**What is My Belief System About Teaching and Learning?**

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| Please respond to the statements and questions provided. After reading each statement, please place a checkmark in the left or right columns that best indicates your belief. After reading each question, please circle the answer (A, B, C or D) that best indicates your frequency of use for the strategy noted. To keep this completed document electronically, you can scan the completed document pages as a file with a scanner or take a cell phone picture of each page, which will save as image files on your phone. Be sure and get a closeup of each page in the document. Attach image files to your email. Then, download from email to your computer and save as image files and add to your LC desktop file. | | | |
| 1. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Eighty-five to ninety percent of learning difficulties in the classroom are due to poor underlying learning and processing skills. Each learning and processing skill must make a contribution and needs to function well for overall learning to be easy, fast and successful.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 2. Do you use teaching strategies that activate underlying learning processing skills?  A. Consistently (On a Daily Basis)  B. Fairly Consistently (Once a Quarter)  C. Seldom (Once or Twice a Year)  D. Not at All | | | |
| 3. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Learning proceeds primarily from prior knowledge, and only secondarily from the presented materials.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 4. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Prior knowledge is not always readily activated when trying to learn new information and help is needed to make the right connections.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 5. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Proficient learners build on and activate their background knowledge before reading, writing, speaking, or listening; poor learners begin without thinking.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 6. Do you use teaching strategies that activate prior knowledge on lecture and reading activities in your  classroom?  A. Consistently (On a Daily Basis)  B. Fairly Consistently (Once a Quarter)  C. Seldom (Once or Twice a Year)  D. Not at All | | | |

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| 7. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Lecture is only the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 8. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Information, deemed important is often taught just one time and is expected to be remembered a lifetime.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 9. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Sixty percent of all high school students do not have the skills to comprehend instructional materials.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 10. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***As much as fifty percent of the material heard and read in class is forgotten within twenty minutes of learning.*** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 11. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Without intervening using comprehension techniques in lecture and reading, only minimal learning results and surface learning is generated.* (Comprehension techniques are preview, summary, and elaboration activities that consolidate and increase knowledge retention.)** | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 12. Do you use intervention techniques to increase comprehension during lecture?  A. Consistently (On a Daily Basis)  B. Fairly Consistently (Once a Quarter)  C. Seldom (Once or Twice a Year)  D. Not at All | | | | |
| 13. Do you use intervention techniques to increase learning results during reading?  A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All | | | | |
| 14. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Vocabulary knowledge is the single most important factor contributing to reading comprehension.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |

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| 15. Do you incorporate researched-based processes to teach technical terms/vocabulary as part of your instructional process to create long lasting connections?  A. Consistently (For every unit/chapter) B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters)  D. Not at All | | | | | | |
| 16. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Without using thinking and reflection learning techniques, learning ends well short of the re-organization of thinking that deep learning requires.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | |
| 17. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Thinking and reflection learning techniques consolidate knowledge and creates long-lasting connections that can be easily recalled in the future.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | |
| 18. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | GENERAL LEARNING THEORY STATEMENT  ***Thinking/Reflection Learning Products consolidate knowledge and create long-lasting connections that can be easily recalled in the future. (Learning product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.)*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | |
| 19. Do you incorporate thinking and reflection learning products as part of your instructional process to create long-lasting retention and retrieval connections? (Thinking/Reflection Learning product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.)  A. Consistently (On a Daily of Weekly Basis  B. Fairly Consistently (Once a Quarter)  C. Seldom (Once or Twice a Year)  D. Not at All | | | | | | |
| 20. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Writing is, in fact, one of the best tools for learning any material because it activates thinking.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | |
| 21. Do you incorporate writing opportunities as part of your instructional process to create long-lasting connections?  A. Consistently (For every unit/chapter)  B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters) D. Not at All | | | | | | |
| 22. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Answering study questions only require low-level recognition.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | |
| 23. Do you use study questions as a means of preparing students for the test and long-term retention?  A. Consistently (For every unit/chapter)  B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters) D. Not at All | | | | | | |
| 24. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Teaching students to generate their own questions as part of the learning process is an effective way to encourage higher level thinking.*** | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | | |
| 25. Do you allow students to generate their own questions as part of your instructional process to create long-lasting connections?  A. Consistently (For every unit/chapter)  B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters) D. Not at All | | | | | | |
| 26. | BELIEVE Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... | GENERAL LEARNING THEORY STATEMENT  ***Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades and retain information longer.*** | | | | DOUBT Original file ‎ (SVG file, nominally 19 × 18 pixels, file size: 2 ... |
| 27. Do you allow students to participate in small group learning as part of your instructional process to create long-lasting connections?  A. Consistently (For every unit/chapter)  B. Fairly Consistently (For most units/chapters)  C. Seldom (For few units/chapters)  D. Not at All | | | | | | |