

## Teacher Self-Efficacy

### *Definition*

Teacher efficacy can be defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977, p. 137). Positive teacher efficacy beliefs can: produce superior student achievement across subjects; increase how much teachers are willing to apply skills learned through in-service training to the classroom; enhance a teacher's ability to appropriately handle stressful and challenging situations; and it has important implications for overall school effectiveness (Bray-Clark & Bates, 2003).

### *Special Notes*

Three factors of teacher efficacy can be derived: *Efficacy in Student Engagement*, *Efficacy in Instructional Strategies*, and *Efficacy in Classroom Management*.

Efficacy in Student Engagement:	Items 2, 4, 7, 11
Efficacy in Instructional Strategies:	Items 5, 9, 10, 12
Efficacy in Classroom Management:	Items 1, 3, 6, 8

### *Related Indicators*

- Cultural and Linguistic Competency
- Academic Self-Efficacy

***Teacher Beliefs - TSES***

Please indicate your opinion about each of the questions below by marking any one of the nine responses, ranging from (1) “None at all” to (9) “A Great Deal” as each represents a degree on the continuum. Please respond to each by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

1 = None at all; 3 = Very Little; 5 = Some Degree; 7 = Quite a Bit; 9 = A Great Deal

1.	How much can you do to get through to the most difficult students?	1	2	3	4	5	6	7	8	9
2.	How much can you do to help your students think critically?	1	2	3	4	5	6	7	8	9
3.	How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
4.	How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
5.	To what extent can you make your expectations clear about student behavior?	1	2	3	4	5	6	7	8	9
6.	How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
7.	How well can you respond to difficult questions from your students?	1	2	3	4	5	6	7	8	9
8.	How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7	8	9
9.	How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
10.	How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7	8	9
11.	To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
12.	How much can you do to foster student creativity?	1	2	3	4	5	6	7	8	9

Source: Tschannen-Moran & Hoy, 2001.