### Mathematics Teaching Efficacy Belief Instrument (MTEBI)

**Inservice Teachers**

Developed by Larry G. Enochs and Iris M. Riggs, used with permission

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When a student does better than usual in mathematics, it is often because the teacher exerted a little extra effort.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>2. I will continually find better ways to teach mathematics.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>3. Even if I try very hard, I do not teach mathematics as well as I do most subjects.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>4. When the mathematics grades of students improve, it is often due to their teacher having found a more effective teaching approach.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5. I know the steps necessary to teach mathematics concepts effectively.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>6. I am not very effective in monitoring mathematics activities.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>7. If students are underachieving in mathematics, it is most likely due to ineffective mathematics teaching.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>8. I generally teach mathematics ineffectively.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
9. The inadequacy of a student’s mathematics background can be overcome by good teaching.

A  B  C  D  E

10. The low mathematics achievement of some students cannot generally be blamed on their teachers.

A  B  C  D  E

11. When a low-achieving child progresses in mathematics, it is usually due to extra attention given by the teacher.

A  B  C  D  E

12. I understand mathematics concepts well enough to be effective in teaching mathematics.

A  B  C  D  E

13. Increased effort in mathematics teaching produces little change in some students’ mathematics achievement.

A  B  C  D  E

14. The teacher is generally responsible for the achievement of students in mathematics.

A  B  C  D  E

15. Students’ achievement in mathematics is directly related to their teacher’s effectiveness in mathematics teaching.

A  B  C  D  E

16. If parents comment that their child is showing more interest in mathematics at school, it is probably due to the performance of the child’s teacher.

A  B  C  D  E

17. I find it difficult to use manipulatives to explain to students why mathematics works.

A  B  C  D  E

18. I am typically able to answer students’ mathematics questions.

A  B  C  D  E
19. I wonder if I have the necessary skills to teach mathematics.

20. Given a choice, I would not invite the principal to evaluate my mathematics teaching.

21. When a student has difficulty understanding a mathematics concept, I am usually at a loss as to how to help the student understand it better.

22. When teaching mathematics, I usually welcome student questions.

23. I do not know what to do to turn students on to mathematics.