

Efficacy Survey (Teacher's Sense of Efficacy Scale)

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 based on your CURRENT feelings. Your answers are confidential.

PASTE THIS INTO YOUR MATH LOG AT THE BACK OF THE LOG

Please circle one number for each question	Nothing 1	2	Very Little 3	4	Som e 5	6	Quite a Bit 7	8	A Great Deal 9
1. How much can you do to control disruptive behavior in the math classroom?	1	2	3	4	5	6	7	8	9
2. How much can you do to motivate students who show low interest in math school work?	1	2	3	4	5	6	7	8	9
3. How much can you do to get students to believe they can do well in math?	1	2	3	4	5	6	7	8	9
4. How much can you do to help your students value math learning?	1	2	3	4	5	6	7	8	9
5. To what extent can you craft good questions for your students in math class?	1	2	3	4	5	6	7	8	9
6. How much can you do to get children to follow classroom rules in math class?	1	2	3	4	5	6	7	8	9
7. How much can you do to calm a student who is disruptive or noisy in math class?	1	2	3	4	5	6	7	8	9
8. How well can you establish a classroom management system with each group of students in math class?	1	2	3	4	5	6	7	8	9
9. How much can you use a variety of assessment strategies in math class?	1	2	3	4	5	6	7	8	9
10. To what extent can you provide an alternative explanation or example when students are confused in math?	1	2	3	4	5	6	7	8	9
11. How much can you assist families in helping their children do well in math?	1	2	3	4	5	6	7	8	9
12. How well can you implement alternative teaching strategies in your math classroom?	1	2	3	4	5	6	7	8	9

This version developed by Dr. Catherine D. Bruce, based on items designed and tested by Tschannen-Moran, Woolfolk Hoy & Hoy.

See: Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68 (2), 202-248.