

POST-SUPPORTED TEACHING IN SCHOOLS QUESTIONNAIRE FOR PRE-SERVICE TEACHERS (MENTEES)

This is a survey funded by Bill and Melinda Gates Foundation to seek responses on the perceptions and experiences of Supported Teaching in Schools (STS) practicum pre-service teachers about their professional development towards the teaching profession as well as motivation and readiness for professional teaching. Specifically, the responses that are being elicited border on STS practicum, STS mentorship, development of skills and competencies, National Teaching Standards (NTS) understanding, NTS adherence, content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), impact of STS on motivation towards professional teaching, and professional readiness to teach. We request your candid responses as the findings from this survey will inform policy and practice of teacher professional education and development in Colleges of Education in Ghana. You are assured that your responses will be used for the intended purpose and nothing else. In order to keep your responses anonymous, do not write your name or index number anywhere in this questionnaire. Counting on your cooperation. Thank you.

CONSENT FORM FOR SURVEY

Hi, my name is..... and I am working with the University of Cape Coast. The University of Cape Coast is partnering with Transforming Teaching Education and Learning (T-TEL), a Ghanaian non-profit organisation, to conduct a study on the Supported Teaching in Schools (STS) practicum of pre-service teachers and its impact on their professional development and their competencies in teaching foundational literacy and foundational numeracy. Specifically, the responses that are being elicited border on STS practicum, STS mentorship, development of skills and competencies, National Teachers' Standards (NTS) understanding, NTS adherence, impact of STS on motivation towards and readiness for professional teaching of foundational literacy and foundational numeracy (FLN). The study focuses on preservice teachers, mentors (class teachers) and lead mentors (head teachers) in mentoring schools, and principals and tutors of Colleges of Education. This information will help the government and key stakeholders to understand the effectiveness of the STS practicum in terms of teaching FLN as part of the current teacher education process in Ghana. You are being invited to take part in this research project because you are a preservice teacher in one of the Colleges of Education that were selected for this study. Even though your principal has given us permission for you to participate in this study, it is not compulsory for you to do so. Your participation in this study is completely voluntary. If you choose not to take part, you will not be penalised in any way. If you wish to stop participating in the study after you begin, you can stop at any time by telling the enumerator.

What is involved in this survey?

The data will be collected using a survey that you will fill out yourself using a tablet. The survey will last between 30 minutes and one hour. The survey questions will touch on your views about the STS, experiences in the field during STS and how it has shaped your teaching competencies in FLN. No response you give is "right" or "wrong"; we simply want to find your realities and experiences on the STS. We therefore request your candid responses as the findings from this study will inform policy and practice of teacher professional education and development in Colleges of Education in Ghana..

What are the benefits/risks?

If you choose to participate, there will be no direct benefit to you, but your participation is likely to help us understand the implementation and impact of the STS in Colleges of Education. You do not have to answer any question or take part in the survey if you feel the question(s) are too personal or if they make you uncomfortable. If you feel uncomfortable or distressed after completing the survey and you would like to talk to someone about it, you can talk to the study leads whose contacts are provided at the end of this consent form.

How will we protect your information and confidentiality?

We will not be sharing information about you with anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. We will never ask for your name at any point in the study.

What will happen with the results?

The knowledge that we get from this research will be shared widely and made available to the public. We will publish the results in a way that will make it impossible to identify the individual opinions of respondents. Do you have any questions at this time?

I have read the above document describing the benefits, risks and procedures for the research titled "Investigating the Role of Supported Teaching in School (STS) in Improving the Teaching of Foundational Literacy & Numeracy in Ghana". I have been given an opportunity to ask any question about the research and this has been answered to my satisfaction. I agree to participate as a volunteer.

Do you agree to participate in this study?

- ☐ Yes
- ☐ No

Statement by the research person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands what will be done. I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Enter a date and time

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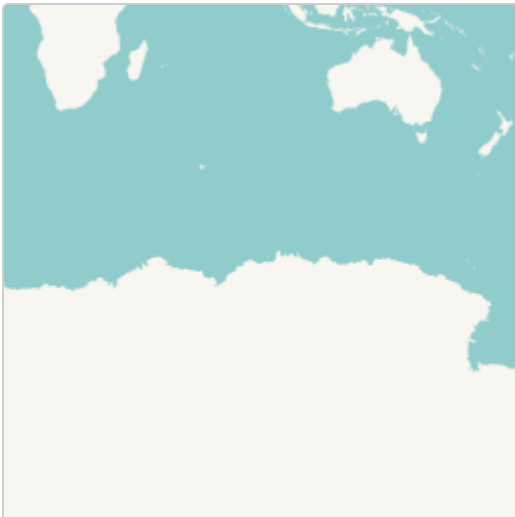
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accuracy (m)



Team

- ☐ Team Coastal
- ☐ Team Ashanti
- ☐ Team Volta
- ☐ Team Northern

Section A: Demographic Data

Please tick/fill in appropriately.

1. Sex

- ☐ Male
- ☐ Female

2. Age as at last birthday

3. Programme of Study

- ☐ B.ED Early Childhood Education
- ☐ B.ED Primary Education
- ☐ B. ED Early Grade Education

4. Level

- ☐ 400

5. Name of your College

- ☐ Abetifi Presbyterian College of Education, Abetifi-Kwahu
- ☐ Accra College of Education
- ☐ Agogo College of Education, Agogo-Ashanti
- ☐ Akrokerri College of Education, Akrokerri
- ☐ Atebubu College of Education, Atebubu
- ☐ Bagabaga College of Education, Tamale
- ☐ Berekum College of Education, Berekum
- ☐ Bia Lamplighter College of Education, Sefwi Debiso
- ☐ Dambai College of Education, Dambai
- ☐ E.P. College of Education, Amedzofe
- ☐ E.P. College of Education, Bimbilla
- ☐ Enchi College of Education, Enchi
- ☐ Fosu College of Education, Assin Fosu
- ☐ Gambaga College of Education, Gambaga
- ☐ Jasikan College of Education, Jasikan-Buem
- ☐ Kibi Presbyterian College of Education, Kibi
- ☐ NJA College of Education, Wa
- ☐ Offinso College of Education, Offinso
- ☐ Ola College of Education, Cape Coast
- ☐ Peki College of Education, Peki
- ☐ Presbyterian Women's College of Education, Aburi
- ☐ SDA College of Education, Asokore-Koforidua
- ☐ St. Ambrose College of Education, Dormaa-Akwamu
- ☐ St. Louis College of Education, Kumasi Metro
- ☐ St. Monica College of Education, Mampong-Ashanti
- ☐ St. Teresa College of Education, Hohoe
- ☐ St. Vincent College of Education, Yendi
- ☐ Tumu College of Education, Tumu
- ☐ Wesley College of Education, Kumasi Metro
- ☐ Wiawso College of Education, Sefwi Wiawso

6. Region of location of College of Education

- ☐ Ashanti Region
- ☐ Bono Region
- ☐ Central Region
- ☐ Eastern Region
- ☐ Greater Accra Region
- ☐ Northern Region
- ☐ Upper East Region
- ☐ Upper West Region
- ☐ Volta Region
- ☐ Western Region
- ☐ Savannah Region
- ☐ Bono East Region
- ☐ Oti Region
- ☐ Ahafo Region
- ☐ Western North Region
- ☐ North East Region

7. Name of the place where you you did your STS

8. Type of settlement of the place where you you did your STS

- ☐ City
- ☐ Town
- ☐ Village

9. Location of school where you did your STS

- ☐ Urban
- ☐ Rural

10. Region of school where you did your STS?

- ☐ Ashanti Region
- ☐ Bono Region
- ☐ Central Region
- ☐ Eastern Region
- ☐ Greater Accra Region
- ☐ Northern Region
- ☐ Upper East Region
- ☐ Upper West Region
- ☐ Volta Region
- ☐ Western Region
- ☐ Savannah Region
- ☐ Bono East Region
- ☐ Oti Region
- ☐ Ahafo Region
- ☐ Western North Region
- ☐ North East Region

11. Did you choose to do your STS in this school?

- ☐ No
- ☐ Yes

12. Subject(s) taught during STS

- ☐ Numeracy
- ☐ Literacy (English, French, Ghanaian Language, etc.)
- ☐ Creative Arts
- ☐ History
- ☐ Religious and Moral Education (RME)
- ☐ Our World Our People
- ☐ Information and Communication Technology (ICT)
- ☐ Natural Science
- ☐ English
- ☐ Mathematics
- ☐ Social Studies
- ☐ Science
- ☐ Creative Art
- ☐ Career Technology
- ☐ Ghanaian Language
- ☐ Computing
- ☐ French
- ☐ Other

12b. Other, specify

13. Did you choose to teach this/these subject/subjects?

- ☐ No
- ☐ Yes

14. Class(es) taught during STS

select all that apply

- ☐ KG 1
- ☐ KG 2
- ☐ Primary 1
- ☐ Primary 2
- ☐ Primary 3
- ☐ Primary 4
- ☐ Primary 5
- ☐ Primary 6
- ☐ JHS 1
- ☐ JHS 2
- ☐ JHS 3

15. Did you choose to teach this/these class/classes?

☐ No

☐ Yes

16. Did you have any prior teaching experience before joining the College of Education?

☐ No

☐ Yes

17. If Yes to question 16, how many years of teaching experience did you have before joining the College of Education?.

Section B

101. In the school where you did your STS, were there enough teaching and learning resources to help you develop your skills for teaching foundational literacy?

☐ No

☐ Yes

102. Tick all the teaching and learning resources you used during the STS in teaching foundational literacy.

tick all that apply

☐ Picture Books

☐ Alphabet Charts

☐ Flashcards

☐ Worksheets

☐ Workbooks

☐ Letter blocks

☐ Picture cards

☐ Storytelling Props

☐ other

102b. Other, specify

103. In the school where you did your STS, were there enough teaching resources to help you develop your skills for teaching foundational numeracy?

☐ No

☐ Yes

104. Tick all the teaching and learning resources you used during the STS in teaching foundational numeracy.

tick all that apply

- ☐ Counters
- ☐ Dice
- ☐ Shapes
- ☐ Number cards
- ☐ Place value materials
- ☐ Number chart 1-100
- ☐ Varied objects for sorting and making patterns
- ☐ Real or concepts objects for fractions
- ☐ Other

104b. Other, specify

105. Were the teaching and learning resources introduced to you for foundational literacy at the college different from those available at the school where you did your STS?

- ☐ No
- ☐ Yes

106. If your answer is Yes to question 105, how easy was it for you to adapt to their usage?

- ☐ Very Easy
- ☐ Easy
- ☐ Moderate
- ☐ Difficult
- ☐ Very Difficult

107. Were the teaching and learning resources introduced to you for foundational numeracy at the college different from those available at the school where you did your STS?

- ☐ No
- ☐ Yes

108. If your answer is Yes to question 107, how easy was it for you to adapt to their usage?

- ☐ Very Easy
- ☐ Easy
- ☐ Moderate
- ☐ Difficult
- ☐ Very difficult

109. In the school where you did your STS, was there team teaching among staff members for foundational literacy and numeracy?

- ☐ No
- ☐ Yes

110. If your answer is yes to 109, did you benefit from this team teaching?

☐ No

☐ Yes

111. If yes to 110, what specific benefits did you derive from this team teaching?

tick all that apply

☐ Enhanced my questioning skills

☐ I made new friends and strengthened existing ones

☐ Made me more confident in the classroom

☐ Learnt new techniques for teaching foundational literacy

☐ Learnt new techniques for teaching foundational numeracy

☐ Made me less anxious/nervous about teaching

☐ Other

111b. Other, specify

112. I was officially assigned a mentor to coach me during my STS

☐ No

☐ Yes

113. If no to question 112, why? State reason (s)

114. If yes to question 112, were you given the opportunity to observe at least three teaching sessions of your mentor in a foundational class?

☐ No

☐ Yes

115. If no to 114, state reason(s)

116. If yes to question 114, did your mentor introduce you to strategies for identifying children with special needs in your foundational literacy and numeracy class?

☐ No

☐ Yes

117. During the STS, were there strategic plans for engaging children with special needs in your foundational literacy and numeracy class?

☐ No

☐ Yes

118. During the STS, did you get the opportunity to engage children with special needs in your foundational literacy and numeracy class?

☐ No

☐ Yes

119. During the STS, were you introduced to strategies for engaging a class with diverse learning needs in your foundational literacy and numeracy class?

☐ No

☐ Yes

120. Did you get anxious/nervous when your supervisor visited to observe your teaching?

☐ No

☐ Yes

121. If yes to question 120, why?

tick all that apply

- ☐ I thought more about the marks to be awarded
- ☐ I wondered how I could teach to impress my mentor
- ☐ My mentor made the class know I was teaching for marks
- ☐ My TLRs were not adequate
- ☐ I was not very prepared for foundational literacy lessons
- ☐ I was not very prepared for foundational numeracy lessons
- ☐ I was shy to teach
- ☐ My previous teaching session did not go well
- ☐ Other

121b. Other, specify

122. If no to question 120, why?

tick all that apply

- ☐ I concentrated on the learners; not on the mentor
- ☐ I taught to facilitate pupils' learning; not to impress my mentor
- ☐ My mentor created a supportive classroom environment
- ☐ I prepared relevant TLRs
- ☐ I practised the use of my TLRs prior to teaching
- ☐ I had gained in-depth knowledge of techniques for teaching foundational literacy
- ☐ I had gained in-depth knowledge of techniques for teaching foundational numeracy
- ☐ I prepared a comprehensive lesson plan prior to the teaching
- ☐ I had confidence in my teaching abilities
- ☐ Other

122b. Other, specify

123. Were there any specific activities that your mentor helped you with to improve your teaching of foundational literacy?

☐ No

☐ Yes

124. If yes to 123, what were these activities?

tick all that apply

- ☐ Formulating achievable and measurable objectives foundational literacy lessons
- ☐ Selection of appropriate TLRs to support teaching of foundational literacy lessons
- ☐ Integration of appropriate play activities in teaching foundational literacy lessons
- ☐ Dealing with pupils' deviant behaviours in foundational literacy lessons
- ☐ Managing pupils' questions in foundational literacy lessons
- ☐ Handling difficult topics in foundational literacy lessons
- ☐ Pedagogical strategies in teaching foundational literacy
- ☐ Other

124b. Other, specify

125. Were there any specific activities that your mentor helped you with to improve your teaching of foundational numeracy?

- ☐ No
- ☐ Yes

126. If yes to 125, what were these activities?

tick all that apply

- ☐ Formulating achievable and measurable objectives foundational numeracy lessons
- ☐ Selection of appropriate TLRs to support teaching of foundational numeracy lessons
- ☐ Integration of appropriate play activities in teaching foundational numeracy lessons
- ☐ Dealing with pupils' deviant behaviours in foundational numeracy lessons
- ☐ Managing pupils' questions in foundational numeracy lessons
- ☐ Handling difficult topics in foundational numeracy lessons
- ☐ Pedagogical strategies in teaching foundational numeracy lesson
- ☐ Other

126b. Other, specify

127. During your STS, did you have the freedom to try your own innovative methods for teaching and learning of foundational literacy?

- ☐ No
- ☐ Yes

128. During your STS, did you have the freedom to try your own innovative methods for teaching and learning of foundational numeracy?

- ☐ No
- ☐ Yes

129. How often did you receive feedback from your mentor during the STS?

- ☐ Daily
- ☐ Two to four times a week
- ☐ Once a week
- ☐ Once every two weeks
- ☐ Once a month
- ☐ Never
- ☐ Other

129b. Other, specify

130. In what format did you usually receive feedback on your teaching from your mentor?

- ☐ Written
- ☐ Verbal
- ☐ Both written and verbal

131. Was the feedback on your teaching from your mentor useful?

- ☐ No
- ☐ Yes

132. What issues did your mentor usually provide feedback on?

tick all that apply

- ☐ Lesson plan preparation
- ☐ Lesson introduction
- ☐ Lesson content delivery
- ☐ Appropriately aligning teaching and learning activities to content
- ☐ Appropriate use of teaching and learning resources
- ☐ Development of appropriate teaching and learning resources
- ☐ Lesson closure
- ☐ Class control
- ☐ Class time management
- ☐ Assessment strategies
- ☐ Sustaining learner's interest
- ☐ Facilitating foundational learning
- ☐ Teaching difficult topics
- ☐ Asking questions that promote critical thinking
- ☐ Integrating teaching and learning resources in lessons
- ☐ Methods of teaching foundational literacy
- ☐ Methods of teaching foundational numeracy
- ☐ Creation of an inclusive teaching and learning environment
- ☐ Managing pupils with learning difficulties
- ☐ Managing deviant behaviours in class
- ☐ Other

132b. Other, specify

133. Were you satisfied with the feedback your mentor gave you?

- ☐ No
- ☐ Yes

134. If No to 133, what are your reasons?

tick all that apply

- ☐ It was not a fair assessment of my teaching
- ☐ It demotivated me
- ☐ My mentor did not like me
- ☐ The feedback was not clear and understandable
- ☐ The feedback was not adequate
- ☐ The feedback was too harsh
- ☐ Other

134b. Other, specify

135. If Yes to 133, what are your reasons?

tick all that apply

- ☐ It was a fair assessment of my teaching
- ☐ It motivated me
- ☐ It enhanced my teaching skills
- ☐ The feedback was clear and understandable
- ☐ The feedback was adequate
- ☐ Other

135b. Other, specify

136. Did you adopt any teaching strategies for teaching foundational literacy and numeracy from your mentor during the STS?

- ☐ No
- ☐ Yes

137. If Yes to 136, what were these strategies?

tick all that apply

- ☐ Captured children's interest before literacy and numeracy lesson
- ☐ Used children's previous knowledge as basis for introducing new lesson
- ☐ Used a see-show-say game strategy in helping children to recognize alphabetical letters in literacy class
- ☐ Managed wrong answers from pupils
- ☐ Used a see-show-say game strategy in helping children to differentiate between figures in numeracy
- ☐ Encouraged children to work with each other
- ☐ Used role play in teaching numeracy and literacy
- ☐ Used verbal rewards to encourage pupils
- ☐ Other

137b. Other, specify

138. If Yes to 136, how did these strategies help you in your teaching?

- ☐ Children were made more active in the teaching and learning process
- ☐ Learning became fun as learners engaged in appropriate play activities
- ☐ Pupils increased their vocabulary as they were encouraged to talk to each other
- ☐ Pupils improved their vocabulary as they were encouraged to talk to each other
- ☐ Offered me the opportunity to observe pupils and identify individual difficulties as they engaged in learning-related games
- ☐ Allowed me to use multiple teaching approaches in facilitating pupils' learning
- ☐ They helped me to promote critical thinking among learners
- ☐ Offered me an opportunity to reflect on the pedagogical strategies I learnt at the College
- ☐ Other

138b. Other, specify

139. If No 136, why did you not adopt any teaching strategies from your mentor?

- ☐ These were the strategies I had already stated in my lesson plan
- ☐ I had not practised the teaching strategies my mentor used
- ☐ I did not have the skills to adopt the strategies used by my mentor
- ☐ My mentor's strategies were not part of those that my teaching methods tutor taught me at college
- ☐ My mentor's strategies were complex to use
- ☐ I didn't want to be seen as having copied my mentor's strategies
- ☐ My mentor's strategies were time consuming
- ☐ Other

139b. Other, sprcify

140. Did the feedback you receive from your mentor help in your professional development of teaching foundational literacy?

- ☐ No
- ☐ Yes

141. Did the feedback you receive from your mentor help in your professional development of teaching foundational numeracy?

- ☐ No
- ☐ Yes

142. How often did you receive feedback from your supervisor during the STS?

- ☐ Daily
- ☐ Two to four times a week
- ☐ Once a week
- ☐ Once every two weeks
- ☐ Once a month
- ☐ Never
- ☐ Other

142b. Other, specify

143. In what format did you usually receive feedback on your teaching from your supervisor?

- ☐ Written
- ☐ Verbal
- ☐ Both written and verbal

144. Was the feedback on your teaching from your supervisor useful?

- ☐ No
- ☐ Yes

145. What issues did your supervisor usually provide feedback on?

tick all that apply

- ☐ Lesson plan preparation
- ☐ Lesson introduction
- ☐ Lesson content delivery
- ☐ Appropriately aligning teaching and learning activities to content
- ☐ Appropriate use of teaching and learning resources
- ☐ Development of appropriate teaching and learning resources
- ☐ Lesson closure
- ☐ Class control
- ☐ Class time management
- ☐ Assessment strategies
- ☐ Sustaining learner's interest
- ☐ Facilitating foundational learning
- ☐ Teaching difficult topics
- ☐ Asking questions that promote critical thinking
- ☐ Integrating teaching and learning resources in lessons
- ☐ Methods of teaching foundational literacy
- ☐ Methods of teaching foundational numeracy
- ☐ Creation of an inclusive teaching and learning environment
- ☐ Managing pupils with learning difficulties
- ☐ Managing pupils' deviant behaviours in class
- ☐ Other

145b. Other, specify

146. Were you satisfied with the feedback your supervisor gave you?

- ☐ No
- ☐ Yes

147. If No to 146, what are your reasons?

tick all that apply

- ☐ It was not a fair assessment of my teaching
- ☐ It demotivated me
- ☐ My supervisor did not like me
- ☐ Feedback was not clear and understandable
- ☐ Feedback was not adequate
- ☐ Feedback was too harsh
- ☐ Other

147b. Other, specify

148. If Yes to 146, what are your reasons?

- ☐ It was a fair assessment of my teaching
- ☐ It motivated me
- ☐ It enhanced my teaching skills
- ☐ The feedback was clear and understandable
- ☐ The feedback was adequate
- ☐ Other

148b. Other, specify

149. Did the feedback you receive from your supervisor help in your professional development of teaching foundational literacy?

- ☐ No
- ☐ Yes

150. Did the feedback you receive from your supervisor help you in your professional development of teaching foundational numeracy?

- ☐ No
- ☐ Yes

151. Would you say that the STS has helped prepare you adequately for effective teaching of foundational literacy?

- ☐ No
- ☐ Yes

152. If Yes to 151, why?

tick all that apply

- ☐ I have gained a clearer understanding of similarities in methods of teaching foundational literacy
- ☐ I have practically adhered to the NTS in teaching foundational literacy
- ☐ My knowledge about the nature of pupils at the foundational stage has been deepened
- ☐ I have developed more techniques for sustaining pupils' interest during foundational literacy lessons
- ☐ My knowledge about varieties of foundational literacy teaching techniques has increased
- ☐ I am able to use a varieties of foundational literacy teaching techniques
- ☐ I have become more confident in teaching foundational literacy than before
- ☐ I am able to guide learners to demonstrate learning through play in literacy
- ☐ I am able to successfully guide learners to complete tasks through literacy game activities
- ☐ I am able to successfully guide learners to demonstrate creativity in foundational literacy lessons
- ☐ I am able to explain questions from learners in a foundational literacy lesson
- ☐ I am able to manage pupils with learning difficulties in a foundational literacy lesson
- ☐ I am able to guide pupils to complete difficult learning tasks in a foundational literacy lesson
- ☐ I am able to manage pupils' truant behaviours in a foundational class
- ☐ I am able to share my experiences at a Professional Learning Community (PLC) session
- ☐ Other

152b. Other, specify

153. If No to 151, why?

tick all that apply

- ☐ I have not deeply understood the concepts of foundational literacy
- ☐ I am very limited in the contents of foundational literacy
- ☐ I do not have the confidence in teaching foundational literacy
- ☐ I am just not motivated to teach foundational literacy
- ☐ I did not get sufficient time to observe my mentor's teaching in foundational literacy
- ☐ I did not get sufficient time to teach foundational literacy during the STS
- ☐ Other

153b. Other, specify

154. Would you say that the STS has helped prepare you adequately for effective teaching of foundational numeracy?

- ☐ No
- ☐ Yes

155. If Yes to 154, why?

tick all that apply

- ☐ I have gained a clearer understanding of similarities in methods of teaching foundational numeracy
- ☐ I have practically adhered to the NTS in teaching foundational numeracy
- ☐ My knowledge about the nature of pupils at the foundational stage has been deepened
- ☐ I have developed more techniques for sustaining pupils' interest during foundational numeracy lessons
- ☐ I am able to use a varieties of foundational numeracy teaching techniques
- ☐ My knowledge about varieties of foundational numeracy teaching techniques has increased
- ☐ I have become more confident in teaching foundational numeracy than before
- ☐ I am able to guide learners to demonstrate learning through play in numeracy
- ☐ I am able to successfully guide learners to complete tasks through numeracy game activities
- ☐ I am able to successfully guide learners to demonstrate creativity in foundational numeracy lessons
- ☐ I am able to explain questions from learners in a foundational numeracy lesson
- ☐ I am able to manage pupils with learning difficulties in a foundational numeracy lesson
- ☐ I am able to manage pupils' truant behaviours in a foundational class
- ☐ I am able to guide pupils to complete difficult learning tasks in a foundational numeracy lesson
- ☐ I am able to share my experiences at a Professional Learning Community (PLC) session
- ☐ Other

155b. Other, specify

156. If No to 154, why?

tick all that apply

- ☐ I have not deeply understood the concepts of foundational numeracy
- ☐ I am very limited in the contents of foundational numeracy
- ☐ I do not have the confidence in teaching foundational numeracy
- ☐ I am just not motivated to teach foundational numeracy
- ☐ I did not get sufficient time to observe my mentor's teaching in foundational numeracy
- ☐ I did not get sufficient time to teach foundational numeracy during the STS
- ☐ other

156b. Other, specify

SECTION C: STS Practicum in Foundational Literacy and Numeracy

STS Practicum in Foundational Literacy and Numeracy

To what extent did you experience the following during STS?

Very Low

Low

Moderate

High

Very High

201. My mentor was available to coach me during my in-class teaching practice

☐☐☐☐☐

202. I was given opportunities to observe teaching sessions of my mentor in a foundational class	☐	☐	☐	☐	☐
203. I was given the opportunity to teach lessons in a foundational classroom setting/environment	☐	☐	☐	☐	☐
204. I was given the opportunity to give pupils classwork/homework	☐	☐	☐	☐	☐
205. I was given the opportunity to mark pupils' exercises	☐	☐	☐	☐	☐
206. I was taught how to practically complete continuous assessment records of pupils	☐	☐	☐	☐	☐
207. I was involved in other extra-curricular activities	☐	☐	☐	☐	☐
208. I was given opportunity to make revisions to weekly lesson plans based on feedback from vetting	☐	☐	☐	☐	☐
209. External supervisor(s) evaluated my teaching practice sessions	☐	☐	☐	☐	☐

210. State how many opportunities you were given to observe the teaching sessions of your mentor in a foundational class

211. State how many opportunities you were given to teach lessons in a foundational class

STS Mentorship in Foundational Literacy and Numeracy

To what extent did you benefit from your mentor on the following? <i>Emotional and professional support</i>	Not at all Beneficial	Not Beneficial	Moderately Beneficial	Beneficial	Very Beneficial
212. My mentor was a role model as a teacher to me	☐	☐	☐	☐	☐
213. My mentor shared ideas, suggestions and strategies for lesson planning	☐	☐	☐	☐	☐
214. My mentor shared suggestions and strategies for class management	☐	☐	☐	☐	☐
215. My mentor guided me on how to properly complete continuous assessment	☐	☐	☐	☐	☐
216. My mentor provided enough feedback on my teaching	☐	☐	☐	☐	☐
217. My mentor provided professional support in the course of my teaching to provide clarification when necessary	☐	☐	☐	☐	☐
To what extent did you benefit from your mentor on the following? <i>Individual Qualities</i>	Not at all Beneficial	Not Beneficial	Moderately Beneficial	Beneficial	Very Beneficial
218. My mentor was patient with me	☐	☐	☐	☐	☐
219. My mentor was easy to approach	☐	☐	☐	☐	☐

Experience in the Teaching Profession

Very
Beneficial

220. My mentor had good pedagogical content knowledge	☐	☐	☐	☐	☐
221. My mentor demonstrated leadership in the teaching profession	☐	☐	☐	☐	☐
222. My mentor was confident in his/her teaching abilities	☐	☐	☐	☐	☐

Very High

223. Self-confidence over the teaching of foundational numeracy	☐	☐	☐	☐	☐
224. Self-confidence over the teaching of foundational literacy	☐	☐	☐	☐	☐
225. Preparation of good lesson plan in foundational literacy	☐	☐	☐	☐	☐
226. Preparation of good lesson plan in foundational numeracy	☐	☐	☐	☐	☐
227. Lesson presentation for foundational literacy	☐	☐	☐	☐	☐
228. Lesson presentation for foundational numeracy	☐	☐	☐	☐	☐
229. Selection of appropriate teaching strategies for specific contents in the foundational literacy syllabus	☐	☐	☐	☐	☐

tick all that apply

- ☐ Listening (Phonemic Awareness)
- ☐ Writing and Reading (Concept of Print)
- ☐ Listening and Reading (Alphabetic Knowledge and Phonics)
- ☐ Reading (Vocabulary)
- ☐ Reading (Comprehension)
- ☐ Reading (Fluency)

Very High

231. Selection of appropriate teaching strategies for specific contents in the foundational numeracy syllabus

232. In which of the following contents in foundational numeracy are you competent in selecting the appropriate teaching strategies?

tick all that apply

- ☐ Number (Whole Numbers) Counting and Representation and Cardinality
- ☐ Number (Whole Numbers) Operations and Relationship between numbers
- ☐ Number (Whole Numbers) Fractions and Relationship between numbers
- ☐ Algebra (Non-numerical Patterns and Relationships)
- ☐ Geometry and Measurement (Lines and Shapes)
- ☐ Geometry and Measurement (Telling positions of objects in space)
- ☐ Geometry and Measurement (Measurements-length, mass, capacity)
- ☐ Handling Data (Data collection, Presentation, Analysis and Interpretation)

How will you rate yourself on the following competencies?	Very Low	Low	Moderate	High	Very High
233. Choosing the appropriate teaching and learning resources for different contents in the foundational literacy syllabus	☐	☐	☐	☐	☐
234. Choosing the appropriate teaching and learning resources for different contents in the foundational numeracy syllabus	☐	☐	☐	☐	☐
235. Effective foundational classroom management	☐	☐	☐	☐	☐
236. Meeting the teaching and learning needs of foundational learners	☐	☐	☐	☐	☐
237. Actively engage learners to sustain their interest in foundational class	☐	☐	☐	☐	☐

Skills Development in Foundational Literacy and Numeracy

How will you rate yourself in the following skills?	Very Poor	Poor	Average	Good	Very Good
238. Questioning skills	☐	☐	☐	☐	☐
239. Remedial teaching skills	☐	☐	☐	☐	☐
240. Chalkboard or markerboard management skills	☐	☐	☐	☐	☐
241. Classroom time management skills	☐	☐	☐	☐	☐
242. Classroom control skills	☐	☐	☐	☐	☐
243. Skills to motivate pupils to learn	☐	☐	☐	☐	☐
244. Skills to establish relationships with learners	☐	☐	☐	☐	☐
245. Deviant learners' behaviour management skills	☐	☐	☐	☐	☐
246. Ability to identify learners with special needs	☐	☐	☐	☐	☐
247. Skills to manage learners' individual differences	☐	☐	☐	☐	☐

NTS Understanding for Foundational Literacy and Numeracy

How will you rate your level of understanding on the following standards in the NTS?	Very Low	Low	Moderate	High	Very High
248. Professional Values and Attitudes	☐	☐	☐	☐	☐
249. Professional Knowledge	☐	☐	☐	☐	☐
250. Professional Practice	☐	☐	☐	☐	☐
251. Professional Development	☐	☐	☐	☐	☐
252. Community of Practice	☐	☐	☐	☐	☐
253. Knowledge of Educational Frameworks and Curriculum	☐	☐	☐	☐	☐
254. Knowledge of Learners	☐	☐	☐	☐	☐
255. Managing the Learning Environment	☐	☐	☐	☐	☐
256. Teaching and Learning	☐	☐	☐	☐	☐
257. Assessment	☐	☐	☐	☐	☐
258. How to achieve the three main domains of the NTS in a foundational class	☐	☐	☐	☐	☐
259. How to achieve all the sub-divisions of the NTS in a foundational class	☐	☐	☐	☐	☐
260. What the standards are for	☐	☐	☐	☐	☐
261. Who the standards are for	☐	☐	☐	☐	☐
262. What is required of me based on the NTS in foundational lessons	☐	☐	☐	☐	☐
263. Integrating the NTS in my foundational lesson objectives	☐	☐	☐	☐	☐
264. Applying the NTS in the foundational classroom	☐	☐	☐	☐	☐

NTS Adherence for Foundational Literacy and Numeracy

How will you rate your adherence to the following during STS?	Very Low	Low	Moderate	High	Very High
265.Creating a safe and encouraging learning environment	☐	☐	☐	☐	☐
266. Listening to pupils and giving constructive feedback	☐	☐	☐	☐	☐
267. Employing a variety of teaching and learning strategies that encourage learners' participation and critical thinking	☐	☐	☐	☐	☐
268. Explaining concepts in foundational numeracy and literacy clearly using examples familiar to pupils	☐	☐	☐	☐	☐

269. Managing behaviour and learning with small and large classes	☐	☐	☐	☐	☐
270. Using a variety of assessment modes during teaching to support learning	☐	☐	☐	☐	☐
271. Paying attention to all learners, especially girls, and pupils with special educational needs, ensuring their progress	☐	☐	☐	☐	☐
272. Producing and using a variety of teaching and learning resources that enhance learning (including ICT) in foundational literacy and numeracy	☐	☐	☐	☐	☐
273. Using age- and grade-appropriate strategies to implement lessons in foundational literacy and numeracy	☐	☐	☐	☐	☐
274. Identifying learners with special needs and referring them for support	☐	☐	☐	☐	☐
Impactful STS in Foundational Literacy and Numeracy					

How do you rate the impact STS had on you based on the following?	Very Low	Low	Moderate	High	Very High
275. STS offered me practical exposure to the professional values and attitudes toward teaching foundational numeracy and literacy	☐	☐	☐	☐	☐
276. STS made me apply my professional knowledge in teaching foundational numeracy and literacy	☐	☐	☐	☐	☐
277. STS gave me practical experience with the foundational literacy and numeracy curriculum	☐	☐	☐	☐	☐
278. STS provided me the opportunity to know more about the nature of foundational learners in the classroom	☐	☐	☐	☐	☐
279. STS offered me the opportunity to try out and become skilled in various assessment strategies for foundational literacy and numeracy	☐	☐	☐	☐	☐

Motivation Towards Professional Teaching

How will you rate your level of agreement on the following?	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
280. Teaching is a good career to pursue	☐	☐	☐	☐	☐
281. I will achieve my aim of preparing the future generation if I teach	☐	☐	☐	☐	☐
282. I have come to like the school environment and what goes on	☐	☐	☐	☐	☐
283. Meeting and interacting with learners everyday make me excited to teach	☐	☐	☐	☐	☐

How will you rate your readiness to teach?	Not at All Ready	Very Little Extent	Moderate Extent	Large Extent	Very Large Extent
284. I feel prepared to start teaching foundational numeracy and literacy	☐	☐	☐	☐	☐
285. I feel I have the knowledge necessary to start teaching foundational numeracy and literacy	☐	☐	☐	☐	☐
286. I feel I possess the requisite skills to start teaching foundational numeracy and literacy	☐	☐	☐	☐	☐
287. I am positive about being a professional teacher in foundational numeracy and literacy any moment from now	☐	☐	☐	☐	☐
288. I possess the right attitude to begin professional teaching foundational numeracy and literacy right away	☐	☐	☐	☐	☐
289. I have acquired the values to embark on my teaching profession in foundational numeracy and literacy now	☐	☐	☐	☐	☐
Content Knowledge in Foundational Literacy					

How will you rate your level of knowledge on the following contents?	Very Poor	Poor	Average	Good	Very Good
290. Listening (Phonemic Awareness)	☐	☐	☐	☐	☐
291. Writing and Reading (Concept of Print)	☐	☐	☐	☐	☐
292. Listening and Reading (Alphabetic Knowledge and Phonics)	☐	☐	☐	☐	☐
293. Reading (Vocabulary)	☐	☐	☐	☐	☐
294. Reading (Comprehension)	☐	☐	☐	☐	☐
295. Reading (Fluency)	☐	☐	☐	☐	☐
Content Knowledge in Foundational Numeracy					

How will you rate your level of knowledge on the following contents?	Very Poor	Poor	Average	Good	Very Good
296. Number (Whole Numbers) Counting and Representation and Cardinality	☐	☐	☐	☐	☐
297. Number (Whole Numbers) Operations and Relationship between numbers	☐	☐	☐	☐	☐
298. Number (Whole Numbers) Fractions and Relationship between numbers)	☐	☐	☐	☐	☐

299. Algebra (Non-numerical Patterns and Relationships)	☐	☐	☐	☐	☐
300. Geometry and Measurement (Lines and Shapes)	☐	☐	☐	☐	☐
301. Geometry and Measurement (Telling positions of objects in space)	☐	☐	☐	☐	☐
302. Geometry and Measurement (Measurements-length, mass, capacity)	☐	☐	☐	☐	☐
303. Handling Data (Data Collection, Presentation, Analysis and Interpretation)	☐	☐	☐	☐	☐

Pedagogical Knowledge in Foundational Literacy and Numeracy

How will you rate your level of knowledge on the following pedagogical strategies?	Very Poor	Poor	Average	Good	Very Good
304. Use of relevant active play-based methods (eg. songs, rhymes, storytelling, role play/dramatization, etc.)	☐	☐	☐	☐	☐
305. Thematic integrated method	☐	☐	☐	☐	☐
306. Creation of rich literate environment	☐	☐	☐	☐	☐
307. Creation of learner-centred classrooms	☐	☐	☐	☐	☐
308. Use of differentiation	☐	☐	☐	☐	☐
309. Use of scaffolding	☐	☐	☐	☐	☐
310. Integration of assessment strategies	☐	☐	☐	☐	☐
311. Use of ICT as a pedagogical tool	☐	☐	☐	☐	☐
312. Questioning techniques that promote deep learning	☐	☐	☐	☐	☐
313. Problem-solving technique	☐	☐	☐	☐	☐
314. Group-work technique	☐	☐	☐	☐	☐

Pedagogical Content Knowledge in Foundational Numeracy and Literacy

How will you rate your level of knowledge on the following pedagogical content knowledge?	Very Poor	Poor	Average	Good	Very Good
315. Use of relevant active play-based methods to teach appropriate content in foundational literacy and numeracy	☐	☐	☐	☐	☐
316. Use of thematic integrated method to teach appropriate content in foundational literacy and numeracy	☐	☐	☐	☐	☐
317. Create a rich literate environment to teach appropriate content in foundational literacy and numeracy	☐	☐	☐	☐	☐

318. Create a learner-centred classroom to teach contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
319. Use of differentiation in teaching contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
320. Use of scaffolding in teaching contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
321. How to integrate different assessment strategies to assess pupils' understanding in specific foundational literacy and numeracy contents	☐	☐	☐	☐	☐
322. How to select appropriate ICT tools to teach specific contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
323. How to select appropriate songs and rhymes to teach specific contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
324. How to use storytelling to teach appropriate contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
325. How to use role-play to teach appropriate contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
326. How to use problem-solving technique in teaching appropriate contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
327. How to use group work to teach appropriate contents in foundational literacy and numeracy	☐	☐	☐	☐	☐
328. How to appropriately select and use teaching and learning materials to suit content and strategies in teaching foundational numeracy and literacy	☐	☐	☐	☐	☐

Your Mentor's NTS Understanding for Foundational Literacy and Numeracy

How will you rate your mentor's level of understanding on the following NTS Standards when you went for STS?	Very Poor	Poor	Average	Good	Very Good
329. My mentor understands the Professional Values and Attitudes standard in the NTS	☐	☐	☐	☐	☐
330. My mentor understands the Professional Knowledge standard in the NTS	☐	☐	☐	☐	☐
331. My mentor understands the Professional Practice standard in the NTS	☐	☐	☐	☐	☐
332. My mentor understands the Professional Development standard in the NTS	☐	☐	☐	☐	☐
333. My mentor understands the Community of Practice standard in the NTS	☐	☐	☐	☐	☐

334. My mentor understands the Knowledge of Educational Frameworks and Curriculum standard in the NTS	☐	☐	☐	☐	☐
335. My mentor understands the Knowledge of Learners standard in the NTS	☐	☐	☐	☐	☐
336. My mentor understands the Managing the Learning Environment standard as indicated in the NTS	☐	☐	☐	☐	☐
337. My mentor understands the Teaching and Learning standard in the NTS	☐	☐	☐	☐	☐
338. My mentor understands the Assessment standard in the NTS	☐	☐	☐	☐	☐
339. My mentor understands how to achieve the three main domains of the NTS in a foundational class	☐	☐	☐	☐	☐
340. My mentor understands how to achieve all the sub-divisions of the NTS in a foundational class	☐	☐	☐	☐	☐
341. My mentor understands what the standards are for	☐	☐	☐	☐	☐
342. My mentor understands who the standards are for	☐	☐	☐	☐	☐
343. My mentor understands what is required of a teacher based on the NTS in foundational lessons	☐	☐	☐	☐	☐
344. My mentor understands how to integrate the NTS in foundational lesson objectives	☐	☐	☐	☐	☐
345. My mentor understands how to apply the NTS in the foundational classroom	☐	☐	☐	☐	☐
Your Mentor's NTS Adherence for Foundational Literacy and Numeracy					
How will you rate your mentor's level of adherence on the following NTS Standards when you went for STS?	Very Poor	Poor	Average	Good	Very Good
346. My mentor created a safe and encouraging learning environment	☐	☐	☐	☐	☐
347. My mentor listened to pupils and gave them constructive feedback	☐	☐	☐	☐	☐
348. My mentor employed a variety of teaching and learning strategies that encourage learners' participation and critical thinking	☐	☐	☐	☐	☐

349. My mentor explained concepts in foundational numeracy and literacy clearly using examples familiar to pupils	☐	☐	☐	☐	☐
350. My mentor managed behaviour and learning with small and large classes	☐	☐	☐	☐	☐
351. My mentor used a variety of assessment modes during teaching to support learning	☐	☐	☐	☐	☐
352. My mentor paid attention to all learners, especially girls, and pupils with special educational needs, ensuring their progress	☐	☐	☐	☐	☐
353. My mentor produced and used a variety of teaching and learning resources that enhance learning (including ICT) in foundational literacy and numeracy	☐	☐	☐	☐	☐
354. My mentor used age- and grade-appropriate strategies to implement lessons in foundational literacy and numeracy	☐	☐	☐	☐	☐
355. My mentor identified learners with special needs and referring them for support	☐	☐	☐	☐	☐

Thank you!
