**Teacher efficacy beliefs in infusing computational thinking, data practices, and self-regulated learning into lesson plans.**

These scales are designed to help us get a better understanding of the confidence that teachers feel about developing lesson plans for data practices and computational thinking. Please rate how certain you are that you can do each of the things described below by selecting the **appropriate range of numbers**.

*When providing ratings for each of the following items, please provide an upper and lower limit on your ratings. Consider your confidence to support and teach your most at risk students, most advanced students, and every student in between.*

*For example: If you believe that you are very uncertain that you can support your struggling students in generating data from observations and somewhat certain you can support your advanced students, your range may look like this:*

|  |  |
| --- | --- |
| **To what extent can you develop lesson plans on data practices that enable students to successfully …** | **Range** |
| generate data from observations? | 10-60 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| Certain cannot do at all |  |  |  |  | Moderately certain can do |  |  |  |  | Highly certain can do |

**Data Practices Instruction**

|  |  |
| --- | --- |
| **To what extent can you develop lesson plans on data practices that enable students to successfully…** | **Range** |
| generate data from observations? |  |
| record data appropriately?  |  |
| organize data sets to facilitate interpretation? |  |
| make representations (e.g. graphs and charts)? |  |
| extract meaning from their data to draw conclusions? |  |

**Computational Thinking Skills Instruction**

|  |  |
| --- | --- |
| **To what extent can you develop lesson plans that enable students to successfully …** | **Range** |
| break down large, complex problems into parts that are easier to understand? |  |
| recognize patterns in data?  |  |
| identify relevant information and removing unnecessary information in data? |  |
| create a series of steps or rules that lead to solutions to a problem? |  |
| use software to automate data practices? |  |

**Self-Regulated Learning Instruction**

|  |  |
| --- | --- |
| **To what extent can you develop lesson plans that enable students to successfully …** | **Range** |
| consider their goals when beginning a new assignment? |  |
| consider how competent they feel at completing an assignment before starting it? |  |
| consider what the outcome of an assignment may be before they start? |  |
| understand a new concept in a way that makes sense to them? |  |
| take good notes? |  |
| stay on task? |  |
| connect concepts with a known concept when confused? |  |
| keep track of their learning? |  |
| understand why they performed the way they did on assignments? |  |
| become aware of things they should do to make sure they are learning all of the information that might be needed for tests/assignments? |  |