

## Operation Reboot's Teaching Opinion Survey

### Purpose

The Teaching Opinion Survey was developed by The Findings Group as an instrument to be used during the screening of candidates for Operation Reboot. Items from three existing instruments were selected and blended for the purposes of:

1. Elucidating the candidate's dispositions as they relate to the field of teaching.
2. Determining whether the candidate has an incremental or fixed theory of intelligence<sup>1</sup>.
3. Identifying the candidate who is likely to be answering the survey in a way that is not honest, but so as to portray himself in the best light possible.

### Instrument Development:

The Teachers' Dispositions Index (TDI), originally developed by Schulte et al<sup>2</sup>, was designed to help teaching candidates determine whether or not teaching is an appropriate professional fit, based on their agreement with statements concerning students and professionalism issues. The instrument displayed excellent reliability and validity in the authors' tests.

The TDI contained items relating to two different constructs that encompass dispositions described by the 10 Model Standards for Beginning Teacher Licensing and Development, originally published in 1992 and updated in 2010:<sup>3</sup>

- Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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<sup>1</sup> Dweck, C. 2006. Mindset: The New Psychology of Success New York: Random House.

<sup>2</sup> Schulte, L., N. Edick, S. Edwards, D. Mackiel. "The Development and Validation of the Teacher Dispositions Index"

<sup>3</sup> Council of Chief State School Officers. 2010. Interstate Teacher Assessment and Support Consortium (InTASC). Model Core Teaching Standards: A Resource for State Dialogue (Draft for Public Comment). Washington, Downloaded from:

[www.ccsso.org](http://www.ccsso.org). Dec. 17, 2010.

- Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

These principles were loosely organized into two major dimensions during the TDI development process: a student centered dimension, and a professionalism, curriculum-centered dimension. These dimensions were used to create two independent subscales for the TDI, each measuring one of the two constructs. Thus, items chosen from the TDI for the Teacher Opinion Survey can be categorized as student-centered or teacher-centered.

Recent research has also indicated that theories held by students about the malleability of their own intelligence impact their ability to perform in the computer science classroom.<sup>4</sup> According to Carol Dweck, student may believe that their own intelligence could be incremental, and could change over time, or they may believe it to be fixed. Similarly, teachers may also be categorized into those that hold their students' intelligence to be fixed and those that hold them to be incremental. Research in high schools suggests that teachers' views about their students' intelligence influences their students' perspectives.<sup>5</sup> Furthermore, preliminary data from unpublished research done by The Findings Group indicates that those teachers commonly held to be successful are incremental theorists. For this reason, items from Carol Dweck's self-theory scale<sup>6</sup> were also included in the Teacher Opinion Survey in order to get at the candidate's view of intelligence.

Finally, in order to address the concern that candidates might answer the survey in a way so as to portray themselves well as opposed to honestly, items from a social desirability instrument created by RAND were also included in the Teacher Opinion Survey<sup>7</sup>. These items were re-worded in a way as to fit better with the other items, but still preserve the overall meaning. In this way, candidates that answer these items with an extreme can be flagged and screened differently.

### Instrument Items:

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<sup>4</sup> Murphy, L. and L. Thomas. 2008. Dangers of a fixed mindset: implications of self-theories research for CS education. ITiCSE.

<sup>5</sup> Myers, M., J. Nichols, and J. White. 2003. Teacher and Student Incremental and Entity Views of Intelligence: The Effect of Self-Regulation and Persistence Activities. ITJE 12:97-116.

<sup>6</sup> Dweck, C. 1999. Self-Theories: Their role in motivation, personality, and development. Philadelphia: The Psychology Press.

<sup>7</sup> RAND Health. Downloaded from: [www.rand.org](http://www.rand.org) on Dec 17, 2010.

Items for the Teacher Opinion Survey were taken from the previously described and validated scales, and are listed in the table below:

<b>Reference Instrument</b>	<b>Item Numbers</b>
TDI: Student-centered subscale	1, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 33, 35, 37
TDI: Teacher-centered subscale	25, 26, 27, 28, 29, 30, 31, 32
Dweck's Intelligence Scale	2, 6, 11, 34, 36
RAND Scale	38, 39, 40

## OPERATION REBOOT TEACHING OPINION SURVEY

We would like to know your opinions about students and teaching. Please bubble the number that most closely matches your agreement or disagreement with that statement. If the statement doesn't apply to you, bubble the "Does Not Apply" response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does Not Apply
1. I believe a teacher must use a variety of instructional strategies to optimize student learning.	①	②	③	④	⑤	(N)
2. Your intelligence is something about you that you can't change very much.	①	②	③	④	⑤	(N)
3. I demonstrate the qualities of humor, empathy, and warmth with others.	①	②	③	④	⑤	(N)
4. I am a thoughtful and responsive listener.	①	②	③	④	⑤	(N)
5. I assume responsibility when working with others.	①	②	③	④	⑤	(N)
6. You have a certain amount of intelligence, and you can't really do much to change it.	①	②	③	④	⑤	(N)
7. I believe it is important to involve all students in learning.	①	②	③	④	⑤	(N)
8. I believe the classroom environment a teacher creates greatly affects students' learning and development.	①	②	③	④	⑤	(N)
9. I view teaching as an important profession.	①	②	③	④	⑤	(N)
10. I understand that teachers' expectations impact student learning.	①	②	③	④	⑤	(N)
11. You can learn new things, but you can't really change your basic intelligence.	①	②	③	④	⑤	(N)
12. I understand students have certain needs that must be met before learning can take place.	①	②	③	④	⑤	(N)
13. I am sensitive to student differences.	①	②	③	④	⑤	(N)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does Not Apply
14. I communicate caring, concern, and a willingness to become involved with others.	①	②	③	④	⑤	Ⓝ
15. I am punctual and reliable in my attendance.	①	②	③	④	⑤	Ⓝ
16. I maintain a professional appearance.	①	②	③	④	⑤	Ⓝ
17. I believe it is a teacher's job to create a learning environment that is conducive to the development of students' self-confidence and competence.	①	②	③	④	⑤	Ⓝ
18. I respect the cultures of all students.	①	②	③	④	⑤	Ⓝ
19. I honor my commitments.	①	②	③	④	⑤	Ⓝ
20. I treat people with dignity and respect at all times.	①	②	③	④	⑤	Ⓝ
21. I am willing to receive feedback and assessment of my teaching.	①	②	③	④	⑤	Ⓝ
22. I am open to adjusting and revising my plans to meet student needs.	①	②	③	④	⑤	Ⓝ
23. I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others.	①	②	③	④	⑤	Ⓝ
24. I believe it is important to learn about students and their community.	①	②	③	④	⑤	Ⓝ
25. I am committed to critical reflections for my professional growth.	①	②	③	④	⑤	Ⓝ
26. I actively seek out professional growth opportunities.	①	②	③	④	⑤	Ⓝ

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does Not Apply
27. I value both long term and short term planning.	①	②	③	④	⑤	Ⓝ
28. I accurately read the non-verbal communication of others.	①	②	③	④	⑤	Ⓝ
29. I provide appropriate feedback to encourage others in their development.	①	②	③	④	⑤	Ⓝ
30. I listen to colleagues' ideas and suggestions for improvement.	①	②	③	④	⑤	Ⓝ
31. I take initiative to promote ethical and responsible professional practice.	①	②	③	④	⑤	Ⓝ
32. I communicate effectively with others.	①	②	③	④	⑤	Ⓝ
33. I believe that all students can learn.	①	②	③	④	⑤	Ⓝ
34. No matter who you are, you can significantly change your intelligence level.	①	②	③	④	⑤	Ⓝ
35. I view teaching as a collaborative effort among educators.	①	②	③	④	⑤	Ⓝ
36. You can change even your basic intelligence level considerably.	①	②	③	④	⑤	Ⓝ
37. I understand that students learn in many different ways.	①	②	③	④	⑤	Ⓝ

Listed below are some statements about your relationships with others. Please indicate whether these are true or false for you according to the scale provided.

	Definitely False	False	Neutral	True	Definitely True
38. I am always courteous, even to people who are disagreeable.	①	②	③	④	⑤
39. I occasionally harbor feelings of resentment when I have been treated unfairly.	①	②	③	④	⑤
40. Regardless of the topic of conversation or to whom I am speaking, I am always attentive.	①	②	③	④	⑤