

Teacher Beliefs - TSELS

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

	None at all	Very Little	Some Degree	Quite A Bit	A Great Deal				
1. To what extent can you adjust reading strategies based on ongoing informal assessments of your students?	1	2	3	4	5	6	7	8	9
2. To what extent can you use a variety of informal and formal reading assessment strategies?	1	2	3	4	5	6	7	8	9
3. To what extent can you integrate the components of language arts?	1	2	3	4	5	6	7	8	9
4. To what extent can you provide specific, targeted feedback to students during oral reading?	1	2	3	4	5	6	7	8	9
5. To what extent can you adjust writing strategies based on ongoing informal assessments of your students?	1	2	3	4	5	6	7	8	9
6. To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	1	2	3	4	5	6	7	8	9
7. To what extent can you model effective writing strategies?	1	2	3	4	5	6	7	8	9
8. How much can you do to meet the needs of struggling readers?	1	2	3	4	5	6	7	8	9
9. How much can you do to get students to use independent reading time productively?	1	2	3	4	5	6	7	8	9
10. To what extent can you implement word study strategies to teach spelling?	1	2	3	4	5	6	7	8	9
11. To what extent can you get children to read a wide variety of genres?	1	2	3	4	5	6	7	8	9
12. To what extent can you help your students figure out unknown words when they are reading?	1	2	3	4	5	6	7	8	9
13. To what extent can you use flexible grouping to meet individual student needs for reading instruction?	1	2	3	4	5	6	7	8	9
14. To what extent can you model effective reading strategies?	1	2	3	4	5	6	7	8	9
15. To what extent can you get students to read fluently during oral reading?	1	2	3	4	5	6	7	8	9
16. To what extent can you use students' writing to teach grammar and spelling strategies?	1	2	3	4	5	6	7	8	9
17. How much can you do to get students to use independent writing time productively?	1	2	3	4	5	6	7	8	9
18. How much can you do to provide appropriate challenges for high ability readers?	1	2	3	4	5	6	7	8	9
19. To what extent can you get children to talk with each other in class about books they are reading?	1	2	3	4	5	6	7	8	9
20. To what extent can you provide children with writing opportunities in response to reading?	1	2	3	4	5	6	7	8	9
21. How much can you do to adjust your reading materials to the proper level for individual students?	1	2	3	4	5	6	7	8	9
22. How much can you do to get children to value reading?	1	2	3	4	5	6	7	8	9