APPENDIX D.3

ECLS-K

Spring 2007 Science Teacher Questionnaire

Spring 2007
Grade 8
Science Teacher Questionnaire

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

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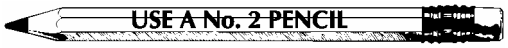
LABEL

Use a #2 pencil to complete this questionnaire.



The collection of information in this survey is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (PL 107-279, Title I, Part C, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

INTRODUCTION

Dear Teacher,

This questionnaire is a vital part of a unique longitudinal study of students' educational experiences beginning with kindergarten and continuing through grade 10. You have received this questionnaire because one or more of the students in your **science** class(es) have been participating in this study for many years. The student is identified on the cover of this questionnaire.

The **Early Childhood Longitudinal Study, Kindergarten Class of 1998 – 1999 (ECLS-K)** is collecting information from teachers of students who are in the study to investigate the relationship between students' achievement and various school, classroom, teacher, and home factors. We are interested in collecting information on this student's science instruction in your classroom. Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

This questionnaire contains one section about the student identified on the cover of this questionnaire and a second section about the science class in which this child is enrolled. Your best estimates are acceptable answers.

THANK YOU VERY MUCH FOR YOUR HELP.

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A SOFT LEAD (#2) PENCIL TO COMPLETE THIS QUESTIONNAIRE.

CHECKING BOXES

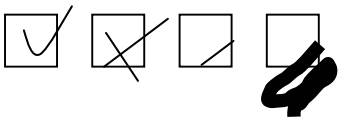
It is important that you check the box next to your answers and print clearly.

Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:

Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



PRINTING ANSWERS IN BOXES:

Print entire answer in box. Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – Ø, and do not write a seven with a line through it like this – 7.

Write digits like this:

1 2 3 4 5 6 7 8 9 0

Write words like this:

Harry Potter

STUDENT INFORMATION

Please answer these questions about the student identified on the cover of this questionnaire.

1. Does this student usually work hard for good grades in your class?

- ☐ Yes
- ☐ No

2. Does this student seem to relate well to other students in your class?

- ☐ Yes
- ☐ No

3. Is this student exceptionally passive or withdrawn in your class?

- ☐ Yes
- ☐ No

4. Does this student talk with you outside of class about school work, plans after high school, or personal matters?

- ☐ Yes
- ☐ No

5. Has this student fallen behind in school work in this class?

- ☐ Yes
- ☐ No (GO TO QUESTION 7 ON PAGE 5)

6. If YES, why has this student fallen behind in school work?
MARK ALL THAT APPLY.

- ☐ Health problem
- ☐ A disciplinary problem
- ☐ Lack of effort
- ☐ Disorganized
- ☐ Lacks prerequisite skills
- ☐ Some other reason (specify)

  ☐

7. When you assign homework for this class, how often does this student complete it?
MARK ONE RESPONSE ONLY.

- ☐ Homework not assigned
- ☐ Never
- ☐ Rarely
- ☐ Some of the time
- ☐ Most of the time
- ☐ All of the time

8. How often is this student…
MARK ONE ON EACH ROW.

	Never	Rarely	Some of the time	Most of the time	All of the time
a. Attentive in your class?	☐	☐	☐	☐	☐
b. Disruptive in your class?	☐	☐	☐	☐	☐
c. Absent from your class?	☐	☐	☐	☐	☐
d. Tardy to your class?	☐	☐	☐	☐	☐

9. Have you spoken to a guidance counselor or other member of the school staff this school year about the following? MARK ONE ON EACH ROW.

	Yes	No	NA (No guidance counselor or other staff member to speak to)	NA (student did not exhibit this behavior.)
a. Student's poor school performance	☐	☐	☐	☐
b. Student's disruptive behavior in class	☐	☐	☐	☐

10. Have you recommended this student for academic honors, advanced placement, or honors classes?

☐ Yes
☐ No
☐ Not Applicable (No such honor available)

11. Please rate this student's skills in the following areas, as exhibited in your class. MARK ONE ON EACH ROW.

	Outstanding	Very good	Good	Fair	Poor	Not applicable/ not observed
a. Ability to organize data in tables or charts	☐	☐	☐	☐	☐	☐
b. Ability to write up results or prepare a presentation from a laboratory activity, investigation, experiment or a research project	☐	☐	☐	☐	☐	☐
c. Ability to talk about ways to solve science problems, such as investigations	☐	☐	☐	☐	☐	☐
d. Ability to make a presentation to the class on science data, analysis, or interpretation	☐	☐	☐	☐	☐	☐
e. Ability to design his/her own investigation or experiment to solve a scientific question	☐	☐	☐	☐	☐	☐
f. Ability to apply science concepts to "real world" problems	☐	☐	☐	☐	☐	☐

CLASS INFORMATION

12. As of today's date, how many students in this class belong to each of the following racial/ethnic groups?

WRITE NUMBER ON EACH LINE. ENTER "0" ON THE LINE IF THERE ARE NO STUDENTS IN A CATEGORY.

a. Asian or Pacific Islander	
b. Hispanic, regardless of race	
c. Black, not of Hispanic origin	
d. White, not of Hispanic origin	
e. American Indian or Alaska Native	
f. Total class enrollment (sum of a through e)	

13. At this point in the school year, how would you rate the behavior of students in this class? MARK ONE RESPONSE ONLY.

- ☐ Group misbehaves very frequently and is almost always difficult to handle
- ☐ Group misbehaves frequently and is often difficult to handle
- ☐ Group misbehaves occasionally
- ☐ Group behaves well
- ☐ Group behaves exceptionally well

INSTRUCTION

14. Which of the following best describes this student's science course? MARK ONE RESPONSE ONLY.

- ☐ General science
- ☐ General physical science
- ☐ Biology
- ☐ Botany or zoology
- ☐ Earth science
- ☐ Principles of technology
- ☐ Other science

15. Which of the following best describes this science course? MARK ONE RESPONSE ONLY.

- ☐ Instruction for students performing below grade level for science
- ☐ Regular
- ☐ Honors, Enrichment, or Gifted & Talented

16. About how much time in total does this student's science class meet in a typical week? MARK ONE RESPONSE ONLY.

- ☐ Less than 3 hours
- ☐ 3 to 4.9 hours
- ☐ 5 to 6.9 hours
- ☐ 7 to 9.9 hours
- ☐ 10 or more hours

17. By the end of this school year, approximately what percentage of instructional time will you have spent during this class on each of the following science content areas? WRITE IN THE PERCENT. THE TOTAL SHOULD ADD TO 100%.

	Percent
a. Life science (e.g., types, characteristics, and classification of living things; structure/function and life processes in organisms; cells and their functions; development, reproduction, and heredity; diversity, adaptation, and natural selection; ecosystems and human health)	☐
b. Chemistry (e.g., classification, composition and particulate structure of matter; properties and uses of water; acids and bases; and chemical change)	☐
c. Physics (e.g., physical states and changes in matter; energy types, sources, and conversions; heat and temperature; light; sound and vibration; electricity and magnetism; forces and motion)	☐
d. Earth science (e.g., earth's structure and physical features; earth's processes, cycles, and history; the solar system and universe)	☐
e. Environmental science (e.g., changes in population; uses and conservation of natural resources; and changes in environments)	☐
f. Other	☐
TOTAL	100%

18. Think about your science instruction during the entire year. About how much emphasis did you give to each of the following objectives for this student? MARK ONE ON EACH ROW.

	Very heavy	Heavy	Moderate	Little emphasis	No emphasis
a. Knowing science facts and terminology	☐	☐	☐	☐	☐
b. Understanding key science concepts	☐	☐	☐	☐	☐
c. Developing science problem-solving skills	☐	☐	☐	☐	☐
d. Learning about the relevance of science to society and technology	☐	☐	☐	☐	☐
e. Developing laboratory skills and techniques	☐	☐	☐	☐	☐
f. Developing students' interest in science	☐	☐	☐	☐	☐
g. Developing data analysis skills	☐	☐	☐	☐	☐

19. How often do the students in this class engage in the following? MARK ONE ON EACH ROW.

		Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a.	Work with other students on a science activity or project	☐	☐	☐	☐
b.	Engage in hands-on activities or investigations in science	☐	☐	☐	☐
c.	Take quizzes or tests	☐	☐	☐	☐
d.	Have assigned homework	☐	☐	☐	☐
e.	Generate and test hypotheses about particular phenomena	☐	☐	☐	☐
f.	Discuss science in the news	☐	☐	☐	☐
g.	Give an oral science report	☐	☐	☐	☐
h.	Prepare a written science report	☐	☐	☐	☐
i.	Use computers for science (e.g., science software, telecommunications)	☐	☐	☐	☐
j.	Read a science textbook, or a book or a magazine about science	☐	☐	☐	☐

20. How much time do you expect a student to spend completing homework for this class on days you assign it? MARK ONE RESPONSE ONLY.

- ☐ I do not assign homework
- ☐ Less than 15 minutes
- ☐ About 15 to 30 minutes
- ☐ About 30 minutes to an hour
- ☐ More than an hour

21. How would you rate the science equipment your students have available to use?
MARK ONE RESPONSE ONLY.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ None available

22. Are computers available for use by you or your students?
MARK ONE RESPONSE ONLY.

- ☐ Yes, computers are available to my students and me. (GO TO QUESTION 23)
- ☐ No (SKIP TO QUESTION 24)

23. When using computers for science instruction, how many computers are available for your students?
MARK ONE RESPONSE ONLY.

- ☐ One computer for each student
- ☐ One computer for every two students
- ☐ One computer for every three or more students
- ☐ I do not use computers in my science instruction

24. Which textbook (or commercially produced workbook) constitutes the primary source that you use in this class? WRITE THE TITLE, AUTHORS, PUBLISHER, AND PUBLICATION DATE/EDITION.

Title	
Author	
Publisher	
Publication date/edition	

☐ I do not use a textbook as my primary source for this class

25. Which textbook (or commercially produced workbook) constitutes the secondary source that you use in this class? WRITE THE TITLE, AUTHORS, PUBLISHER, AND PUBLICATION DATE/EDITION.

Title	
Author	
Publisher	
Publication date/edition	

☐ I do not use a textbook as my secondary source for this class

26. How important is each of the following in assigning grades to students in your class?

MARK ONE ON EACH ROW.	Not important	Somewhat important	Very important	Extremely important	Not applicable
a. Individual student's achievement relative to the rest of the class	☐	☐	☐	☐	☐
b. Individual student's achievement relative to local or state standards	☐	☐	☐	☐	☐
c. Individual improvement or progress over past performance	☐	☐	☐	☐	☐
d. Effort	☐	☐	☐	☐	☐
e. Class participation	☐	☐	☐	☐	☐
f. Classroom behavior or conduct	☐	☐	☐	☐	☐
g. Completion of homework	☐	☐	☐	☐	☐

27. Date questionnaire completed:

MONTH	DAY	YEAR

THANK YOU FOR YOUR COOPERATION.