

Appendix F

Content Validation for Survey Development

Introduction

The purpose of this content validation instrument is to assist the researcher with the development of a questionnaire to be used in the study of learning-inhibiting problems experienced by middle school teachers in the classroom and the implications of these for staff development. This instrument is designed to answer the question of learning inhibiting problems as measured in four domains, education: preservice and inservice, non-instructional teaching problems and classroom strategies.

Instruction

Please review the content of the statements and rate each statement in the three domains. The first rating will tell the researcher which domain of learning inhibiting problems is being addressed by the statement. The second rating will indicate how strongly you feel the statement is associated with the domain being selected; and the third rating will show how clearly the statement is written based on the other two ratings.

Domains and Definitions

Using the definitions below, categorize each statement by circling the appropriate numeral in the column labeled “domain.” Leave blank any statements that do not fit the domain.

The four domains and their definitions are as follows.

<u>Domains</u>	<u>Definitions</u>
Education: Preservice & Inservice	Preservice education: academic degree in a teacher preparation program from an accredited four year college or university with an endorsement and eligibility for Virginia State certification. Inservice education - Additional training received after hire.
Learning-inhibiting problems	Problems that disrupt and interfere with student learning. Problems include chronic talking, refusing

request, tardiness, inattentiveness, talking back to teachers inappropriately.

Classroom Strategies

Variety of instructional and discipline strategies used in the classroom.

Association Rating

Please indicate how strongly you feel about the way you have labeled the statement in the domains by circling the appropriate number in the column labeled “Association.” Use the following scale:

- 1) weak
- 2) somewhat weak
- 3) neutral
- 4) somewhat strong
- 5) very strong

Clarity Rating: In the column labeled “Clarity,” tell how clearly you think each item is by circling the appropriate number using the following scale:

- 1) not clear, delete
- 2) somewhat clear, revise
- 3) very clear

Learning-Inhibiting Problems Experienced by Middle School Teachers: Implications for Staff Development

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Please circle the numeral of the appropriate response.

Domains: (1) Education: Preservice & Inservice (2) Non-instructional Teaching Problems (3) Classroom Strategies

Association Ratings: (1) weak (2) somewhat weak (3) neutral (4) somewhat strong (5) very strong

Clarity Ratings: (1) not clear, delete (2) somewhat clear, revise (3) very clear

Association Rating: Please indicate how strongly you feel about the way you have labeled the statement in the domains by circling the appropriate number in the column labeled “Association.” Use the following scale:

- 1) weak
- 2) somewhat weak
- 3) neutral
- 4) somewhat strong
- 5) very strong

Clarity Rating: In the column labeled “Clarity,” tell how clearly you think each item is by circling the appropriate number using the following scale.

Question	Domain	Association	Clarity
A. In your preservice preparation to be a teacher, At what levels were you trained?	1 2 3 4	1 2 3 4 5	1 2 3
B. How long have you been a middle school teacher?	1 2 3 4	1 2 3 4 5	1 2 3

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|----|--|---------|-----------|-------|
| C. | Check each level of endorsement and write in the year you received that endorsement. | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| D. | Check each level at which you were a student teacher and write in the year in which you completed this experience. | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| E. | Have you ever taught at any level other than middle school? (Check all that apply). | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| F. | Check each of the following types of inservice development in which you have participated and write in the approximate year of the most recent experience. | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| G. | How often does each of the following occur in your classroom. | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| H. | How often do you use each of the following with | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |

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students who are disruptive in the classroom.

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|----|--|---------|----------------|-------|
| I. | Please rate the frequency with which you use each of the following with students who continue to be disruptive in the classroom. | 1 2 3 4 | 1 2 3 4 5 | 1 2 3 |
| J. | What strategy is in place to prevent problems in the classroom? (Check all that apply). | 1 2 3 4 | 1 2 3 4 5
3 | 1 2 |
| K. | When does disruptive behavior occur the most in your classroom? | 1 2 3 4 | 1 2 3 4 5
3 | 1 2 |
| L. | What types of resources are available to you concerning non-instructional learning problems in the classroom? | 1 2 3 4 | 1 2 3 4 5
3 | 1 2 |