

Fall Teacher Self-Efficacy Belief Survey 2018

Directions: Right now in your present teaching situation, please indicate your belief in your capabilities about each of the statements below. Your answers are confidential.

* Required

1. Plan activities that accommodate the range of individual differences among your students *

Mark only one oval.

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

2. Plan evaluation procedures that accommodate individual difference among your students *

Mark only one oval.

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

3. Use a variety of assessment data to understand your students' academic needs *

Mark only one oval.

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

4. Use allocated time for activities that maximize learning *

Mark only one oval.

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

5. Clarify directions for learning routines **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

6. Effectively manage routines and procedures for learning tasks **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

7. Maintain high levels of student engagement during learning tasks **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

8. Redirect students who are persistently off task **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

9. Maintain a classroom climate of courtesy and respect **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

10. Maintain a classroom climate that is fair and impartial **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

11. Communicate to students the specific learning objective(s) of the lesson **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

12. Communicate to students the purpose and/or importance of learning tasks **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

13. Implement teaching methods at an appropriate pace to accommodate difference among your students **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

14. Utilize teaching aids and learning materials that accommodate individual differences among your students **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

15. Communicate to students content knowledge that is accurate and logical **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

16. Clarify student misunderstandings or difficulties in learning **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

17. Provide students with specific feedback about their learning **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

18. Provide students with suggestions for improving learning **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

19. Solicit a variety of questions throughout the lesson that enable higher order thinking **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

20. Actively involve students in critical analysis and/or problem solving **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

21. Foster student creativity **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

22. Monitor students' involvement during learning tasks **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

23. Gauge student understanding of what you have taught **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

24. Adjust teaching and learning activities as needed **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

25. Manage student discipline/behavior **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

26. Motivate students to perform to their fullest potential **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

27. Provide a learning environment that accommodates students with a variety of needs **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

28. Improve the academic performance of students, including those with learning disabilities **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

29. Provide appropriate challenges for very capable students **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

30. Provide a positive influence on the academic development of students **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

31. Maintain a classroom environment in which students work cooperatively **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

32. Successfully maintain a positive classroom climate **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

33. Assist families in helping their children be successful in school **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

34. Help your students value learning **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

35. Get students to believe they can do well in school **Mark only one oval.*

- ☐ Very strong belief in your capabilities
- ☐ Strong belief in your capabilities
- ☐ Moderate belief in your capabilities
- ☐ Weak belief in your capabilities

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