

Teacher efficacy scale

School resources

Using Gibson and Dembo's Teacher Efficacy Scale¹, how would you currently rank your teacher efficacy in the following areas of teaching and learning – low, average, or high?

SITUATIONS	My Level of Self-Efficacy		
	Low	Average	High
When I really try, I can get through to most difficult students.			
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.			
When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.			
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.			
If I really try hard, I can get through to even the most difficult or unmotivated students who show low interest in school work.			
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.			
When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.			
When the grades of my students improve, it is usually because I found more effective teaching approaches.			
My teacher training programme and/or experience has given me the necessary skills to be an effective teacher.			
I have enough training to deal with almost any learning problem.			
If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.			
When a student does better than usual, many times it is because I exert a little extra effort.			
I am able to help my students to think critically.			
I am able to control disruptive behaviour in the classroom.			
I am able to make my expectations clear about student behaviour.			
I am able to get students to believe they can do well in school work.			

I am able to respond to difficult questions from my students.			
I establish routines that keep activities running smoothly in my classroom.			
I am able to help my students value learning.			
I am able to gauge student comprehension of what I have taught.			
I craft good questions for my students.			
I foster student creativity.			
I can improve the understanding of a student who is failing.			
I am able to adjust my lessons to the proper level for individual students.			
I am able to use a variety of assessment strategies.			
I am able to keep a few problem students from ruining an entire lesson.			
I can provide an example or alternative explanation when students are confused.			
I am able to assist families in helping their children do well in school.			
I am able to provide appropriate challenges for very capable students.			

References

¹ Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569-582. Retrieved from <http://dx.doi.org/10.1037/0022-0663.76.4.569>

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Helen Withy is a trained primary school teacher and recently completed a Master of Education degree with First Class Honours. Previous to her career in education, Helen worked in the investment banking industry. Helen was school-wide Curriculum Leader for mathematics in her previous school and served as staff trustee on the School Board of Trustees for some of her time whilst there. Helen has contributed to the wider educational community in a number of roles at the University of Auckland, Faculty of Education and Social work, including: the contribution of monthly blog postings on a variety of teaching topics to help raise the status of the teaching profession during a two-year university campaign, university marking, acting as an ambassador for potential post-graduate students. She is passionate about education and its importance in the growth and development of competent, confident and resilient young citizens who will contribute to making the ever-changing world around us a better place.