

## **Appendix A**

### **Graduate Teaching Assistant Sense of Self-Efficacy Scale**

How confident am I in my ability to...

1. Promote student participation in my classes.
2. Make students aware that I have a personal investment in them and in their learning.
3. Create a positive classroom climate for learning.
4. Think of my students as active learners, which is to say knowledge builders rather than information receivers.
5. Encourage my students to ask questions during class.
6. Actively engage my students in the learning activities that are included in the teaching plan/syllabus.
7. Promote a positive attitude toward learning in my students.
8. Provide support/encouragement to students who are having difficulty learning.
9. Encourage the students to interact with each other.
10. Show my students respect through my actions.
11. Let students take initiative for their own learning.
12. Appropriately grade my students' exams/assignments.
13. Evaluate accurately my students' academic capabilities.
14. Prepare the teaching materials I will use.
15. Spend the time necessary to plan my classes.
16. Clearly identify the course objectives.
17. Provide my students with detailed feedback about their academic progress.
18. Stay current in my knowledge of the subject I am teaching.

#### **Scale**

1. Not at all confident
2. Slightly confident
3. Neutral
4. Moderately confident
5. Very confident

## **Appendix B**

### **Perceived Stress Scale**

The questions in this scale ask you about your feelings and thoughts during the COVID-19 disruption. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

1. Since courses have changed due to the COVID-19 disruption, how often have you been upset because of something that happened unexpectedly?
2. Since courses have changed due to the COVID-19 disruption, how often have you felt that you were unable to control the important things in your life?
3. Since courses have changed due to the COVID-19 disruption, how often have you felt nervous and “stressed”?
4. Since courses have changed due to the COVID-19 disruption, how often have you felt confident about your ability to handle your personal problems?
5. Since courses have changed due to the COVID-19 disruption, how often have you felt that things were going your way?
6. Since courses have changed due to the COVID-19 disruption, how often have you found that you could not cope with all the things that you had to do?
7. Since courses have changed due to the COVID-19 disruption, how often have you been able to control irritations in your life?
8. Since courses have changed due to the COVID-19 disruption, how often have you felt that you were on top of things?
9. Since courses have changed due to the COVID-19 disruption, how often have you been angered because of things that were outside of your control?
10. Since courses have changed due to the COVID-19 disruption, how often have you felt difficulties were piling up so high that you could not overcome them?

#### **Scale**

0. Never
1. Almost Never
2. Sometimes
3. Fairly Often
4. Very Often

#### **Scoring**

PSS scores are obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1, and 4 = 0) to the four positively stated items (items 4, 5, 7, and 8), then summing across all scale items.

**Appendix C**  
**Interview Questions**

1. What might have contributed to any anxiety or stress felt as an instructor this semester prior to disruption?
2. How did the changes in the semester due to COVID-19 influence you mentally/emotionally as an instructor and as a student?
3. How were you able to balance your responsibilities as a student and TA after the changes due to COVID-19?