

Connections Effective Schools Survey: Part III

Effective Instruction

For Teaching Staff

School Name: _____

I am:

_____ Male

_____ Female

About Effective Instruction:

Much has been learned in the past ten years about effective pedagogy and the neuroscience of learning. Through recent technology and research we have a clearer picture of how the brain takes in, encodes, and retrieves information—about things that impede learning and things that stimulate learning. Neuroscience-based learning (i.e., brain-based learning or accelerated learning) is a body of research that can help educators create learning environments that match how our body and brain learn, most naturally. Irrespective of subject matter taught, the use of these effective instructional strategies can help us work *with* the grain of our students' biology instead of *against* it, thus increasing learning while minimizing the behavioral problems that accompany disconnected learners.

Increasing numbers of educators are being trained in brain-based teaching strategies and are discovering their powerful impact as educational tools. There are also educators who have intuitively been drawn to that style of teaching, and have been using these strategies for years. The following questions are intended to help you assess *your* level of use of these research-based strategies that can increase bonding to school, improve behavior, and enhance learning across content areas.

Instructions for Completing this Survey

Please read each statement and think about which response you feel best describes the way you do things in *your classroom*. If the behavior described in the statement rarely if ever happens that way, circle number 1 for "Not Typical." If it happens that way most of the time, circle number 5 for "Very Typical."

Not Typical		Somewhat Typical		Very Typical
1	2	3	4	5

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	Not Typical	Somewhat Typical	Very Typical		
1. How typical is the use of the following strategies in your classroom?					
a. Music (i.e., use of music as a classroom management tool and to regulate student affect)	1	2	3	4	5
b. Movement (i.e., kinesthetic activities and other opportunities to stand up and move around)	1	2	3	4	5
c. Projects with real life relevance	1	2	3	4	5
d. Experiential activities / simulations	1	2	3	4	5
e. Role plays or dramatizations	1	2	3	4	5
f. Small group discussions among students	1	2	3	4	5
g. Cooperative learning opportunities (i.e., positive inter-dependent group learning assignments that include interpersonal/group skills and have a sense of individual and group accountability—"sink or swim together")	1	2	3	4	5
h. Graphic representations (i.e., having students mentally organize and "manipulate" content into mind maps, drawings, physical models, webs, or charts, kinesthetic representations)	1	2	3	4	5
i. Art (i.e., activities to stimulate expression and enhance memory)	1	2	3	4	5
j. Stories and metaphors	1	2	3	4	5
k. Reciprocal teaching (i.e., peer-to-peer presentations or interactions to check for understanding and solidify learning)	1	2	3	4	5
l. Social interactions (i.e., participating in mutually enjoyable activities that build relationships and a sense of community)	1	2	3	4	5
2. Students are encouraged to make mental comparisons by asking them to identify similarities and differences with content.	1	2	3	4	5
3. The purpose of learning specific content is clearly conveyed to students in order to create "buy in."	1	2	3	4	5
4. Instructional feedback to students is "corrective" rather than "punitive" in spirit.	1	2	3	4	5
5. Students are given opportunities to give their own feedback.	1	2	3	4	5
6. Problem solving activities and situations are used where students are given opportunities to explain their hypothesis and conclusions.	1	2	3	4	5

	Not Typical	Somewhat Typical	Very Typical		
7. "Higher level" questions are utilized to deepen student learning (i.e., questions that promote critical thinking, such as asking students to analyze errors or perspectives).	1	2	3	4	5
8. Advance organizers are used to provide a "pre-exposure" to new content and to focus attention on key points.	1	2	3	4	5
9. Students are given opportunities to respond to questions designed to stimulate reflection and deepen learning following experiential activities (e.g. simulations, role plays, service activities in and outside of the school).	1	2	3	4	5
10. Unstructured time (before, after, and in between classes) is used as an opportunity to make positive connections with students (e.g., welcoming them, greeting them by name, or otherwise showing an interest in them).	1	2	3	4	5
11. Please indicate how many days of professional development regarding effective instructional strategies you participated in last year:					
_____ 0 days					_____ 3 - 4 days
_____ Less than 1 day					_____ 5 - 6 days
_____ 1 - 2 days					_____ More than 6 days (How many?)

Comments: