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Teacher Sense of Efficacy Scale Short Form [↗](#)Kevin Crouse¹¹Rutgers University

Other

[dx.doi.org/10.17504/protocols.io.2j2gcqe](https://doi.org/10.17504/protocols.io.2j2gcqe)

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ABSTRACT

Teachers' Sense of Efficacy is the beliefs in their capability to make a difference in student learning, to be able to get through even to students who are difficult or unmotivated

d. The Teacher Sense of Efficacy Scale asks teachers to assess their capability concerning instructional strategies, student engagement, and classroom management.

This protocol taken from **Megan Tschannen-Moran**'s classic work on *Teacher Self-Efficacy*.

EXTERNAL LINK

<http://wmpeople.wm.edu/asset/index/mxtsch/tsessshort>

THIS PROTOCOL ACCOMPANIES THE FOLLOWING PUBLICATION

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

GUIDELINES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

STEPS MATERIALS


NAME	CATALOG #	VENDOR
Sodium bicarbonate	S6014	Sigma Aldrich
Ascorbic acid	View	P212121


SAFETY WARNINGS

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

BEFORE STARTING

Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.


- 1  00:02:00 How much can you do to control disruptive behavior in the classroom?
<imagine all of these being likert scale items instead of random reagents and readings>



Sodium bicarbonate

by Sigma Aldrich

Catalog #: S6014



Ascorbic acid

by P212121

[View](#)

- 2 How much can you do to motivate students who show low interest in school work?

 212 °C  00:00:00

- 3 How much can you do to calm a student who is disruptive or noisy?

BUG (for social science use): GOTO does not allow you to skip, only to go back. **Also, no highlighting text.**

- 4 How much can you do to help your students value learning?

- 5 To what extent can you craft good questions for your students?

- 6 How much can you do to get children to follow classroom rules?

- 7 How much can you do to get students to believe they can do well in school work?

- 8 How well can you establish a classroom management system with each group of students?

- 9 To what extent can you use a variety of assessment strategies?

- 10 To what extent can you provide an alternative explanation or example when students are confused?

- 11 How much can you assist families in helping their children do well in school?

- 12 How well can you implement alternative teaching strategies in your classroom?



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