

College Teaching Self-Efficacy Scale (CTSES)¹

(Leonor Prieto, 2006)

On the **left** side, please indicate **how confident you are** in your ability to accomplish the stated activities.

KEY:

1= No confidence at all to 6= Complete confidence

On the **right** side, please indicate **how often** you carry out the stated activities.

KEY:

1= Never to 6= Always

How confident am I in my ability to...

How often do I ...

1	2	3	4	5	6	1. Specify the learning goals that I expect my students to attain?	1	2	3	4	5	6
1	2	3	4	5	6	2. Actively engage my students in the learning activities that I include in my teaching plan/syllabus?	1	2	3	4	5	6
1	2	3	4	5	6	3. Create a positive classroom climate for learning?	1	2	3	4	5	6
1	2	3	4	5	6	4. Reflect on my teaching practice with the aim of making appropriate improvements?	1	2	3	4	5	6
1	2	3	4	5	6	5. Develop different assessment methods depending on the learning goals I want to check in my students?	1	2	3	4	5	6
1	2	3	4	5	6	6. Evaluate the effectiveness of my own teaching in light of my students' feedback to me?	1	2	3	4	5	6
1	2	3	4	5	6	7. Promote student participation in my classes?	1	2	3	4	5	6
1	2	3	4	5	6	8. Use different evaluation methods?	1	2	3	4	5	6
1	2	3	4	5	6	9. Prepare the teaching materials I will use?	1	2	3	4	5	6
1	2	3	4	5	6	10. Ensure that my students resolve the difficulties they encounter while learning?	1	2	3	4	5	6
1	2	3	4	5	6	11. Promote a positive attitude towards learning in my students?	1	2	3	4	5	6
1	2	3	4	5	6	12. Adapt my teaching practices in response to my students' evaluations of my teaching?	1	2	3	4	5	6
1	2	3	4	5	6	13. Evaluate accurately my students' academic capabilities?	1	2	3	4	5	6
1	2	3	4	5	6	14. Decide on the most appropriate evaluation method for a particular course?	1	2	3	4	5	6

¹ The original version of this scale appears in PRIETO, L. (2005). *Las creencias de autoeficacia docente del profesorado universitario*. Madrid: Universidad Pontificia Comillas. Author correspondence: lprieto@chs.upcomillas.es

How confident am I in my ability to...

How often do I ...

1	2	3	4	5	6	15. Ensure that my students consider themselves capable of learning the material in my class?	1	2	3	4	5	6
1	2	3	4	5	6	16. Employ systematic methods that permit me to assess my own teaching?	1	2	3	4	5	6
1	2	3	4	5	6	17. Give my students feedback about their progress?	1	2	3	4	5	6
1	2	3	4	5	6	18. Clearly identify my course objectives?	1	2	3	4	5	6
1	2	3	4	5	6	19. Maintain high academic expectations?	1	2	3	4	5	6
1	2	3	4	5	6	20. Use information derived from my own self-reflection to improve my teaching?	1	2	3	4	5	6
1	2	3	4	5	6	21. Adequately grade my students' exams and assignments?	1	2	3	4	5	6
1	2	3	4	5	6	22. Adapt to the needs of my students (motivation, interest, prior knowledge, etc.) when planning my courses?	1	2	3	4	5	6
1	2	3	4	5	6	23. Think of my students as active learners, which is to say knowledge constructors rather than information receivers?	1	2	3	4	5	6
1	2	3	4	5	6	24. Provide support and encouragement to students who are having difficulty learning?	1	2	3	4	5	6
1	2	3	4	5	6	25. Update my knowledge of the subject I am teaching?	1	2	3	4	5	6
1	2	3	4	5	6	26. Provide my students with detailed feedback about their academic progress?	1	2	3	4	5	6
1	2	3	4	5	6	27. Modify and adapt my syllabus if my students' needs require it?	1	2	3	4	5	6
1	2	3	4	5	6	28. Permit my students to prepare and/or develop some of the course units?	1	2	3	4	5	6
1	2	3	4	5	6	29. Calmly handle any problems that may arise in the classroom?	1	2	3	4	5	6
1	2	3	4	5	6	30. Develop my teaching skills using various means (attending conferences, reading about pedagogy, talking to other professionals...)?	1	2	3	4	5	6
1	2	3	4	5	6	31. Use formative assessment to gather information about my students' academic progress?	1	2	3	4	5	6
1	2	3	4	5	6	32. Encourage my students to ask questions during class?	1	2	3	4	5	6
1	2	3	4	5	6	33. Make students aware that I have a personal investment in them and in their learning?	1	2	3	4	5	6
1	2	3	4	5	6	34. Evaluate the degree to which my course objectives have been met?	1	2	3	4	5	6
1	2	3	4	5	6	35. Design the structure and content of each class?	1	2	3	4	5	6
1	2	3	4	5	6	36. Let students take initiative for their own learning?	1	2	3	4	5	6
1	2	3	4	5	6	37. Show my students respect through my actions?	1	2	3	4	5	6
1	2	3	4	5	6	38. Be flexible in my teaching even if I must alter my plans?	1	2	3	4	5	6
1	2	3	4	5	6	39. Make students aware of the relevance of what they are learning?	1	2	3	4	5	6

How confident am I in my ability to...

How often do I ...

1	2	3	4	5	6	40. Master the material that I cover in class?	1	2	3	4	5	6
1	2	3	4	5	6	41. Promote my students' confidence in themselves?	1	2	3	4	5	6
1	2	3	4	5	6	42. Make my students feel that their academic success is due to their own efforts?	1	2	3	4	5	6
1	2	3	4	5	6	43. Spend the time necessary to plan my classes?	1	2	3	4	5	6
1	2	3	4	5	6	44. Select the appropriate materials for each class?	1	2	3	4	5	6

45. My current satisfaction with the teaching profession is:

I am dissatisfied I am a bit dissatisfied I am satisfied I am quite satisfied I am very satisfied

46. The class size I usually teach is:

Fewer than 40 students 41-70 students 71-100 students More than 100 students

47. To what degree do you feel prepared to teach your subject?

I do not feel prepared enough I feel well prepared I feel very well prepared

48. To what degree do you feel responsible for your students' academic success?

I do not feel responsible at all I feel a bit responsible I feel quite responsible I feel very responsible

49. To what degree do you think your teaching influences your students' learning?

No influence at all Little influence Some influence Much influence

50. To what degree do you think you are supported by your institution?

No support at all Little support Enough support Complete support

51. Would you like to remain in the teaching profession?

Not really I am not really sure Probably Certainly