The major contribution of this study is that the quantitative method used to analyze teachers’ end-of-year survey goes beyond t-test to explore the correlations among variables that indicate teachers’ self-efficacy patterns; the analysis of teacher interview sheds light on the perspectives of how PD help can enhance efficacy in teaching CS:DL curriculum. The teachers’ feedbacks were organized into five constructs that PDs can continuously focus on to build teachers’ self-efficacy.

The future study can further investigate whether or not content area teachers and CS/tech teachers perceive their self-efficacy differently.