



Peer Observation to Improve Teacher Self-Efficacy

Bethany R. Mather, PhD

Grand Canyon University, Phoenix, Arizona, United States

 <https://orcid.org/0000-0002-7222-4359>

Jeremy D. Visone, EdD

Central Connecticut State University, New Britain, Connecticut, United States

 <https://orcid.org/0000-0003-2549-4839>

Contact: bethanyrmather@gmail.com

Abstract

This qualitative descriptive study explored teachers' perceptions of a peer observation structure, collegial visits (CVs), and CVs' connection to teacher self-efficacy (TSE). The research question was: How do teachers perceive CVs, particularly with respect to their influence on TSE? Semi-structured interviews and a focus group were utilized to collect data from 13 K–12 educators from urban and suburban public school districts in the United States. The theoretical foundation included Bandura's social cognitive theory and the triadic reciprocal causation model. Thematic analysis was used to analyze the data, and four themes emerged: (1) cultural drivers and effects of CVs; (2) impact of formal and informal learning experiences on teachers; (3) teachers' positive shift in (a) opinions and (b) emotions regarding CVs; and (4) teachers' increased TSE throughout CV implementation. Conclusions highlighted that CVs were an effective vehicle for professional learning. The results provide qualitative evidence demonstrating that CVs foster educators' TSE beliefs.

Keywords: *collegial visits, professional learning, teacher self-efficacy*

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Introduction

To enhance teaching and learning, administrators leverage professional learning (PL) that is positively impacted, sustained, and fostered by conditions such as leadership, trust, teachers' sense of school-wide professional community, and teacher efficacy (Cravens et al., 2017). Effective PL includes an ongoing system grounded in practice, reinforces meaningful collaboration, increases teacher influence, and facilitates leadership capacity (Learning Forward, n.d.), building reciprocity (Bandura, 1997) between enhancing efficacy and improving teaching (Donohoo & Katz, 2019; Mosoge et al., 2018). However, although researchers have found that PL is needed to improve teaching and efficacy beliefs that affect student outcomes (Donohoo & Katz, 2019; Evans, 2009; Goddard et al., 2015), little research demonstrates which opportunities foster

Note: A notable limitation was the diversity of the sample. While there was diversity across gender (10 female, 3 male) and setting (11 suburban, 2 urban), there was no diversity relative to race/ethnicity. (All 13 participants identified as White/Caucasian.)

efficacy beliefs. Investigations of collaborative discussions that shift from “surface talk” to “deeper conversations” about learning are needed, yet such evidence is limited (Blatti et al., 2019). What is missing are PL structures that reach deep levels of implementation and assist teachers in examining evidence to inform them of strengths and weaknesses in their teaching (Donohoo et al., 2018). One such PL structure, collegial visits (CVs; Visone, 2016) provide opportunities that involve non-evaluative peer observations. CVs include structured elements (i.e., lesson-length observations and debriefing sessions with host teachers) that distinguish them from other peer-observation models.

This qualitative descriptive study explored how teachers perceived CVs as facilitators of teacher self-efficacy (TSE) by asking the research question: How do teachers perceive CVs, particularly with respect to their influence on TSE? Understanding how teachers experienced, engaged with, and perceived CVs provided further evidence regarding their benefits.

Literature Review

Bandura’s (1989) social cognitive theory (SCT) outlines the interaction between environmental influences, personal factors—cognitive, affective, biological—and behaviors that affect people’s actions. This interaction, known as the *triadic reciprocal causation model* (TRCM), demonstrates the functional dependence upon each event through which personal agency operates. Agency (intentional acts that result in choices) affects future behaviors due to the three factors’ reciprocity and their influence on people’s beliefs (Bandura, 1977, 1989).

Efficacy beliefs (people’s perceptions that they are capable of achieving desired outcomes) are determinants of action, motivation, and affect. The strength of our beliefs influences human agency, supporting individuals’ abilities to make choices about behaviors relative to perceptions of personal capabilities (Goddard et al., 2004). Efficacious beliefs have diverse effects, including influencing people’s courses of action, effort expended on given tasks, willingness to persevere, optimistic/pessimistic thought processes, and motivation (Bandura, 1997). When applied to educators, efficacy beliefs influence instructional decisions (Goddard et al., 2004).

The TRCM facilitates efficacious beliefs, influencing actions and decisions of human agency. Lindsley et al. (1995) found a positive, cyclic relationship between efficacy and performance via various sources that shape efficacy beliefs: mastery and vicarious experiences, social persuasion, and affective states. Minghui et al. (2018) found that work engagement mediates social support and teacher efficacy. Guidetti et al. (2018) discovered that mastery experiences and verbal persuasion could support the sustainability of teachers’ efficacy beliefs when teachers experience opportunities, such as learning and teaching with colleagues/superiors.

Effective school reform involves braiding elements in the triadic reciprocal causation model (TRCM). Structured contextual professional learning (PL) opportunities (personal factors) influence the creation of collaborative organizations (environments), which are then conducive to an impactful and sustainable change of instructional practices (behaviors). Social cognitive theory (SCT) describes efficacious beliefs as enablers of human agency—facilitating beliefs (perceptions of self-efficacy) that personal action (agency) can produce desired outcomes (Bandura, 1997).

Teacher self-efficacy (TSE) is defined as teachers’ beliefs that they can impact student performance (Mosoge et al., 2018; Skaalvik & Skaalvik, 2007) and is malleable (George et al., 2018). TSE is essential in addressing school improvement, as it predicts educators’ professional growth, productive teaching, and student learning (Goddard et al., 2004; Skaalvik & Skaalvik, 2007). Enhancing TSE can advance educational practices and support increases in achievement (Sharma & Sharma, 2019).

Accurate attribution of school outcomes is important in shaping TSE (Evans, 2009). Successes attributed to controllable causes, such as effort, ability, or teacher influence, foster TSE, while those attributed to external factors, such as luck, socioeconomic status, or family involvement, negatively impact TSE (Goddard et al., 2004; Skaalvik & Skaalvik, 2007). Based on a 3-year longitudinal study, Donohoo et al. (2018) discovered that teachers' attributions can shift from external to internal. To foster school change, internal factors, such as pedagogy, knowledge, and skills, are important considerations (Sharma & Sharma, 2019).

Recent U.S. laws promoting high expectations for *all* students in preparation for college and career paths have asserted that research identifying effective professional learning (PL) opportunities is critical for school improvement. Effective PL connects adult learning to teachers' classrooms and practices (Learning Forward, n.d.; Visone, 2022) and is important for providing forums that enhance teachers' effective instructional strategies (Donohoo & Katz, 2019). Professional learning structures must allow members of groups to influence and exercise organizational agency (Goddard et al., 2004), be grounded in current practice, include reflections based on evidence from student outcomes, reinforce meaningful collaboration, increase teacher influence, and build leadership capacity (Learning Forward, n.d.). Additionally, effective PL requires participants to be vulnerable and have a sense of trust and belonging in a collaborative culture fostered by a **supportive leader (Saphier, 2017)**. **Fullan et al. (2015) stated that “collaboration focused on the improvement of teaching and learning is one of the highest-yielding strategies to boost student, school, and system performance” (p. 8).**

Improving instruction requires professional learning (PL) where collaboration and critical thinking related to pedagogical practices are at the forefront (Cantrell & Hughes, 2008). Donohoo et al. (2018) described enabling student learning conditions where improvements occurred as a result of deep implementation by educators, such as providing a supportive environment where teachers and administrators collaborate to enhance collective learning, creating a liaison/link between research and teachers to support teacher understanding; modeling strategies to support teachers' abilities to utilize effective strategies in their classrooms; and encouraging ongoing reflection and adjustments for practice to determine next steps in effective implementation and improved student learning.

Fostering teacher self-efficacy (TSE) via quality professional learning (PL) and understanding how attributions contribute to TSE are imperative for effectively addressing school improvement. TSE can be built via social networks, where verbal persuasion and vicarious experiences are common (Siciliano, 2016), and it can include three specific sources for TSE development: cognitive content mastery, cognitive pedagogical mastery, and simulated modeling (Palmer, 2006). Quality PL includes these sources for developing TSE, but the profession must learn about such PL opportunities.

Methods

Participants included 13 K–12 educators (10 female; 3 male) from the State of Connecticut (United States) who experienced collegial visits (CVs), as distinguished from other peer-observation models. All participants identified as White/Caucasian. Participant teaching experience ranged from 10–20 years, and all had advanced degrees. Ten participants were elementary teachers, one was a middle school teacher, and two were high school teachers. Eleven participants taught in suburban settings, while two taught in urban settings. Names presented are pseudonyms. Table 1 provides a descriptive educational demographic profile of participants.

Table 1. *Descriptive Educational Demographic Profile of Participants*

Participant Pseudonym	Years of Teaching Experience	Current Level Teaching
JoAnn	30	Elementary/Retired
Jordyn	13	Elementary
Jack	10	High
Justin	26	Elementary
Evan	22	Elementary
Hadley	13	Elementary
Bonnie	26	Elementary/Retired
Emily	10	School Psychologist/High
Sarah	12	Elementary
Brittany	25	Middle
Isabella	23	Elementary
Hazel	27	Elementary
Fiona	15	Elementary

Participants chose to participate in a semi-structured interview (eight participants), a focus group (two participants), or both (three participants) via Zoom in Spring 2021. Sessions were audio recorded for transcription and member-checking purposes. The following list presents key items from the interviews and the focus group:

Key Items From Interviews and Focus Group

1. *Would you please tell me about yourself and your experience as an educator?
2. Would you explain the professional development opportunities you have participated in at your school or prior places of employment?
3. Please describe the process of implementation of collegial visits (CVs) in your school. What concerns arose during the process, if any, and how were these concerns addressed (or not), if applicable?
4. *How would you say CVs differ from other forms of professional learning (PL) you have participated in?
5. *How did you perceive your own teaching practice prior to CVs? Why do you think that is?
6. *During participation in CVs, what self-reflections did you experience regarding your practice? Why do you think that is?
7. *How did you perceive your own teaching practice following participation in CVs? Why do you think that is?
8. *What have you personally learned or taken away from your participation in CVs?

9. *What beliefs did you have about your school as a whole regarding the collective group's ability to impact student achievement prior to CVs? Why do you think that is?
10. *What beliefs did you have about your school as a whole regarding the collective group's ability to impact student achievement during participation in CVs? Why do you think that is?
11. *Did your perceptions or beliefs about the collective group's ability to make an impact on student achievement change due to participation in CVs? If so, how? Why do you think that is?
12. *Do you believe that CVs provide opportunities for collective responsibility and continuous improvement? If so, how?
13. What are your thoughts about CVs being part of a support system for long-term change in schools? Why do you think that is?
14. What are your thoughts regarding willingness to participate on behalf of the teachers? Do you believe that the participation rate could positively snowball as CVs become more of a common practice? If so, why?
15. Is there anything else about CVs that you would like to share that was not addressed by the previous questions?

**Asterisks denote items utilized in both interviews and the focus group. Items without asterisks were only used during interviews.*

Results

Four themes emerged from participant responses: (1) cultural drivers and effects of CVs; (2) impact of formal and informal learning experiences on teachers; (3) teachers' positive shift in (a) opinions and (b) emotions relative to experiences with CVs; and (4) participants' increased TSE via a shift to informed beliefs. Following are theme descriptions and how participants perceived them.

Cultural Drivers and Effects of CVs

Cultural drivers and effects of CVs describe participant thoughts regarding critical elements of school climate and how culture shifted throughout participation in CVs. All 13 participants discussed the necessary culture for successful implementation.

Creating a culture of cooperation among staff is an important step in successfully implementing collegial visits (CVs). Bonnie said, "I think that if [the principals] lay that groundwork and make teachers feel really valued, then teachers will be more willing to share their crafts." Jordan shared, "The environment and how that works in terms of [CVs] will be really contingent upon [the administrator]—how they create the environment of people being willing, taking it seriously, finding the value in it."

The nine participants shared that principal trust and its role in establishing the culture is also important. According to Sarah:

For CVs to work, administrators have to be right there as a team member [and] having trust is where you're going to get the pushback [in willingness to participate] to be less. If you don't have that, [people] might not want to put [themselves] out there.

Eight participants discussed that a safe foundation within the school culture promoted risk-taking collegiality, where a shift from *isolation* toward *de-isolation* occurred. For example, according to Justin, CV participation "goes against the culture of education, where you're an island, you shut your door and that's your area." **And** Fiona agreed, **saying**, "Before CVs, I would joke about my classroom being my cave ... I was isolated." Six participants discussed the *shift in culture* related to feelings of *de-isolation* throughout implementation. This

discussion included participant descriptions of opening their classroom doors, collaborating, being vulnerable, and reaching out to colleagues (for help, support, advice, resources) to improve practice. “We should probably get off of our islands,” **shared Jack**, “and work together more.” CVs helped relieve isolation, according to Hadley. “When I started [in] education, I felt alone ... left to my own devices to figure out curriculum. [CVs] allowed me to not feel alone.” Some exemplary quotes from this theme can be found in Table 2.

Table 2. *Cultural Drivers and Effects of CVs*

Sub Theme	Comment(s)
Risk Taking Collegiality	<p>“In the beginning, you have to rely on those teacher leaders that are already in the school, because they might be the ones who normally take risks. That’s where it started.” (Sarah)</p> <p>“We had enough people in the building that were willing to take the risk to be the models, and start breeding that.” (Hadley)</p>
Administrative Trust	<p>“[The principal] created a community of learners, thinkers, risk takers, and leaders. He often ... would say things like ... ‘Let’s think about how we can all work on that together,’ consistently validating the efforts of everyone. If your administrator sees you as a leader who could teach others ... you start to really believe it.” (Sarah)</p> <p>“When [the principal] came to me, and offered to co-teach for collegial observation in my classroom, I said, ‘Yes,’ because if he was willing to risk himself ... I was willing to do it. But up until then, I was a naysayer.” (Hadley)</p> <p>“If [administrators are] going to ask for these things ... they need to be in [classrooms] a whole lot more and get really in the trenches.” (Bonnie)</p>
Isolated	<p>“Before [CVs] there was a lot of isolation ... it was kind of like those doors were closed, in the sense that we really were all just doing our own things.” (Sarah)</p>
Collaborative Culture	<p>“I think [CVs] change the whole culture.” (Isabella)</p> <p>“It became part of the culture that we are going to do collegial observations and see each other teach.” (Justin)</p> <p>“It’s a culture change ... a culture shock.” (Justin)</p>
Deisolated	<p>“There’s been a huge shift in education ... with co-teaching and collaboration, which is wonderful. But collegial observations take a lot of courage.” (Justin)</p>

Impact of Formal/Informal Learning Experiences on Teachers

Another major theme garnered from participant responses was the *impact of formal and informal learning experiences* participants had prior to, during, and following participation in CVs.

Mastery experiences were learning experiences that included formal opportunities to host lessons while having colleagues observe. **As Isabella observed**, “It wasn’t until you had your turn that you got the full benefit of what it was like to be the person everyone was watching, then praising, and also giving ideas to.” Mastery experiences also provided feedback to participants, **according to Emily**. “For the host to get a compliment and learn about their own strengths, it was really a confidence booster each time.”

Additionally, *vicarious experiences* provided formal opportunities for colleagues to observe students and pedagogy in action. “Actually going in and seeing what’s happening is so valuable,” **shared** JoAnn. Hadley agreed saying, “I’m a very visual learner; I have a hard time just reading manuals and trying to envision what [it] is supposed to look like.”

Seven participants specifically discussed *seeing students in action* and observing what they were capable of in different settings. Jack said, “I remember one teacher saying, ‘I saw a kid that I also teach in your class, but I saw how he behaves differently and what he’s capable of in your class, and I’m not getting that from him.’” Isabella agreed saying, “Sometimes, I’m blown away ... because of what I saw the students doing. If the students are doing X, Y, and Z, it’s because the teacher has done the groundwork and created the culture so [it] can happen.”

Eight participants discussed *observations of pedagogy*, including classroom setup, small group structures, and behavior management. Jack found this **helpful**. “It’s just seeing another person’s style ... mode of delivery, or just how they exchange with kids,” **he** said. “There’s a ton of value there.”

Five participants also discussed how *vicarious experiences* provided opportunities to *see their colleagues as risk takers*. Bonnie shared that a colleague “had the courage to say, ‘Yeah, I’ll do it,’” and she remembered **thinking**, “Wow, she’s really brave!” **Hadley had a similar experience**. “We had people in the building that were willing to take the risk to be the [host teacher] models.”

Eight participants described a positive shift in *willingness to host* after observing colleagues. As the purpose of the CVs became clearer, the desire to host developed. “Once I saw it,” **shared Bonnie**, “I immediately said, ‘I can do this.’ [B]ut when it was initially presented, I said, ‘I don’t know ... I don’t like this.’ [I]t was just uncomfortable.” **Hadley agreed and shared**, “After seeing one of them [host], I was like, ‘I could totally do this. What’s the big deal?’”

Influential communication included formal and informal communication, which participants experienced with administrators or colleagues prior to, during, and following participation in CVs. Prior to CVs, participants discussed the importance of *administrative support and feedback*, including various levels of social persuasion.

Six of the participants discussed administrators who provided meaningful feedback during implementation. **According to Bonnie**, “The more [our administrator] came in, the more proud you became about sharing your craft.” Sarah concurred. “[The principal] would always thank everyone for their efforts,” **she shared**, “especially those who [hosted], understanding this wasn’t something that you would normally want to do, and that [CVs] were going to really help our school and our students grow.”

Another aspect of influential communication discussed by 12 of the participants was *debriefing*, which entailed post-observation collegial conversations where observers provided feedback. “The key piece is really that debriefing,” **shared Sarah**. **We** come back ... we talk about what we saw, what we could do in our own classrooms and have an academic conversation.”

Nine participants described *positive feedback* as having an encouraging effect. Jordyn said, “It felt really good to hear the feedback. People were praising me.” But four of the participants discussed that complimentary feedback was not always perceived as helpful and/or **constructive**. **In the beginning ...** everyone’s like, ‘great job,’” **shared Sarah**, “but ... those are the first steps.” **According to Hazel**, “Those first comments were very fluffy. Nobody wanted to give any critical feedback that would hurt somebody’s feelings, it was all nice language.”

Seven of the participants discussed *constructive feedback*, **which Bonnie appreciated**. “The constructive criticism was more like, ‘Did you ever think of doing it this way?’” **she shared**. “Those were a huge takeaway for me.” Additional exemplary quotes from this theme are found in Table 3.

Table 3. *Impact of Formal and Informal Learning Experiences on Teachers*

Sub Theme	Comment(s)
Mastery Experiences	“When [host teaching] was all said and done, you felt great about it. I overcame this thing that I was so scared to do. So, I did a few more after that.” (JoAnn)
Vicarious Experiences	“We were given the opportunity to really see things as they truly worked.” (Hadley) “Going into other classrooms and being the observer was also an amazing experience. You get to see so many things I never thought of. It might just be a phrase that a teacher used or the way a classroom was set up.” (JoAnn)
Observing Pedagogy	“When you’re looking at data all the time, we don’t get into the nitty gritty of classroom management. For example ... the kinds of tricks that you might do to engage the students or noticing how a teacher might navigate groups or conferences.” (Hadley)
Broke the Ice	“It breaks the ice over time; it makes people more comfortable asking to go watch their peers.” (Hadley)
Shift in Willingness to Participate	“I was just thinking of my team ... someone was like, ‘I’m never going to want to do this.’ Then, within a year or two seeing that person say ‘Hey, why don’t you guys come in?’ Just that shift was great for our school and for us.” (Evan)
Informal Conversations	“I think [with] collegial observations there’s more depth to what you can talk about. Having people in your room opens you up a little bit more to have that conversation.” (Justin)
Debriefing	“It turned out great because you ... talked about what went well, what didn’t go so well, and then teachers and administrators gave you feedback, which was pretty amazing because people picked up things that I had absolutely no idea I was doing.” (JoAnn)
Colleague Feedback	“They also offered suggestions on how to better my instruction. That was so valuable. When it was all said and done, you felt great about it.” (JoAnn) “When it was administrators watching you, it wasn’t the same as my colleague next door saying to me, have you ever thought of this? (Isabella)
Complimentary Feedback	“Everyone is different in terms of what they need, but I do like hearing words of affirmation ... there’s a lot of opportunity to give that and to receive it when you’re doing collegial observations.” (Jordyn)

Teachers’ Positive Shift in Opinions and Perceptions of CVs

Another theme that surfaced during participant responses was the *teachers’ positive shift in opinions and perceptions of CVs*, since upon initial implementation, nine participants shared *negative opinions* of CVs. “Some people are naturally going to be averse to doing it, which is normal,” **Jack** observed. “We don’t want to be judged [or] criticized. Some of us have a hard time putting ourselves out there.”

As implementation of the CV process unfolded, participants were able to buy into the process. It became clear that *understanding the purpose of CVs* was critical to their perceptions of the CV experience. “We chose [CVs]

because it was [professional learning] focused on individualized growth, it was teacher driven, and [it] included sharing resources and instructional strategies,” **Emily** said. “It’s about a learning experience,” offered Jack.

During implementation of CVs, nine participants discussed improvements in their practice. Justin said, “Anytime I’ve been in a classroom for [CVs], the next day, my teaching is different and better.” Additionally, participants specified takeaways that improved their practice. According to Isabella, “Though we always had a focus for [CVs], the best part was how all-encompassing it was; you picked up management techniques and different things that you wouldn’t normally do in PD where you were just listening to somebody.”

Participation as a host or observer also led to a *shift in participants’ opinions* of CVs. Ten participants discussed a *positive shift*. “I wasn’t into it in the beginning,” **Bonnie** said. “But I changed my mind. And then I loved it.” **Hazel** echoes the sentiment. “It was [the principal’s] idea,” **she** said. “[H]e ran with it, and [people] were apprehensive. But you did it, loved it, and it worked.”

Positive opinions about CVs were shared by 100% of the participants and included aggregated codes, such as *engaging, desire to continue, motivating, empowering, powerful, and valuable*, demonstrating the benefits of CVs. **According to Fiona**, “I feel like, overall, it was just really positive.” **Hadley** agreed. “This was more engaging,” **she** shared, “You walked around, you interacted with the students, you ask them questions, you asked the classroom teacher questions.” **Isabella** said, “It empowers you as a teacher to see yourself in a different way ... I think it’s more powerful than having administrators in [your room].”

Finally, seven participants shared their *opinions about CVs* and how they provided opportunities for school and district improvement. According to JoAnn:

Student achievement was definitely better, because you’re learning how to become a better teacher no matter how many years you’ve had teaching ... you’re learning new techniques ... seeing different things in classrooms ... that definitely drives instruction.

Emily concurred by sharing, “Whatever the takeaway was, the perception of the expectations of my own students increased after seeing another classroom; the rigor and expectations for all learners increased.”

Shift in Emotions Relative to Experiences With CVs

Participants’ *shift in emotions relative to experiences with CVs* refers to affective states. Twelve participants expressed negative emotions during early implementation, such as *anxious, uncomfortable, nervous, and intimidating*. Participant feelings included *anxiety* prior to hosting, as expressed by Fiona who said, “Beforehand, I’m like, ‘Oh my God’ and like freaking out.”

Six participants noted feeling *discomfort*. **According to Sarah**, “Initially, it provided some uncomfortable times where we would sit together and [think], ‘Okay, whose turn is it?’” Six participants also described *nerves* as an issue. “It’s nerve wracking,” **shared Jordyn**. “You can get up in front of kids, but that doesn’t always translate to adults.” And six of the participants referenced *intimidation*. **Hadley** shared, “I was very intimidated ... I just didn’t ever feel like I was in the same realm as those experienced teachers.”

Seven participants described hosting and included emotions regarding their hesitancy to host based on *fear of judgment*. **Jordyn** shared, “I was worried about being judged for little things that I might not know that a veteran would just know.” Hadley agreed **by saying**, “A lot of people felt like they were being judged. I think they feared what people thought.” **Isabella** concurred. “When we’re asked to look at ourselves and each other,” **she** said, “there becomes this vulnerability that somebody saw me teach, and I made a mistake.”

In contrast, *all* participants shared *positive feelings* to describe their experience as implementation of CVs continued. **According to Hadley**, “I loved what was happening because I craved those opportunities.” Jack

shared that participant consensus improved during participation, resulting in consistent comments like: “We wish we’d done this before,” or “We wish we’d done more of this type of PD.”

Additionally, *inspiration*, *safety*, and *excitement* were shared with regards to the implementation of CVs. **According to JoAnn**, “It’s just so motivating and inspiring, actually going in and seeing these things in practice.” And it doesn’t take long to get comfortable with the process, according to **Justin**. “[During] debriefing after the first [observation],” **he shared**, “they’re like, ‘Okay, this is a safe place.’ That’s what [CVs] are. A safe place to make mistakes and try something.” **According to Brittany**, “It was exciting to see [my colleagues] and ... learn from them.” Another participant, Sarah, **agreed**. “[Y]ou start to have those conversations,” **she said**. “You start seeing [colleagues] use your stuff, and you’re excited.”

Eight of the participants described becoming more *comfortable* with CVs over time. Justin explained. “I think if you don’t do [CVs, as opposed to other peer-observation models], there’s not that comfort level for the conversations. They still happen, but I think they’re at a deeper, better level of conversation, comfort, and content.” Comfort is the **key**, **according to Bonnie**. “It just took a couple of rounds to get comfortable with it. Then I think we were all comfortable with it.”

Positively shifting emotions was a major transformation throughout implementation of CVs. Initially, 12 of the 13 participants shared *negative feelings*, whereas all expressed *positive emotions* about them following utilization of CVs. Additional quotes from this theme are found in Table 4.

Table 4. *Teachers’ Positive Shift in Opinions and Emotions Regarding CVs*

Sub Theme	Comment(s)
Fear of Other’s Perceptions	“I definitely think [CVs] are valuable if you can get yourself past that hump of, ‘Oh my God, I’m so afraid that these people are going to be watching me, and they’re not going to think that I’m doing a very good job.’ That is definitely a confidence thing.” (JoAnn)
Anxiety	“Initially, there was some anxiety, I think, among staff members thinking ‘Oh, we’re going to have multiple people come into our rooms and see what we’re doing.’ That’s going to raise that stress level a bit. ” (Evan)
Uncomfortable	“I will say there was that piece of, well, my colleagues who I have lunch with, walk in the halls with, talk with, and see in school are going to watch me really in action. So, there was a little piece of, ‘Gosh, I hope I do okay,’ of nervousness, which I think in hindsight, is great.” (Isabella)
Intimidating	“I was at first intimidated by the young ones; their schooling is so much more recent than mine.” (Bonnie) “To be honest, it was a little bit more intimidating to be observed by all of your colleagues, than just the principal ... because I wanted to impress them. I wanted to show them that even though I was younger, I had something to offer. ” (Jordyn)
Clear Purpose	“The difference with collegial visits is it was not evaluative. There was no initiative that said you have to implement it with fidelity in your own classroom. There was no pressure to have to model that strategy and then have an administrator looking for something specific. That was one of the most powerful pieces; nonevaluative, no pressure, voluntary, focused on content or strategies, there was structure if you are a structured person.” (Emily)

Improve Practice	<p>“I want to collaboratively learn because people see different things, and they bring different things to the table.” (Justin)</p> <p>“You’re thinking about [CVs] throughout the week, month, year. You’re thinking about what you saw, what you’ve heard, and I do think that drives instruction, it helps to become a better teacher and a better instructor.” (JoAnn)</p>
Takeaways	<p>“So, I’m getting ideas from other grade levels, even though I’m not going to look like a fourth-grade classroom, that teacher had some good tricks on how she runs her room.” (Jordyn)</p> <p>“Or I pick up a tip and say, ‘I can tweak that to make it better.’ I think that also helped with confidence.” (JoAnn)</p>
Pride	<p>“It made me feel that much more proud of our school and that I could go to certain people for different things.” (Jordyn)</p> <p>“You’re just amazed at your colleagues too. So, I think it really can build school pride, and an appreciation for everyone too and you see everyone’s strengths, and you see what everyone’s capable of ... ” (Evan)</p> <p>“I just really enjoyed it, and all I did was gain more admiration and more respect for my colleagues as time went on because they were all such incredible teachers.” (Bonnie)</p>
Engaging	<p>“Collegial visits echo so much of what we do as teachers, it really kind of breathes life into that professional development.” (Fiona)</p>
Motivation to Improve	<p>“I was motivated by watching my colleague, and I wanted to also kind of prove to myself and others that I was worthy of being observed and having something to offer because I know that I do.” (Jordyn)</p>
Empowering	<p>“I think the powerful one for me is that ... your colleagues comment on what they saw and noticed. I think that’s how we build each other up.” (Isabella)</p> <p>“And you get to see teachers who maybe don’t see themselves as leaders, who are empowered.” (Hazel)</p>
Powerful	<p>“I’ll be honest with you; I’d like to see it become part of our teacher evaluation. I think it’s more powerful.” (Isabella)</p>
Valuable	<p>“I was pleasantly surprised that 100% of the group felt like they learned something that was helpful and that they wanted to use.” (Emily)</p> <p>“Staff saw the value of it.” (Hadley)</p>
Positive Emotions	<p>“There’s that emotional piece too, people really felt good about it.” (Jack)</p>

Participants’ Increased Teacher Self-Efficacy via Informed Beliefs Shift

Finally, participant responses showed that *participants’ increased teacher self-efficacy (TSE) via a shift in informed beliefs*. The ability to positively impact student achievement through CVs emerged and included *values, uninformed perceptions of self (self-doubt), opportunities for validation, and informed perceptions of TSE*.

Ten participants valued a *growth mindset*. “It just goes back to a growth mindset,” **Hazel shared**. “[One teacher] has been retired for [years], but up until her last year, she said ‘Okay, let me learn something new.’” Justin agreed saying, “During CVs, it is a growth mindset that, every day, I’m trying to make it a little bit better and glean something from somebody else that will improve my practices.”

Eight of the participants valued *reflection*—the ability to look at one’s own teaching and have awareness for areas of improvement. “Perhaps that’s the best thing about teaching,” **Sarah shared**, “you have these opportunities to grow, change, be flexible, and everything can be new in some way.” **According to Bonnie**, “[CVs] helped me to become more confident ... upon all the reflection. It made me more open ... it’s not just my way, there’re so many great ideas and phenomenal ways [to teach] that I can certainly grow and learn more.”

Uninformed perceptions of self were defined as teachers’ perceptions of their own teaching, which were based on informal conversations or preconceived notions during the implementation stage of CVs. Nine of the participants alluded to *self-doubt* about their teaching abilities. According to Hadley, “No matter how good your scores are, your work is, or how much feedback you get ... I always have this [thought], ‘Am I really doing great stuff here?’” **Bonnie agreed**. “I never knew if I really was good enough,” **she said**.

Ten participants discussed *validation* throughout their experience with CVs, which included their ability to assess the accuracy of prior beliefs about their teaching against either feedback from observers or experiences observing. **According to Evan**, “[CVs] can be really validating ... ‘Oh, I do the same type of thing.’” Or, as Fiona observed, “**You realize strengths that you have that you’re not maybe even necessarily aware of.**”

Ten participants reported feelings of increased *confidence* during and following participation in CVs. “I think it really deepened my understanding of instructional practices,” **said Emily**, “and I grew in my confidence.” **Hadley agreed**. “Having that visual and having those experiences,” **she shared**, “and then—they themselves—implementing those things. I think it builds confidence.”

Opportunities for validation positively impacted participants’ sense of confidence and fostered a shift from *uninformed* to *informed beliefs* in themselves as educators. Participant responses indicated that, throughout implementation of and experience with CVs, their beliefs evolved from self-doubt to increased confidence and belief in their ability to teach (TSE).

Upon implementation of the CVs, nine participants shared uninformed perceptions or evidence of self-doubt, whereas 100% of the participants demonstrated informed beliefs in themselves and increased TSE. “[I] walked away from those years of doing CVs with a true belief system in myself and what I was capable of doing as a teacher,” **said Hadley**. “Every time I’ve gone into someone else’s room,” **echoed Justin**, “I come out of [it] a better teacher or a stronger teacher.” And Isabella agreed saying, “I feel like we all gained this newfound accomplishment in ourselves that we didn’t really know we had.” Additional exemplary quotes from this theme are found in Table 5.

Table 5. *Teachers' Increased TSE Throughout CV Implementation*

Sub Theme	Comment(s)
Reflection	"[CVs] helped us think about our own practice." (Jordyn)
Uninformed Perceptions of Self	<p data-bbox="386 386 1260 417">"I think I was very skeptical at the beginning, of myself, initially." (Hadley)</p> <p data-bbox="386 426 1479 625">"I'm usually a pretty confident person within my classroom. But when it became time to do the collegial visits, I didn't feel like I was going to be good enough. I had this feeling like, 'Am I going to be good enough?' I never knew if I really was ... and compared to others I wondered, 'Am I really as good as I'm being told I am?' Administrators [and others] are telling you, 'You're so good' ... but are you? You haven't seen other people really doing their craft." (Bonnie)</p> <p data-bbox="386 634 1442 701">"It's just that natural anxiety ... we doubt ourselves and aren't sure that people will benefit from coming in." (Evan)</p> <p data-bbox="386 709 1419 777">I think, while we all question ... there's days where I'm like, 'Do I have any clue what I'm doing today?'" (Isabella)</p> <p data-bbox="386 785 1479 884">"I was pulling a small group, and I thought, 'What if I don't do the small group the right way?' We all know there's a million ways you can do it, but certainly wanting to emulate what my colleagues were doing and make it look like I had been teaching for years." (Jordyn)</p> <p data-bbox="386 892 1479 991">"All those beliefs about your teaching is that you're not doing as good as the person next door. I think that's a very common feeling that everyone is doing something better than you." (Sarah)</p> <p data-bbox="386 999 1365 1066">"I was like, 'Wait a minute, not me,' or 'What could I provide? What could I actually showcase?'" (Sarah)</p>
Validation	<p data-bbox="386 1104 1463 1203">"So then after we debrief after the collegial observation, we all sat around. That was a real 'Aha,' for me to hear my colleagues who thought they knew me as a teacher, really see me as a teacher." (Isabella)</p> <p data-bbox="386 1211 1409 1278">"I think that it allowed me to see how they teach, and say, 'I do that, too.' I'm not in this realm of being an imposter." (Hadley)</p> <p data-bbox="386 1287 837 1318">"Their struggle is my struggle." (Evan)</p> <p data-bbox="386 1327 1409 1425">"It really started to get [colleagues] to come in my room and see things and when they validated my work, that was the shifting point. That's when I started to feel like, 'Wait a minute, I do have a lot to offer.' I'm not as afraid to open that door." (Sarah)</p> <p data-bbox="386 1434 1463 1497">"It was nice, a nice validation for me to learn that I was doing a lot of things that were good." (JoAnn)</p>
Confidence	<p data-bbox="386 1535 1479 1602">"I think, personally, it helped me build confidence by having other people come in and liking what they saw." (Isabella)</p> <p data-bbox="386 1610 1479 1709">"Now in my school, I would say that I am a leader, I am doing professional development, and I'm doing things that I wouldn't really think that I would have been doing. I'm inviting people into my classroom." (Sarah)</p> <p data-bbox="386 1717 894 1749">"I realized I have things to share." (Bonnie)</p> <p data-bbox="386 1757 1409 1818">"I think it probably helped with my confidence, but it also helped me to be more open." (Bonnie)</p>

“Oh, I saw what [teacher’s name] did, or [teacher’s name] did, or [teacher’s name] did, hmm, I can add that into my own practice, I can do that.’ And then it bolsters [your] own **confidence in what [you] can do.**” (Hadley)

“**People would come back and have nice things to say, which was certainly a confidence booster.** Then it made me feel like ‘Yeah, okay, I know what I’m doing.’” (Jordyn)

“**Collegial visits helped me to build my confidence.**” (JoAnn)

“**I think it just instills a confidence in you that you might not have had before, which is powerful.**” (Isabella)

Informed Perceptions	<p>“I think, overall, I’ve had people really believe in me, and so therefore, I believed in myself.” (Isabella)</p> <p>I kind of noticed in the midst of this time I was doing some great things ... but then I would learn a little bit more.” (Sarah)</p>
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Discussion

Integration Into the Current Literature

Supportive leaders within trusting climates who provide PL opportunities specifically structured to facilitate collaboration, utilize active participation, and connect directly to teachers’ daily work may create an ideal recipe for innovation and improved instructional practice. Though various effective PL designs exist, we found that CVs foster TSE and are consistent with literature that calls for quality, collaborative, job-embedded PL opportunities for teachers (Bigsby & Firestone, 2017). Such opportunities could include those structured into daily practice to improve both pedagogy and student learning (Visone, 2022).

Teachers’ perceptions have demonstrated that CVs can improve TSE. Participants perceived CVs as beneficial PL because of embedded opportunities to lean on and learn from colleagues within a collaborative culture—a condition that positively influences student achievement (Saphier, 2017). When administrators established trust, fostering a collaborative culture prior to CV implementation, teacher buy-in increased throughout implementation. Following implementation, all participants described a shift in culture from isolation to de-isolation, including interest in collaboration, opening classroom doors to colleagues, offering support, giving advice, and sharing resources. Participants also noted motivation for collegial conversations and observations both within and across grade levels. The findings mirror recent research that demonstrates how PL is supported via trusting cultures, job-embedded formats, and collaborative structures (Cravens et al., 2017; Parise & Spillane, 2010; Visone, 2020, 2022).

Many participants highlighted benefits of hosting, including praise. This is consistent with Bandura (1993), who connected efficacious beliefs and mastery experiences. Additionally, participants described how those who first volunteered to host motivated others to host, which is also consistent with Bandura (1997), regarding how efficacious beliefs are impacted by vicarious opportunities. Witnessing students and pedagogy via observing colleagues’ vicarious experiences provided valuable insight to improve instruction consistent with research regarding the benefits of learning from others’ successes (Evans, 2009). These findings also support existing research, since CVs provided valuable pedagogical takeaways from observing instruction, including management techniques, classroom organization ideas, teaching strategies, and insight into other grade-level practices, and connected to the purported benefits of peer coaching (Goddard et al., 2015; Mosoge et al., 2018). Providing teachers with structured opportunities to enhance effective instructional strategies is consistent with research regarding the connection of adult learning in context to effective instructional strategies (Donohoo & Katz, 2019; Learning Forward, n.d.; Visone, 2022). These findings indicated that

opportunities to host and observe colleagues played a positive role in participant perceptions of CVs as a PL opportunity.

Participants also expressed positive perceptions of CVs because of opportunities to engage in dialogue with observers who validated and enhanced their instruction. Participants described influential communication (social persuasion) from supportive administrators who provided meaningful feedback surrounding the implementation of CVs. Also, we found that teachers observing teachers could provide opportunities for them to provide honest and evidence-based feedback to support informed instructional decisions.

Within debriefing, participants noted complimentary feedback was nice; however, constructive feedback (though difficult to provide initially) was appreciated as it played a significant role in validating their efforts and improving practice. CVs provide a collaborative structure, affording participants opportunities to engage in a variety of beneficial experiences and enhance instructional practice to improve student achievement, consistent with research noting personal experiences improve efficacy beliefs (Donohoo & Katz, 2019).

Teachers' positive shifts in opinions of CVs throughout implementation, including pedagogical takeaways and lasting effects of their implementation on school culture, were noted. Clearly understanding the purpose of CVs for PL (not evaluation) promoted positive shifts in opinions after participating in mastery/vicarious experiences where nervousness and discomfort waned.

Upon reflection, 100% of participants described positive perceptions of CVs. Participants noted that CVs were beneficial, motivating, inspiring, powerful, and valuable. They also perceived CVs as aligning with research, discussing the benefits of collaborative mastery experiences in non-threatening environments like teachers' classrooms (Mintzes et al., 2013).

Another significant finding included the ripple effect CVs had on school culture. Participants described how implementation of CVs engendered informal versions like "open door" classrooms. These findings indicated that not only were CVs perceived positively, but also that they influenced culture by promoting collaboration after implementation was (in some cases) discontinued. Additionally, participants shared their perceptions regarding how CVs could positively influence student achievement and improvement efforts within schools and/or districts, aligning with research on environmental factors that can enhance quality implementation and achievement (Evans, 2009; Goddard et al., 2004, 2015).

CVs include a collaborative structure that provides mastery and vicarious experiences within the context of teachers' classrooms, which positively influenced teachers' affective states and are known to facilitate TSE (Mosoge et al., 2018). Teachers' emotions (affective states) shifted positively with respect to CVs as a result of hosting, observing, and debriefing.

Teachers often meet change with resistance for many reasons such as threats to practice, grieving the loss of favorite practices, lack of trust in administrators, and beliefs that new initiatives will not be sustained (Visone, 2020). Initially, our own results included such emotional resistance. Early in CV implementation, findings indicated that almost all participants experienced negative emotions, which played a role in participant perceptions of CVs. However, data also demonstrated that the structure that CVs provided, combined with a collaborative and trusting culture, promoted participant willingness to be vulnerable and take risks despite their initial negative feelings. Thus, 100% of the participants shared positive emotions following CV implementation.

Findings also support existing literature regarding how positive affective states about faculty accomplishments and successes can impact perceptions of ability (Goddard et al., 2004) and, thus, TSE. Research contends that context, personal influences, and efficacious beliefs matter (Bandura, 1997; Evans, 2009; Mosoge et al., 2018) concerning school improvement initiatives. It is important that administrators

understand the importance of emotions and affective states in relation to context and efficacious beliefs within schools when considering effective PL opportunities.

Teachers' increased positive perceptions of TSE throughout the implementation of CVs referred to **participants'** beliefs in themselves and their abilities to teach and positively impact student achievement (increases in confidence based on experiences during CVs). The findings and existing literature support the conclusion that participants' development of beliefs in themselves as educators throughout implementation was rooted in their values and facilitated by experiences provided during CVs.

Findings indicated that participants' values demonstrated their understanding that the teaching profession requires consistent reflection and growth—and both factored into their TSE. These findings are consistent with those in other research (Goddard et al., 2004; Nolan & Molla, 2017) and provided the foundation for CV implementation. Despite such values, nine participants described self-doubt about their practice (not being good enough or having anything to offer) based on informal conversations and preconceived notions during the early stages of CVs. This low perception of TSE was demonstrated by participants despite parental, administrative, and student data feedback that they were “good.” This is consistent with research noting efficacious beliefs are not always accurate in terms of capability (Goddard et al., 2004), and supports the conclusion that participants may not have had accurate beliefs in their instructional practices (lower sense of TSE) at the onset of CV implementation.

Participants noted that receiving feedback alone did not contribute directly to an increased belief in themselves. Instead, observing colleagues contributed to the positive shift in their beliefs in themselves. Ten participants discussed validation and confidence (checking the accuracy of their beliefs regarding their instructional practices) based on hosting/observing and feedback. Specifically, the participants noted moments of positive self-realization while observing colleagues who were using similar pedagogical strategies and/or those they could immediately adapt for their classrooms. These findings align with those of Siciliano (2016) who found that TSE can be built via vicarious experiences. This research demonstrated that opportunities for validation and increased confidence during CVs provided contextual evidence for participants to develop informed perceptions of themselves.

Teacher perceptions of their practice, based on experiences with host teaching, observing colleagues, and/or feedback during debriefing, informed their perceptions of *self*. As a result of their values and validation opportunities enhancing their confidence, participant self-perceptions as educators positively shifted and became increasingly more accurate. During the initial CV implementation, nine participants shared uninformed perceptions in their TSE, whereas 100% of the participants demonstrated informed beliefs in themselves after implementation. During implementation, interest in hosting increased, propelling additional risk-taking and opportunities for validation and confidence building. When participants' values and attitudes within the contextual learning experiences in their classroom were combined with internal attributions for success, consistent with Evans's (2009) assertion that risk-taking and effort can impact change, TSE increased.

Overall, we concluded that CVs played a role in facilitating opportunities that positively influenced and fostered TSE by providing the following within its peer observation learning structure: mastery and vicarious experiences, opportunities for social persuasion during debriefing, opportunities for self-realization, and increased confidence. This is consistent with the findings of Palmer (2006) and Siciliano (2016), which described similar, necessary sources for developing TSE. Not only did CVs positively influence TSE, this study also demonstrated that participants perceived the PL experience positively, as it related to TSE.

Limitations

Limitations included the relative novelty of collegial visits (CVs). To date, few teachers have participated in CVs as described. To mitigate its novelty, recruitment criteria clarified that CVs are a specific type of PL

opportunity, not to be confused with other peer observation forms, such as instructional rounds or walkthroughs.

A second, related limitation included the relatively small number of participants (13), which renders generalization difficult. Using a qualitative, descriptive design allowed for a smaller sample size to explore the phenomenon. Again, this was driven by a small population of eligible participants.

A third, notable limitation was the unfortunate homogeneity among the participants with respect to race/ethnicity. All participants identified as White/Caucasian, whereas the racial demographic profile of the participants' state includes approximately 10% of its teachers from culturally diverse backgrounds. The lack of racial diversity across the sample was disappointing, and it speaks to the need for further research on this topic in more diverse teaching settings.

Despite participation limitations, we were able to reach saturation of ideas. In addition, 11 individual interviews were conducted prior to scheduling the focus group, which supported our ability to mitigate limitations by ensuring all participants could share individual thoughts prior to being part of a group and provided complementary data.

Implications for Theory and Practice

We investigated participant descriptions of their experiences with CVs in search of evidence regarding the interactions among environmental influences, personal factors, and behaviors. This study advances knowledge of the triadic reciprocal causation model (TRCM) by demonstrating how the concepts' interdependency positively influenced agency within a school setting and, more specifically, regarding teaching and PL. Finally, the findings demonstrate how CVs provide the structure for all three components within the model to influence the context-specific forms of efficacious beliefs of teacher self-efficacy (TSE).

The environment includes but is not limited to other people, culture, context, social norms, reinforcement, and feedback and relates to Theme 1 and Theme 2. Because teachers experienced trust in their administration prior to and during participation in CVs, teachers were willing to take risks and volunteer to participate as host teachers. In addition, participants discussed a shift in the culture from isolation (working independently) to de-isolation (collaboration) as a result of CVs. Theme 2 summarized how CVs afforded participants specific experiences in context, such as mastery, vicarious, and social persuasion opportunities. These experiences provided participants with opportunities for validation, demonstrating the reciprocity between the environment and another component within the model—personal factors.

Personal factors include but are not limited to internal competencies, thoughts, beliefs about abilities, emotions, attitudes, and more. Personal factors relate to Themes 2–4. This research demonstrated that teachers' opinions of CVs changed from negative to positive as they gained an understanding of the purpose of CVs. **As a result, teachers'** feelings about CVs evolved from negative to positive. This influenced teachers' beliefs in their abilities as educators and their values regarding growth mindsets and reflective practice. These values acted as the foundation supporting the shift in teacher beliefs from uninformed perceptions of themselves as educators (self-doubt) to informed perceptions (confidence in their craft).

Prior to participation in CVs, participants shared evidence of uninformed perceptions of their beliefs in their ability to teach by discussing uncertainty about their abilities. However, as a result of opportunities for validation during the PL experience, participant beliefs shifted to informed perceptions, such as increases in confidence regarding their craft. This shift of perception demonstrated the reciprocity between environment, personal factors, and behavior supporting the researchers in determining that CVs influenced TSE.

The final component within the model is behavior. Behavior includes—but is not limited to—actions,

verbalizations, choices, persistence, motivation, skills, practice, learning, and achievements that relate to Theme 3 and Theme 4. Throughout the implementation of CVs, teachers experienced a positive shift in both their perceptions of and feelings (personal factors) toward CVs as a PL opportunity as a result of experiences (environment) with observing colleagues teach. In addition, findings suggested that the structure of CVs facilitated TSE. Throughout the PL opportunity, teachers discussed how their motivation to act and participate (behaviors) in CVs also changed. To start, many participants noted negative feelings when thinking about participating as a host in fear of judgment from colleagues. As implementation of CVs unfolded, teachers described how the culture and experiences (environment) shifted their willingness to volunteer (behavior) because of changes in their beliefs and feelings (personal factors). This demonstrates how CVs positively influenced teacher beliefs in themselves—teacher self-efficacy (TSE).

The results from this research provide a deeper understanding of the triadic reciprocal causation model (TRCM) and social cognitive theory (SCT) within the context of education. When analyzing the data, we investigated participant descriptions of their experiences with CVs in search of evidence regarding the interactions between environmental influences, personal factors, and behaviors. This research advances the knowledge of the TRCM by demonstrating how the concepts' interdependency positively influenced agency within the specific context of schools and, more specifically, regarding teaching and PL. Finally, the research demonstrates how CVs provide the structure for all three components within the model to influence the context-specific forms of efficacious beliefs of TSE.

Practical implications of this study include new knowledge surrounding CVs as a PL opportunity that facilitates efficacy beliefs. Based on the national need to address student achievement gaps by utilizing effective PL opportunities to improve teaching and learning, this study was needed. Previously, it was not known how teachers perceived the experience of participating in the PL opportunity of CVs as a facilitator of TSE beliefs. Many researchers have confirmed that PL opportunities are needed to improve teaching (Awadh, 2018; Donohoo & Katz, 2019; Evans, 2009; Goddard et al., 2015). However, little research existed demonstrating which PL opportunities may tap into efficacy beliefs. This study aimed to explore how CVs influenced efficacious beliefs to determine whether it could be a beneficial practice for teachers and administrators to utilize in their schools to improve teaching and learning and positively impact student achievement.

Practically, CVs are an effective PL format, and they influence efficacious beliefs. CVs should be utilized for PL because they positively influence TSE and, as noted earlier, enhancing TSE can improve instruction in support of improving achievement (Sharma & Sharma, 2019).

These results are useful for teachers, administrators, and researchers in search of effective PL opportunities. This study demonstrated the importance of culture/environment when implementing CVs. It also showed how CVs provided context-specific experiences for teachers that, over time, positively impacted teachers' perceptions and emotions. Most notably, this study revealed how CVs foster TSE. Further qualitative and quantitative research should be conducted to examine how CVs affect teacher PL, collective teacher efficacy, teacher instructional practice, and student achievement across wider settings.

Given the homogeneous participant sample limitation, with respect to racial identity, further research should necessarily aim to include a more diverse sampling of teachers. This limitation also raises questions about other aspects of teacher intersectionality, including their religion, country of origin, gender identity, socioeconomic standing and more. Our research did not collect these aspects of participant identities.

Understanding how teachers' complex identities impact their comfort and role in the culture of a school, however, is not to be understated. It is possible, for example, that a teacher from a traditionally marginalized background—particularly one that represents the intersection of several such groups (for example, an African American female)—might experience CVs with a group of White teaching peers differently than her

colleagues. Here, the focus on positive and supportive culture might be even more important than it manifested in this study. Without a sense of belonging for all teachers, it stands to reason that CVs might be perceived by some as unwelcome. It is also possible that, via CVs, teachers from across many varying combinations of intersecting identities will come to view their colleagues with higher regard, thus breaking down walls of isolation and misunderstanding. Given these and other possibilities, more research that reflects the increasing diversity across the teacher workforce is warranted and important to reflect the complete context about CVs, especially as our profession works strategically and critically to increase the diversity of the teacher and administrator workforce. Representation matters for students, and our professional systems and processes need to reflect this representation. The important caveat about our participant pool's lack of diversity should not, however, dampen our enthusiasm for a promising practice. Rather, this limitation can serve as a call to action for more purposeful and inclusive implementation. Accounting for all educator voices and needs within the structure of CVs will ultimately make them more effective in improving learning conditions for all students.

Conclusion

Frequent collegial collaboration is important for school improvement, and leaders should seek quality learning opportunities for teachers, such as job-embedded professional learning (PL; Bigsby & Firestone, 2017) to improve both pedagogy and student learning (Visone, 2022). Though there are many valuable forms of PL, our findings support the conclusion that participants' teacher self-efficacy (TSE) was fostered throughout collegial visit (CV) implementation, as a result of the structured collaborative experiences (mastery, vicarious, and social persuasion). Efficacy beliefs are task-specific judgments that are not necessarily accurate (Goddard et al., 2004); findings indicated that participants had inaccurate beliefs in their instructional practices prior to CV implementation. Via opportunities for validation, reflection, and improvement, however, confidence increased, fostering participants' positive shift in TSE based on informed perceptions. Since TSE is malleable (George et al., 2018), finding ways to enhance it (like using CVs) can improve instructional practices and, by extension, achievement (Sharma & Sharma, 2019). However, achievement scores will remain stagnant until teachers and leaders work within effective school cultures that exhibit a willingness to be vulnerable by way of de-isolating the profession and working collaboratively (Saphier, 2017). CVs can accomplish this by fostering TSE and enhancing instructional practice to improve student achievement.

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