Questionnaire on Teacher Support Adaptivity (QTSA)

Reference: Van de Pol, J.E., de Vries, N., Poorthuis, A., & Mainhard, T. (In press). The Questionnaire on Teacher Support Adaptivity (QTSA): Reliability and validity of student perceptions. *Journal of Experimental Education.*

This document contains the final version of the Questionnaire on Teacher Support Adaptivity (QTSA)[[1]](#footnote-1). Specifics about the theoretical background and the validity and reliability of the questionnaire, can be found in Van de Pol et al. (2022). The questionnaire was tested in a sample of secondary education students (age 12-18).

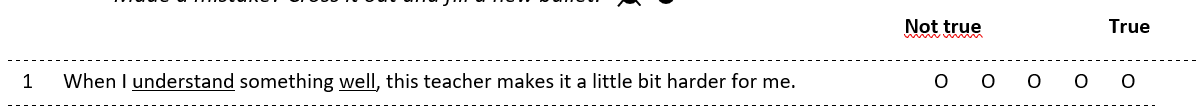
The QTSA assesses to what degree students perceive their teacher’s support (during seat work) as adapted to their understanding of the subject matter.

**Adaptivity Facets and Items**

Table 1 contains a short description of the support adaptivity facets the QTSA consists of. Furthermore, it provides an overview of what items (as numbered in this document) belong to what adaptivity facet.

**Calculation of scores**

For each item, students answer on a five-point scale ranging from not true to true. The answer ‘not true’ is scored as ‘1’, the answer ‘true’ is scored as 5. The intermediate answers are scored as 2, 3, and 4:



1 2 3 4 5

The questionnaire can be used for several purposes (e.g., as a feedback tool for teachers to get insight into how an individual student or a class perceive teacher support in terms of adaptivity or for research purposes). Here, we describe how the scores should be calculated when using the questionnaire for different purposes.

1. **Individual student scores for each adaptivity facet separately**

To arrive at a separate score for A+, A-, NA+, and NA- for one particular student, the mean of the items that belong to each facet (see Table 1) is calculated. So for A+ for example, one should calculate the mean of the student’s scores on the items 2, 3, 7, 9, 18, and 21. This results in a score between 1 and 5. Scores closer to one indicate low levels of that facet (e.g., A+) as perceived by the student; scores closer to 5 indicate high levels of that facet (e.g., A+) as perceived by the student. The NA+ scale should be interpreted with caution when using individual student scores (cf. Van de Pol et al., 2022).

1. **Teacher scores for each adaptivity facet separately**

If facet scores for a teacher are calculated (e.g., how does a teacher score on A+, A-, NA+, and NA-), student scores are aggregated: Calculate the mean over all students per facet. This results in a score between 1 and 5. Scores closer to one indicate low levels of that facet (e.g., A+) as perceived by the group of students; scores closer to 5 indicate high levels of that facet (e.g., A+) as perceived by the group of students.

1. **Teacher scores for general support adaptivity**

It is also possible to calculate one general support adaptivity score for a teacher, which summarizes the different facets.

* First reverse code all non-adaptive items (i.e., all items that belong to the NA- and NA+ facet) to make sure that a high score indicates a high level of support adaptivity (i.e., 5, 6, 8, 10, 12, 13, 14, 17, 19, and 20). If a student scored, for example, 5 on a NA item, this score should be changed into a 1 (a 4 needs to be changed into a 2, a 3 remains 3).
* Second, calculate the mean over all items and students per teacher. This results in a score between 1 and 5. Scores closer to one indicate low levels of support adaptivity as perceived by the group of students; scores closer to 5 indicate high levels of support adaptivity as perceived by the group of students.
* Calculating a general adaptivity score for an individual student is not recommended (see Van de Pol et al., 2022).

**Table 1**

*Facets of Teacher Support Adaptivity.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student understanding | Teacher’s response | Adaptivity Facet | | Explanation | Item numbers (corresponding to the questionnaire below)a b |
| Low student understanding | **Much regulation** | A+ | Adaptive support by providing much regulation upon low student understanding | | 2, 3, 7, 9, 18, 21 |
| **Little regulation** | NA- | Non-adaptive support by providing little regulation (or much challenge) upon low student understanding | | 5, 8, 10, 12, 14, 20 |
| High student understanding | **Little regulation** | A- | Adaptive support by providing little regulation (or much challenge) upon high student understanding | | 1, 4, 11, 15, 16 |
| **Much regulation** | NA+ | Non-adaptive support by providing much regulation upon high student understanding | | 6, 13, 17, 19 |

*Note*.‘A’ = adaptive, ‘NA’ = non-adaptive. ‘–’ = indicates little teacher regulation; ‘+’ indicates much teacher regulation.

aThe item numbers stated in this table refer to the item numbers in the questionnaire in this document, not in Van de Pol et al. (2022).

bWhen calculating teacher scores for general support adaptivity (at the teacher level, see option 3 above), items 5, 6, 8, 10, 12, 13, 14, 17, 19, and 20 need to be recoded.

Questionnaire about your teacher’s support

With this questionnaire we want to learn more about how students think about the support they receive from their teacher. The questions below are about your own personal opinion, so there are no right or wrong answers. We are interested in how you think your teacher helps you **during seatwork.**

Please:

1. **Do not discuss your answers with your neighbor.**
2. **Do not skip any questions.**
3. **Give only one answer to each question.**
4. **Try to answer honestly; there are no right or wrong answers; it’s about your perception of your teacher’s support.**

|  |  |
| --- | --- |
| Teacher: |  |
| Subject: |  |

* *This questionnaire focuses on how this teacher helps you during seatwork*
* *Fill one bullet for each statement*
* *Made a mistake? Cross it out and fill a new bullet:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Not true** | | | | **True** | | |
| 1 | When I understand something well, this teacher makes it a little bit harder for me. | | O | O | O | O | O |
| 2 | When I don’t know how to continue, this teacher helps me to find the correct answer. | | O | O | O | O | O |
| 3 | When I get completely stuck with an exercise, this teacher shows me how to do it. | | O | O | O | O | O |
| 4 | When I am doing well, this teacher lets me do a difficult exercise. | | O | O | O | O | O |
| 5 | When I find an exercise very difficult, this teacher still lets me do it on my own. | | O | O | O | O | O |
| 6 | This teacher helps me with things that I already understand. | | O | O | O | O | O |
| 7 | This teacher gives me an example, when I really don't know how to continue with the exercise. | | O | O | O | O | O |
| 8 | This teacher tells me to do it on my own, even though I am unable to continue. | | O | O | O | O | O |
| 9 | When I really don’t understand an exercise, this teacher explains to me how to go about it. | | O | O | O | O | O |
| 10 | When I find an exercise difficult, this teacher barely explains it to me. | | O | O | O | O | O |
| 11 | When I understand it well, I am allowed to do another exercise. | | O | O | O | O | O |
| 12 | When I don't know how to do it yet, I still have to continue with the next exercise. | | O | O | O | O | O |
| 13 | When I am already able do it, this teacher still helps me. | | O | O | O | O | O |
| 14 | When I do not yet understand the exercise, this teacher makes it more difficult for me. | | O | O | O | O | O |
| 15 | When I know how to do it, I get a more difficult exercise. | | O | O | O | O | O |
| 16 | When I understand an exercise well, this teacher makes it nice and challenging for me. | | O | O | O | O | O |
| 17 | This teacher asks me things that I already know. | | O | O | O | O | O |
| 18 | When I get totally confused, this teacher helps me to find a solution. | | O | O | O | O | O |
| 19 | This teacher gives me an explanation, even though I already understand it. | | O | O | O | O | O |
| 20 | When I do not yet understand the exercise, this teacher still makes it more difficult for me. | | O | O | O | O | O |
| 21 | When I really don't get it, this teacher helps me to find out what I need to write down. | | O | O | O | O | O |

Vragenlijst over de hulp van jouw docent

Met deze vragenlijst willen we te weten komen hoe leerlingen denken over de hulp van hun docent. De vragen die je dadelijk krijgt zijn bedoeld om te weten te komen hoe jij vindt dat jouw docent jou helpt **tijdens het zelfstandig werken.**

Er zijn een paar dingen waar je goed op moet letten:

**1. Je mag niet overleggen met je buurman/buurvrouw.**

**2. Sla geen vragen over.**

**3. Je mag steeds maar één antwoord aankruisen.**

**4. Probeer steeds eerlijk antwoord te geven. Er zijn geen goede of foute antwoorden, het gaat om jouw mening over de hulp van jouw docent.**

|  |  |
| --- | --- |
| Docent: |  |
| Vak: |  |

* *Deze vragenlijst gaat over hoe deze docent jou helpt als je zelfstandig aan een opdracht werkt*
* *Kleur per uitspraak één bolletje in.*
* *Fout gemaakt? Kruis erdoor en een nieuw bolletje inkleuren:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Klopt niet** | | | | **Klopt wel** | | |
| 1 | Als ik het goed snap, maakt deze docent het ietsje moeilijker voor mij. | | O | O | O | O | O |
| 2 | Als ik echt niet verder kan, helpt deze docent mij met het goede antwoord vinden. | | O | O | O | O | O |
| 3 | Als ik helemaal vastloop met een opdracht laat deze docent mij zien hoe het moet. | | O | O | O | O | O |
| 4 | Als ik goed bezig ben, mag ik een moeilijke opdracht doen van deze docent. | | O | O | O | O | O |
| 5 | Als ik een opdracht heel moeilijk vind, laat deze docent het mij toch zelf uitzoeken. | | O | O | O | O | O |
| 6 | Deze docent helpt mij met dingen die ik al lang begrijp. | | O | O | O | O | O |
| 7 | Deze docent geeft mij een voorbeeld als ik echt niet verder kan met de opdracht. | | O | O | O | O | O |
| 8 | Deze docent zegt dat ik het zelf moet doen, ook al kom ik echt niet verder. | | O | O | O | O | O |
| 9 | Als ik een opdracht echt niet begrijp, legt deze docent mij uit hoe ik het aan kan pakken. | | O | O | O | O | O |
| 10 | Als ik een opdracht moeilijk vind, geeft deze docent mij nauwelijks uitleg. | | O | O | O | O | O |
| 11 | Als ik het goed snap, mag ik een andere opdracht doen. | | O | O | O | O | O |
| 12 | Als ik iets nog niet kan, moet ik toch al verder met de volgende opdracht. | | O | O | O | O | O |
| 13 | Als ik het al kan, komt deze docent mij toch helpen. | | O | O | O | O | O |
| 14 | Als ik de opdracht nog niet snap, maakt deze docent het toch moeilijker voor mij. | | O | O | O | O | O |
| 15 | Als ik het kan, krijg ik een iets moeilijkere opdracht. | | O | O | O | O | O |
| 16 | Als ik een opdracht goed begrijp, maakt deze docent het lekker moeilijk voor mij. | | O | O | O | O | O |
| 17 | Deze docent vraagt mij dingen die ik al lang weet. | | O | O | O | O | O |
| 18 | Als ik helemaal in de war raak, dan helpt deze docent mij een oplossing te vinden. | | O | O | O | O | O |
| 19 | Deze docent geeft mij uitleg ook al snap ik het al lang. | | O | O | O | O | O |
| 20 | Deze docent maakt het ietsje moeilijker voor mij, ook al begrijp ik het nog niet. | | O | O | O | O | O |
| 21 | Als ik er echt niet uit kom, helpt deze docent mij met wat ik op moet schrijven. | | O | O | O | O | O |

1. Note that only the Dutch items were used in the validation study of Van de Pol et al. (2022). The Dutch items were translated into English using the back translation method. [↑](#footnote-ref-1)