

Directions for Scoring the Teachers' Sense of Efficacy Scale¹

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Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

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

Factor Analysis

As we have used factor analysis to test this instrument, we have consistently found three moderately correlated factors: *Efficacy in Student Engagement*, *Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*. At times, however, the make up of the scales may vary slightly. With preservice teachers we recommend that the full scale (either 24-item or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

Subscale Scores

To determine the *Efficacy in Student Engagement*, *Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

Short Form

Efficacy in Student Engagement: Items 2, 4, 7, 11
Efficacy in Instructional Strategies: Items 5, 9, 10, 12
Efficacy in Classroom Management: Items 1, 3, 6, 8

Long Form

Efficacy in Student Engagement: Items 1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Instructional Strategies: Items 7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Classroom Management: Items 3, 5, 8, 13, 15, 16, 19, 21

Reliabilities

In the study reported in Tschannen-Moran & Woolfolk Hoy (2001) above the following reliabilities were found:

	Long Form			Short Form		
	Mean	SD	alpha	Mean	SD	alpha
TSES	7.1	.94	.94	7.1	.98	.90
Engagement	7.3	1.1	.87	7.2	1.2	.81
Instruction	7.3	1.1	.91	7.3	1.2	.86
Management	6.7	1.1	.90	6.7	1.2	.86

¹ Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.