

Appendix 1

Teachers' Self-Efficacy Survey

Factor 1: Efficacy for instructional strategies

1. To what extent can you use a variety of assessment strategies?
2. To what extent can you provide an alternative explanation or example when students are confused?
3. To what extent can you craft good questions for your students?
4. How well can you implement alternative strategies in your classroom?
5. How well can you respond to difficult questions from your students?
6. How much can you do to adjust your lesson to the proper level for individual students?
7. To what extent can you gauge student comprehension of what you have taught?
8. How well can you provide appropriate challenges for very capable students?

Factor 2: Efficacy for classroom management

9. How much can you do to control disruptive behavior in the classroom?
10. How much can you do to help children to follow classroom rules?
11. How much can you do to calm a student who is disruptive or noisy?
12. How well can you establish a classroom management system with each group of students?
13. How well can you keep a few problem students from ruining an entire lesson?
14. How well can you respond to defiant students?
15. To what extent can you make your expectation clear about student behavior?
16. How well can you establish routines to keep activities running smoothly?

Factor 3: Efficacy for students' engagement

17. How much can you do to get students to believe they can do well in schoolwork?
18. How much can you do to help your students value learning?
19. How much can you do to motivate students who show low interest in schoolwork?
20. How much can you do to improve the understanding of a student who is failing?
21. How much can you do to help your students think critically?
22. How much can you do to Foster student creativity?
23. How much can you do to get through to the most difficult students?