## James L. and Dorothy H. Dewar College of Education & Human Services

## **Teachers' Sense of Efficacy Scale**

## **Teacher Beliefs**

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

Teacher Beliefs: How much can you do?

	Nothing (1)	(2)	Very Little (3)	(4)	Some Influence (5)	(6)	Quite a bit (7)	(8)	A Great Deal (9)
1. How much can you do to get through to the most difficult students?	0	0	0		0		0		0
2. How much can you do to help your students think critically?	0								
3. How much can you do to control disruptive behavior in the classroom?	0								
4. How much can you do to motivate students who show low interest in school work?	0								$\bigcirc$
5.To what extent can you make your expectations clear about student behavior?									
6. How much can you do to get students to believe thy can do well in school work?	0								
7. How well can you respond to difficult questions from your students?	0								
8. How well can you establish routines to keep activities running smoothly?	0						$\bigcirc$		
9. How much can you do to help your students value learning?	0						$\bigcirc$		
10. How much can you gauge student comprehension of what you have taught?	0						$\bigcirc$		
11. To what extent can you craft good questions for your students?	0						$\bigcirc$		
12. How much can you do to foster student creativity?									
13. How much can you do to get children to follow classroom rules?	0								
14. How much can you do to improve the understanding of a student who is failing?	0								
15. How much can you do to calm a student who is disruptive or noisy?	0		$\bigcirc$				$\circ$		
16. How well can you establish a classroom management system with each group of students?			$\bigcirc$						

	Nothing (1)	(2)	Very Little (3)	(4)	Some Influence (5)	(6)	Quite a bit (7)	(8)	A Great Deal (9)
17. How much can you do to adjust your lessons to the proper level for individual students?	0		0						0
18. How much can you use a variety of assessment strategies?	0				$\circ$				$\circ$
19. How well can you keep a few problem students from ruining an entire lesson?	0				$\circ$				
20. To what extent can you provide an alternative explanation or example when students are confused?	0				$\circ$		$\bigcirc$		
21. How well can you respond to defiant students?									
22. How much can you assist families in helping their children do well in school?	0		$\bigcirc$	$\bigcirc$					
23. How well can you implement alternative strategies in your classroom?	0				$\circ$		$\bigcirc$		
24. How well can you provide appropriate challenges for very capable students?									
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Please type your first name (as it appears in the BANNER s									
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