

## Teacher Efficacy <sup>1</sup>

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators concerning these statements. There are no correct or incorrect answers. We are interested only in your frank opinions. Your responses will remain confidential.

**INSTRUCTIONS:** Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

**KEY: 1=Strongly Agree 2=Moderately Agree 3=Agree slightly more than disagree  
4=Disagree slightly more than agree 4=Moderately Disagree 6=Strongly Disagree**

1. When a student does better than usually, many times it is because I exert a little extra effort. 1 2 3 4 5 6
2. The hours in my class have little influence on students compared to the influence of their home environment. 1 2 3 4 5 6
3. The amount a student can learn is primarily related to family background. 1 2 3 4 5 6
4. If students aren't disciplined at home, they aren't likely to accept any discipline. 1 2 3 4 5 6
5. I have enough training to deal with almost any learning problem. 1 2 3 4 5 6
6. When a student is having difficulty with an assignment, I am usually able to adjust it his/her level. 1 2 3 4 5 6
7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student. 1 2 3 4 5 6
8. When I really try, I can get through to most difficult students. 1 2 3 4 5 6
9. A teacher is very limited in what he/she can achieve because a student's home environment large influence on his/her achievement. 1 2 3 4 5 6
10. Teachers are not a very powerful influence on student achievement when all factors are considered. 1 2 3 4 5 6
11. When the grades of my students improve, it is usually because I found more effective approaches. 1 2 3 4 5 6
12. If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept. 1 2 3 4 5 6
13. If parents would do more for their children, I could do more. 1 2 3 4 5 6
14. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson. 1 2 3 4 5 6
15. The influences of a student's home experiences can be overcome by good teaching. 1 2 3 4 5 6
16. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly. 1 2 3 4 5 6
17. Even a teacher with good teaching abilities may not reach many students. 1 2 3 4 5 6

18. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty. 1 2 3 4 5 6
19. If I really try hard, I can get through to even the most difficult or unmotivated students. 1 2 3 4 5 6
20. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment. 1 2 3 4 5 6
21. Some students need to be placed in slower groups so they are not subjected to unrealistic expectations. 1 2 3 4 5 6
22. My teacher training program and/or experience has given me the necessary skills to be an effective teacher 1 2 3 4 5 6

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<sup>1</sup> From Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81-91. Originally based on the Teacher Efficacy Scale developed by S. Gibson & M. Dembo (1984). Teacher Efficacy: a construct validation. *Journal of Educational Psychology, 76*, 569-582.