

# Beginning Teachers' Views-of-Self

Developed by Dr. Gerald M. Mager, Syracuse University,  
for the Statewide Evaluation of the NYS Mentor Teacher-Internship Program, 1986-1990.

## Overview

The mentor-intern relationship is intended to support new teachers as they make the transition from preparation to practice. If the transition is successful, the beginning teachers will have developed and used knowledge, skills, and values appropriate to the particular contexts in which they are practicing, and they will have developed positive images of themselves as teachers and adults. Through the period of the transition, the competence and self-image of the beginning teachers will have "progressed" toward the point at which they view themselves as having a complex of strengths upon which to base their continuing practice and careers.

Yet another way of understanding the impact of the relationships and the projects on the intern teachers is provided by reviewing their responses to the Beginning Teacher Views of Self (BTVoS) Questionnaire. Note that this instrument relies on the self-reports of the interns. It directs respondents to describe themselves on a series of 28 items drawn from the literature on beginning teachers, on which matters new teachers have reported changes in their views of themselves over the course of the early part of their careers. For each item, respondents place themselves on a seven point continuum on which three points are specified:

- 1
- 2 = I am just beginning to look at this matter
- 3
- 4 = I have made substantial progress on this matter
- 5
- 6 = I have developed this matter into one of my strengths
- 7

# Beginning Teacher's Views of Self Questionnaire

(BTVoS Questionnaire)

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Respondent Code Number: \_\_\_\_\_

Consider your own development as a beginning teacher. Describe your development using the following 28 items. Circle the number that best corresponds with where you would place yourself on the following continuum:

- 1
- 2 = I am just beginning to look at this matter
- 3
- 4 = I have made substantial progress on this matter
- 5
- 6 = I have developed this matter into one of my strengths
- 7

Items	Scale						
1. I know and use a variety of instructional methods appropriate to the content area(s) I teach.	1	2	3	4	5	6	7
2. I can sequence activities such that student learning is maximized.	1	2	3	4	5	6	7
3. I have identified individual differences among my students and adjust for those differences in my planning and teaching.	1	2	3	4	5	6	7
4. I can pace my lessons so that students are neither overwhelmed nor bored.	1	2	3	4	5	6	7
5. I can adjust a lesson in the midst of teaching it if I feel it is appropriate to do so.	1	2	3	4	5	6	7
6. I teach in such a way that students do participate or perform as I would like them to.	1	2	3	4	5	6	7
7. I am well organized for carrying out my work efficiently and effectively.	1	2	3	4	5	6	7
8. My daily planning consistently results in lessons which turn out the way I intended them to.	1	2	3	4	5	6	7

9. I know how to use the curriculum guides for my content area(s) which are available in my district.	1	2	3	4	5	6	7
10. I can make reasonably accurate judgments about the progress my students are making.	1	2	3	4	5	6	7
11. I use several different techniques to evaluate my own teaching.	1	2	3	4	5	6	7
12. I have established a good rapport with my students, as individuals and as a group.	1	2	3	4	5	6	7
13. I use management skills which make good use of time and other resources, minimize interruptions, and keep students engaged.	1	2	3	4	5	6	7
14. I have established class routines which students understand and follow.	1	2	3	4	5	6	7
15. I have established expectations for students' behavior that they understand and respond to.	1	2	3	4	5	6	7
16. I discipline students in ways that I feel are appropriate and effective.	1	2	3	4	5	6	7
17. I understand the general procedures (e.g., attendance taking; accessing classroom materials and supplies; filling out district forms) used in the building(s) in which I teach.	1	2	3	4	5	6	7
18. I feel like I have found a place for myself with the faculty and staff in the building(s) in which I teach.	1	2	3	4	5	6	7
19. I know where to turn in the school(s) when I need to resolve problems.	1	2	3	4	5	6	7
20. I feel comfortable in approaching and working with other teachers, the school administrators, and other staff.	1	2	3	4	5	6	7
21. I feel I am part of the district as well as my school.	1	2	3	4	5	6	7
22. I feel comfortable in exchanging ideas with the people with whom I work.	1	2	3	4	5	6	7
23. I am a participant in the profession (through organizations and associations) which enhances my work and sense of self.	1	2	3	4	5	6	7
24. I manage well the demands of teaching along with the demands of my personal life.	1	2	3	4	5	6	7

25. I can see that teaching is work through which I can express myself.	1	2	3	4	5	6	7
26. I see that as a teacher, I will be able to make an important contribution to society.	1	2	3	4	5	6	7
27. Teaching has enhanced my sense of self.	1	2	3	4	5	6	7
28. Through my efforts, I can enhance the quality of the school and district in which I teach.	1	2	3	4	5	6	7