The purpose of the **Teacher Efficacy Scale** is to measure teachers' attitude towards working with students. There are two versions of the scale – the long form (Gibson and Dembo, 1984) and the short form (Hoy, W.K. & Woolfolk, 1993). These are designed to take a sample from four broad areas that are said to play important roles in teacher effectiveness: alignment, inclusivity, organization, and efficacy.

**Authors**

Gibson & Dembo, 1984

Hoy & Woolfolk, 1993

**Validity and Reliability**

In order to analyze the instrument, a study was conducted on the TES whereby 20 respondents (20% of original participants) were drawn randomly from the original participants and were given a duplicate survey approximately two to four weeks after the initial survey was completed. Upon completion of the duplicate survey, a response rate of 80% was calculated.

For information on the validity of the Teachers’ Sense of Teacher Efficacy scale, see the study conducted to assess for construct validity (Tschannen-Moran, M., & Woolfolk Hoy, A., 2001).

**Administration, Analysis and Reporting**

Statistics Solutions consists of a team of professional methodologists and statisticians that can assist the student or professional researcher in administering the survey instrument, collecting the data, conducting the analyses and explaining the results.

For additional information on these services, [click here](#).

**Dissertations Using the Teacher Efficacy Scale**

Below is a list of dissertations that use the TES. The full version of these dissertations can be found using ProQuest.

**References**


Teaching and Teacher Education, 17, 783-805.