to accept themselves as who they are and gain the strength to trust in their capabilities (Self-efficacy and Why).



One-on-one mentoring time with
Mrs. Weis



Group collaboration on lessons in the
Summit platform



Working on and learning from a group
project