

## Self-Efficacy Assessment Scale

For each of the following, mark if you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA)

### Classroom Management

	SD	D	A	SA
I am able to handle classroom disruptions quickly and efficiently.				
If a student becomes disruptive to the learning of others, I am confident in handling it.				
I have clear routines and procedures that maximize learning in my classroom.				
My transitions between learning experiences are quick and effective.				
When I redirect students or request a change in their behavior, they follow my request.				
I am able to prevent misbehaviors or distractions from disrupting the learning of others.				
When my initial efforts to curb misbehaviors fail, I have a variety of other skills to try.				
I can get through to even the most challenging students.				

### Engagement

	SD	D	A	SA
Students are engaged in the learning experiences throughout my lessons.				
I have a variety of strategies to help students focus on their learning.				
I am able to keep my students attentive and curious during direct instruction.				
I pace my lessons well to keep students from losing focus.				
I help students think and learn independently.				
I help students think and learn collaboratively.				

### Instruction

	SD	D	A	SA
My lessons are rigorous and stretch students to grow.				
I have a variety of strategies for appropriately differentiating learning to reach all my students.				
I ask good questions that encourage critical thinking.				
If students are struggling to understand, I can pivot my teaching to help them get back on track.				

When students succeed in my class, it's because I have worked hard to design and deliver effective teaching.				
I am competent and skillful in responding to difficult questions.				

**Assessment**

	SD	D	A	SA
I ask questions that help me understand clearly if students are learning what I want them to learn.				
If students do not perform as expected on an assessment, I know how to adjust my teaching to help them succeed.				
If students don't perform as expected on an assessment, I can easily diagnose whether the learning experience was at an appropriate level for them.				
I have a variety of strategies to make student learning visible.				
I know how to differentiate my assessment for diverse types of learners and student abilities.				

**Culture & Community**

	SD	D	A	SA
My students feel safe and respected in my class because I work hard to create this culture.				
I can help students believe they are capable of learning hard things.				
Students enjoy my classroom because I have strategies for making it joyful and meaningful.				
I am effective in helping parents support their child's learning at home.				
I know how to help my students find motivation and value learning.				
My classroom atmosphere is well organized, focused, and productive.				
My work and efforts improve the culture of our school.				

Source: Mielke, C. (2021). The critical element of self-efficacy. *Educational Leadership*, 79(3), 14–19.