

Appendix 1

Professional Learning (PL) Values of Preservice Teachers in (Location)

Preservice Teachers Questionnaire

This questionnaire is being conducted in order to collect data needed to answer research question entitled in Professional Learning (PL) Values of Preservice Teachers in (Location)

This questionnaire focuses on the activities that you undertake to improve your professional learning. The questionnaire includes 2 parts; Professional Learning Values and Teachers' Background

Please allow about 15 minutes to complete the questionnaire. Your answers will be kept strictly confidential. Results will be reported in summary or statistical form so that neither individuals nor their schools can be identified.

Thank you for contributing your time and thoughtful responses to this important questionnaire. Your participation in this research helps bring educators' views to the fore. We also hope that reflecting on your Continuing Professional Development values through this questionnaire may support your own professional learning.

Please use a ballpoint pen to complete the questionnaire. Do not use fountain or felt pens, as the ink may be visible on the other side of the page. Please cross the appropriate box that best represent your responses, keeping within the boundary of the box.

For example:

Do not spend too long on each item. If you make a mistake and cross the wrong box, please block out your answer and then cross the correct box.

For example:

Should you have any queries about this questionnaire, **please feel free to contact me at XXXXXXXXXX**

Section A: Professional Learning Values

Section A has 23 statements. Each statement relates to an aspect of **your values about professional learning**. Please cross ONE BOX ONLY in EACH COLUMN for each statement

| <i>For example:</i> | ABOUT YOUR VALUES <i>How important are these practices for creating opportunities for pupils to learn?</i> | | | |
|---|--|--------------------------|-------------------------------------|--------------------------|
| | Not at all important | Of limited importance | Important | Crucial |
| Teachers participate actively in collaboration networks with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

This respondent thinks that such participation is important for creating opportunities for students to learn.

Please now complete Section A.

A Professional Learning Values

| | ABOUT YOUR VALUES <i>How important are these practices for creating opportunities for pupils to learn?</i> | | | |
|---|--|-----------------------|-----------------------|-----------------------|
| | Not at all important | Of limited importance | Important | Crucial |
| 1. Teachers use the web as one source of useful ideas for improving their practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Teachers read research reports as one source of useful ideas for improving their practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Teachers draw on good teaching practice from other schools as a means to further their own professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Teachers consult pupils about how they learn most effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Teachers relate what works in their own teaching practice to research findings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Teachers reflect on their teaching practice as a way of identifying professional learning needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Teachers experiment with their teaching practice as a conscious strategy for improving classroom teaching and learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Teachers modify their teaching practice in the light of feedback from their students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Teachers modify their teaching practice in the light of published research evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Teachers modify their teaching practice in the light of evidence from self-evaluations of their classroom practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Teachers modify their teaching practice in the light of evidence from evaluations of their classroom practice by school leaders or other colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Teachers carry out joint research/evaluation with one or more colleagues as a way of improving their teaching practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Teachers engage in reflective discussions of teaching practices with one or more colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Teachers engage in team teaching as a way of improving teaching practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Teachers engage in regular collaboration with colleagues to plan teaching practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Teachers regularly observe their colleagues in the classroom and give each other feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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| | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. If teachers have problem with their teaching, they usually turn to colleagues for help | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Teachers suggest ideas or approaches for colleagues to try in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Teachers discuss openly with colleagues what and how we are learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Teachers and their colleagues make collective agreements to test out new ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Teachers and their colleagues offer one another reassurance and support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Teachers and their colleagues frequently use informal opportunities to discuss how pupils learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Teachers are able to see how practices that work in one context might be adapted to other contexts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section B: Preservice Teachers’ Background

In this last section, we need to find out some of your demographic information for purposes of analysis. Please be assured, your information will not be individually reported and will only appear in aggregated, statistical form.

C Teachers’ background (Please write your answer)

| | | | |
|----|---|-----------------------|-----------------------|
| 1. | What semester are you currently in? | | |
| 2. | What is your current GPA range? | | |
| 3. | Which district/city is your high school from? | | |
| 4. | Which district/city do you come from? | | |
| 6 | What is your gender? | Male | Female |
| | | <input type="radio"/> | <input type="radio"/> |

Thank you very much for taking the time to complete this questionnaire

Note: The data you provide will be used for research and quality improvement purposes and the raw data will be seen and processed only by us as the researchers.

Please Return the completed questionnaire to XXXX.

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