**Leiderschaps professioneel zelfvertrouwen: Leithwood & Jantzi (2008)**

**Self-efficacy**

six-item scale measuring feelings of self-efficacy about instructional leadership tasks. We interpreted these items to be measuring efficacy for school improvement. The six items are listed below:

In hoeverre voel je je in staat om… (1 = in zeer kleine mate, 5 = in zeer grote mate)

1. Leraren te motiveren
2. Enthousiasme te genereren voor een gedeelde schoolvisie
3. Verandering te managen binnen je school
4. Een positieve leerervaring in je school te creëren
5. Het leren van leerlingen te faciliteren in je school
6. Prestaties op gestandaardiseerde toetsen te doen verhogen

**Ook dit opnemen? Nee.**

**Collective efficacy**

A new four-item scale was developed for the principal survey to measure leaders’ collective efficacy beliefs about school improvement. The items are listed below:

* Gaat over school districts
* Ik heb dit vertaald naar schoolbestuur / schoolvereniging

In hoeverre ben je het ermee eens dat…

1. Schoolleiders binnen onze schoolvereniging de kennis en vaardigheden heeft die ze nodig hebben om het leren van leerlingen te verbeteren
2. Binnen onze schoolvereniging continue verbetering door de meeste schoolleiders gezien wordt als een noodzakelijk onderdeel

“To what extent do you agree that . . .”

1. School staffs in our district have the knowledge and skill they need to

improve student learning?

2. In our district, continuous improvement is viewed by most staff as a necessary

part of every job?

3. In our district, problems are viewed as issues to be solved, not as barriers

to action?

4. Central district staff communicates a belief in the capacity of teachers to

teach even the most difficult students?

aRating scales: 1 strongly disagree to 6 strongly agree for all but the following variable.

Personal characteristics measured in our study included

leader race/ethnicity,

gender,

years experience as a school administrator,

years experience in

one’s current school.

We also measured a handful of organizational characteristics plausibly related to leader efficacy including

school and district size,

school level, and

number of different principals in the school over the past 10 years.