

## Teacher sense of self efficacy survey

Directions: Please answer the questions below with regard to your teaching in the particular subject that this London Schools Excellence Fund programme is addressing. For each statement, please indicate your opinion of your ability. You will be asked to complete this survey again at a later date.

## How much can you do?

	Nothing	Very little	Some influence	Quite a bit	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 motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. 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)
5. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

## Directions for Scoring the Teachers' Sense of Efficacy Scale<sup>1</sup>

*Adapted from Megan Tschannen-Moran, College of William and Mary Anita Woolfolk Hoy, the Ohio State University.*

### **Construct Validity**

For information on the construct validity of the Teachers' Sense of Teacher efficacy Scale, see: Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.

### **Subscale Scores**

To determine Efficacy in Student Engagement and Efficacy in Instructional Practices subscale scores, compute unweighted means of the items that load on each factor. Generally these groupings are:

Efficacy in Student Engagement: Items 1, 2, 3, 4, 6, 9, 10, 14

Efficacy in Instructional Strategies: Items 5, 7, 8, 11, 12, 13, 15, 16

### **Using this survey**

This survey should be conducted at least twice, once prior to the intervention and once after the intervention.<sup>1</sup> You may wish to create an online version of the survey (i.e. using survey monkey) to avoid manually collecting survey results. However, if you do so please make sure the questions and rating scale are accurately replicated. All collection and analysis of survey responses will need to be conducted by programme staff or their evaluators. Project Oracle will not be able to support direct evaluation activities.

### **Analysing Results**

Mean scores should be collected across all respondents for each question to demonstrate the average 'sense of efficacy' each time the survey is conducted. The mean scores from the first and the second time the survey was conducted can then be compared to show distance travelled.

Where the numbers of teachers completing surveys are particularly large, evaluators may wish to calculate the reliability (Cronbach's alpha) across the set of responses for each category of questions. If reliability scores are high (i.e. 0.8 or above) they may then wish to calculate the mean from a sample of questions, rather than analysing the data for all 16 questions. Evaluators should be able to calculate the alpha from the survey data collected.

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<sup>1</sup> However, you may wish to survey teacher three times, for example, before a five day training course, after a five day training course and 9 months later when they have had a chance to put learning into practice.