

TEACHER END OF SEMESTER SURVEY (TESS), FORM A¹

Instructions

Thank you, in advance, for responding to the following questions. This instrument is being administered as part of a long-term research project by WestEd to understand strategies for improving high school economics. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

This survey is designed for you to share with us your experience of using problem-based approach in teaching economics this semester. It will take you about 10 minutes to complete it. All your answers will remain confidential and will be used only for statistical purposes.

1. Please generate a **unique identification number** by following the example, and filling in the blank boxes below:

Month of birth date (November = 11) + Last 4 digits of home phone (5432) + First letter of last name (S)

Example:	1	1	+	5	4	3	2	+	S
YOUR ID:									

2. **Your email address:** _____

3. Please read each question and click on the response choice (see example 1) or the point on the scale (see example 2) that best represents your position. Select only one response (unless otherwise specified) for each statement. You will also need to fill in a blank.

Example 1:

Never A few times a semester Once or twice a month Once or twice a week Almost everyday

How often do you use the supplemental information to assist yourself in teaching economics this semester?...

Example 2:

Not At All Very Much

←-----→

I enjoy teaching economics this semester.....

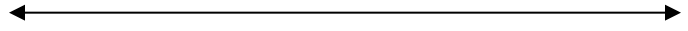
¹ For treatment teachers.

TEACHER END OF SEMESTER SURVEY, FORM A

1. To what extent are you SATISFIED with...

Very
Unsatisfied

Very
Satisfied



a.	the curriculum materials you have for teaching Economics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b.	the methods you use to teach Economics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. During the past semester, how often did you give assignments in Economics that required students to do the following?

Never

A few times
a semester

Once or
twice a
month

Once or
twice a
week

Almost
every day

a.	Listen to lectures and take notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b.	Answer questions in the textbook or worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c.	Work on projects that take a week or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d.	Write in a journal or keep a written account of their thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e.	Work together in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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f.	Use a rubric to help assess and guide their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g.	Organize and analyze information or data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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h.	Come up with solutions to economic problems, like those found in the real world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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i.	Consider alternative solutions to an economic problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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j.	Orally present their work or ideas to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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k.	Use the Internet to get information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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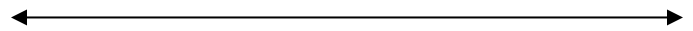
l.	Using computers -- besides word processing -- to analyze or present data (e.g., Excel, PowerPoint, graphing, concept mapping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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l.	Using computers -- besides word processing -- to analyze or present data (e.g., Excel, PowerPoint, graphing, concept mapping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. How confident are you in terms of your ability to teach each of the following Economics concepts?

Not very confident

Totally
confident



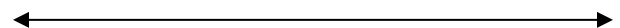
a.	Tradeoffs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Scarcity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Opportunity costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Profit (revenue & costs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Fiscal policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Monetary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Specialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.	In the future,		Yes	No
a.	I would prefer to teach other subjects rather than Economics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I am willing to teach Economics if assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I look forward to teaching Economics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am really enthusiastic about teaching Economics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please rate the challenge level for the following in teaching Economics this semester.

Not a challenge

A major challenge



a.	There was too much content to cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	The content was too difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I had too many students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	It was difficult to assess student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Students lack reading or writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Students lack math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Students lack self-management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Students have difficulty working together in teams or groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Students do not know how to solve complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Students lack motivation or interest in Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Student absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Disruptive student behavior (besides absences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Did you have any professional development training other than Problem Based Economics this year that improved your teaching of Economics? Yes
 No (only Problem Based Economics) → **Skip to 9**

7. If yes, how many additional days of professional development training did you have (NOT counting Problem Based Economics)? _____ Days (in addition to Problem Based Economics)

8. What did this additional professional development training emphasize? Economic content
 Ways of teaching economics
 Both equally

9. Overall, were you encouraged by using the Problem Based Economics curriculum? It is going great, couldn't be better.
 It is going great, and I can see ways to improve.
 It could be great, but first I need to figure out how to incorporate PBE into my teaching.
 I'm not sure Problem Based Economics is the way I'd like to teach.

Thank you for completing this survey!