

Reformed-based Teaching Survey: Student Teachers

2008-2011

Data was collected from student teachers during two meetings. Below are the mean responses for each item on the Reform-based Teaching Survey. It should be noted that this survey was based on a scale of 1-4; therefore all items were rated positively (on average).

	Fall 2008 Pre	Fall 2008 Post	Spring 2009 Pre	Spring 2009 Post	Fall 2009 Pre	Fall 2009 Post	Spring 2010 Pre	Spring 2010 Post	Fall 2010 Pre	Fall 2010 Post	Spring 2011 Pre	Spring 2011 Post
1=Not at all 2=Infrequently 3=Frequently 4=Almost always	N= 113 <i>Mean</i>	N=111 <i>Mean</i>	N= 131 <i>Mean</i>	N= 131 <i>Mean</i>	N = 86 <i>Mean</i>	N = 100 <i>Mean</i>	N = 149 Mean	N = 148 <b>Mean</b>	N = 65 Mean	N = 64 <b>Mean</b>	N = 121 <b>Mean</b>	N = 121 <b>Mean</b>
1. Using a variety of grouping strategies including individual conferences, cooperative learning, flexible grouping, learning partners, and whole-class instruction based on assessments of student learning, readiness levels, and interests.	3.67	3.68	3.69	3.70	3.73	3.74	3.70	3.68	3.77	3.81	3.76	3.74
2. Developing lessons that intentionally address the different learning modalities (visual, auditory, kinesthetic, and tactile)	3.68	3.75	3.71	3.76	3.84	3.77	3.69	3.74	3.78	3.86	3.83	3.74
3. Using technology to support student learning.	3.42	3.43	3.45	3.45	3.54	3.42	3.62	3.61	3.52	3.67	3.60	3.51
4. Modifying content, strategies, materials, and assessment based on the interest and immediate needs of students.	3.50	3.75	3.64	3.75	3.73	3.65	3.63	3.69	3.78	3.83	3.81	3.71
5. Using strategies for concept building including the use of the experiential learning cycle, inductive learning, discovery learning, and inquiry activities.	3.51	3.68	3.60	3.62	3.65	3.46	3.58	3.58	3.68	3.62	3.69	3.58

6. Using prior knowledge to build background information through such activities such as anticipatory set, K-W-L, prediction, and brainstorming.	3.51	3.57	3.61	3.66	3.69	3.56	3.67	3.61	3.68	3.70	3.71	3.57
7. Explicitly using teacher modeling and scaffolding of effective thinking and learning strategies.	3.53	3.72	3.59	3.72	3.58	3.64	3.63	3.68	3.60	3.75	3.71	3.65
8. Relating content and activities to real-world applications and connections to students' lives, interests, and home cultures.	3.62	3.77	3.72	3.85	3.74	3.70	3.73	3.77	3.80	3.81	3.89	3.79
9. Using questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.	3.65	3.79	3.66	3.84	3.80	3.76	3.64	3.77	3.66	3.81	3.86	3.78
10. Actively engaging students, individually and collaboratively throughout the lesson.	3.77	3.79	3.81	3.95	3.85	3.86	3.78	3.81	3.88	3.95	3.98	3.88
11. Offering varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect reading to writing and extends learning in all content areas.	3.53	3.65	3.60	3.55	3.64	3.54	3.60	3.47	3.62	3.52	3.70	3.46
12. Assessing student learning before, during, and after the lesson in order to provide timely feedback to students and adjusting instruction accordingly.	3.64	3.72	3.62	3.80	3.72	3.75	3.69	3.67	3.74	3.79	3.82	3.72
13. Using multiple sources of data to guide future planning.	3.45	3.68	3.56	3.57	3.56	3.54	3.46	3.50	3.58	3.55	3.68	3.53
14. Modeling reflection and self-assessment to allow students to take responsibility for their own learning.	3.55	3.64	3.60	3.65	3.58	3.51	3.64	3.56	3.68	3.66	3.75	3.60

15. Developing plans that align assessment and lesson activities with outcomes (goals/objectives).	3.65	3.75	3.76	3.68	3.72	3.71	3.73	3.64	3.75	3.82	3.92	3.56
16. Using reflection on lessons and assessment to formulate goals for your teaching and professional development.	3.61	3.71	3.66	3.66	3.68	3.57	3.68	3.59	3.77	3.73	3.79	3.53