



Leader Reflection Aid for Efficacy Building

A personal reflection on teacher and school efficacy — not a diagnostic measure

This reflection tool is for any educational leader interested in exploring the beliefs and practices of their teachers and the collective beliefs of their school. It is not a diagnostic measure, and does not produce a validated score. Rather, it is a personal reflection to help you consider efficacy in yourself, your teachers, and your school.

Completing this reflection is the first step in the meaningful work of fostering the beliefs, practices, and environment within your school. Remember, this is a starting point on your efficacy building journey.

DIRECTIONS — Parts 1–2: Read each statement and rate 1–6. If you score below a 3, note one piece of evidence in the field provided. Part 3 is open response, no rating.

Part 1: Beliefs About Faculty Capability

Our teachers are able to persist when a student is not making progress.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

When students are showing signs of disengagement, our teachers are able to motivate them to rise to the occasion.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

Our teachers have the skills to reach all learners.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):



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Part 2 · Beliefs About Conditions, the School, and Environment

Part 2: Beliefs About Conditions, the School, and Environment

Our teachers believe that students in our school can be high achievers.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

Our teachers believe that families support their instructional efforts in the classroom.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

Our teachers believe that they have the time and support to do what they need to do.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

During a hard year, our teachers believe that leaders within the school are there to support them.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):

Our teachers believe that they have the right resources to support their students.

RATE 1–6

☐	☐	☐	☐	☐	☐
1	2	3	4	5	6

If below a 3, note one piece of evidence (email, interaction, meeting):



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Part 3 · Making Sense of Your Reflection (open-ended)

Part 3: Making Sense of Your Reflection

After completing the prior sections, where do you feel most confident? In the capability of your teachers and/or the conditions of your school?

Was there a question where you hesitated or felt most unsure?

In your perspective, do you notice any gaps between faculty beliefs about their capability and their collective beliefs about their environment?

The Leadership Reflection Aid should only be considered a reflection tool, and is not a diagnostic tool that produces a validated score.

Adapted from: Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–801.