

**Call for Submissions: Next Issue of *Changing Perspectives*
Efficacy: Making a Difference for our Students**

Ontario ASCD welcomes articles for its next issue of *Changing Perspectives*. Submissions are due by June 1st. Please visit the Ontario ASCD web site and follow the links to obtain our Guidelines for Writers: www.ascd.ca/ascd/on

The focus of our next issue is Efficacy. Efficacy means knowing that one has the capacity to make a difference and is willing and able to do so. It is the belief in one's ability to produce a desired effect. Robert Garmston (1999) defines efficacy in *The Adaptive School: A Sourcebook for Developing Collaborative Groups* as an energy source: "The group (or individual) believes in its capacity to produce results and stays the course...to achieve goals. The group aligns energies within itself in pursuit of its outcomes."

A variety of research studies, including the RAND change-agent study (1990), as well as researchers Michael Fullan (1991), Susan Rosenholtz (1989) and M.G. Poole (1989) have indicated the relationship between teacher efficacy and effective curriculum implementation. Furthermore, Hargreaves, Earl and Ryan (1996) have cited Aston and Webb (1986), who "found that there was a strong and significant relationship between teachers' low sense of efficacy (their felt capacity to improve student achievement, irrespective of students' backgrounds), their preoccupation with covering content, and their reliance on safe, undemanding teaching methods." The more certain teachers feel about their knowledge, the greater the students' progress. People with high self-efficacy approach difficult tasks as a challenge, not as a threat to be avoided.

Changing Perspectives invites educators to share insights and experiences which can inform others about how individuals, groups, schools or school districts have developed and demonstrated efficacy and made a difference for students. Approaches might include the following:

- Demonstrating a moral purpose and accessing personal resourcefulness in education
- Re-kindling educators' professionalism or instilling a sense of efficacy in others
- Describing examples of resilience and "beating the odds" to engage students in learning
- Analyzing successful new programs or initiatives that are working for our students
- Transferring conceptual frameworks into concrete results
- Recognizing events or difficult situations as opportunities for learning
- Closing the gap of student achievement for individuals or schools

- Evaluating target setting as a contributor to or a detractor from building efficacy
- Involving parents and the community to support schools and students
- Developing new cultures of learning, professional teams and networks to make a difference
- Employing collective efficacy to solve difficult problems through united action
- Sharing instructional practices teachers use to develop student efficacy
- Building leadership capacity to improve student achievement

Changing Perspectives is always looking for representative points of view. We encourage all teachers, school, district and system leaders, administrators, policy-makers and researchers to submit their work. The readership of the journal is representative of all educational stakeholders.

We welcome advance orders for this upcoming issue. Please contact Mary Nanavati:
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