

*Instrument for Collecting Teachers' Beliefs  
about their Teaching Styles used in Physical Education:  
An adaptation of the Description Inventory of Landmark Teaching Styles:  
A Spectrum Approach*

**NAME:** ..... **SCHOOL:** .....

**INSTRUCTIONS**

PLEASE CIRCLE THE CORRECT RESPONSE FOR THE BELOW QUESTIONS.

**1. SEX:** Male/Female                      **2. SCHOOL LOCATION:** Urban//Rural

**3. TEACHING EXPERIENCE SINCE GRADUATION:**

0-4 Years                                      5-10 Years                                      11 years and over

**4. SENIOR PHYSICAL EDUCATION YEAR TEACHING THIS YEAR:**

Year 11                                      Year 12                                      Both

**INSTRUCTIONS FOR QUESTIONNAIRE**

- **Please read the style scenarios below and answer the questions that follow relating to each style scenario.**
- **Please (answer all questions) respond as honestly as possible.**
- **Circle the correct responses for your senior physical education classes only.**
- **There is NO right or wrong response; this tool records your belief of what happens in your class.**
- **ALL scenarios are of equal value.**

**EXAMPLE**

<b>Scenario Style</b>	<b>Scenario Descriptor</b>				
<b>A</b>	The students perform the task, selected by the teacher, in a unison, choreographed, or precision performance image following the exact pacing (cues) set by the teacher.				
How frequently do I use this description to teach my senior physical education lessons throughout the year.	<b>Not at all</b>	<b>Minimally</b>	<b>Here &amp; there</b>	<b>Often</b>	<b>Most of the time</b>
	<b>1</b>	<b>2</b>	3	<b>4</b>	<b>5</b>

**QUESTIONNAIRE**

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<b>B</b>	The teacher selects the subject matter tasks, the quantity, and the time limits so that students can practice individually and privately. The teacher circulates among all students and offers private feedback. The students learn to set a pace to practice tasks within an allocated time frame.				
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<b>C</b>	<p>The teacher selects the subject matter tasks and presents the expectations for students to work with a partner. One student (the doer) practices the task, while the other student (the observer) uses a teacher prepared criteria (checklist) to offer immediate feedback and performance clarification to the doer. When the tasks are finished, the students switch roles and continue to the next set of tasks. This experience offers practice in giving and receiving immediate feedback about the task and practice in developing comparing, contrasting, communicating, and social skills.</p>				
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	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>D</b>	<p>The teacher selects the subject matter tasks and designs criteria (performance checklist) for the students. Students individually practice the tasks and check their own performance using the checklist. The teacher privately communicates with students to listen to their self-assessment comments and either reinforces the learner's use of the criteria or redirects the learner's focus.</p>				
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<b>E</b>	<p>The teacher selects the subject matter and designs each task with varying levels of difficulty. Students select the level that is appropriate to their performance. If inappropriate level decisions are made, the student may change the level choice. Students check their performance using the teacher prepared performance checklist (criteria sheet). The teacher circulates to acknowledge the choices the students have made and to ask questions for clarification to affirm the accuracy of the students' assessment process.</p>				
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<b>F</b>	<p>The teacher asks one student a series of specific questions; each question has only one correct answer. The questions are sequenced in such a logical way that each answer leads the student step by step to discover the idea, concept or solution that is anticipated.</p>				

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<b>G</b>	The teacher designs a situation or question that has one specific correct response—a response that is not already known to the students. The learners are given individual and private time to use their own questioning skills, reasoning, and logic to discover the anticipated answer.				
How frequently do I use this description to teach my senior physical education lessons throughout the year?	<b>Not at all</b>	<b>Minimally</b>	<b>Here &amp; there</b>	<b>Often</b>	<b>Most of the time</b>
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<b>H</b>	The teacher designs a single or series of problems /situations or questions that seek multiple solutions to the same problem. The task is new to the students; therefore, each student is invited to discover new possibilities, as they produce multiple responses to the specific problem (s).				
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<b>I</b>	The teacher designates a broad subject matter/topic. Within that topic each student is responsible for producing an individual learning program that includes setting goals and the process for accomplishing the goals. The learners design, implement, refine the program, and create performance criteria for their learning programs.				
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<b>J</b>	A learner initiates a request to the teacher to plan his/her own learning experience. In this experience the student makes all decisions: selects the subject matter intent, designs, executes, and assesses the learning experience. The teacher participates when and how the learner requests. The teacher acknowledges the learner's successful implementation of the plans and initiates questions when discrepancies emerge between the learner's intent and actions. It is not the teacher's job to evaluate, rather act as a reference source when asked or consulted.				

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<b>K</b>	The learner takes on the role of both student & teacher, setting all learning objectives. The learner makes decisions about subject matter intent, design, execution, and assessment of the learning experiences. This style is not initiated by the teacher. Feedback from others occurs only IF the learner seeks it.				
How frequently do I use this description to teach my senior physical education lessons throughout the year?	<b>Not at all</b>	<b>Minimally</b>	<b>Here &amp; there</b>	<b>Often</b>	<b>Most of the time</b>
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