

**Alabama Math, Science,  
and Technology Initiative**



# **Teacher Survey #02**

2006/07 SCHOOL YEAR

## AMSTI Teacher Survey #02

The information you provide is being collected for research purposes only and will be kept strictly confidential. Please be assured that your name and your school name will not be reported or disclosed outside of the research agencies. Public reporting burden for this collection of information is estimated to average about 10 minutes. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education 50 North Ripley Street PO Box 302101 Montgomery, AL 36104.

Questions regarding this survey or the research study can be directed to Lori Sterling at [Lsterling@empiricaleducation.com](mailto:Lsterling@empiricaleducation.com) or call Toll free 1-888-486-8886 ext. 127.

### Identification

1. Please identify your MASTER Site:

- Troy University
- University of Alabama at Montevallo
- University of Alabama at Tuscaloosa

2. Please identify your school system: (A system list is collected prior to beginning the surveys and displayed here as a selection list)

3. Please identify yourself: (A Teacher list is collected prior to beginning the surveys and displayed here as a selection list)

### Background

4. What type(s) of teaching certificate(s) do you hold in Alabama? **Mark all that apply.**

- Regular or standard state or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"
- Temporary certificate (requires some additional college coursework and/or other student teaching before regular certification can be obtained).
- Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.
- National Board for Professional Teaching Standards Certificate
- Specific certificates for teaching bilingual, multicultural, Limited-English, or special education students
- No certificate

5. What is the highest degree you hold during the 2006/07 school year? **Mark one.**

- Did not have a degree beyond high school diploma
- Associate Degree
- Bachelor's Degree (B.A., B.S., B.E., etc.)
- Master's Degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc)
- Education specialist or professional diploma (at least one year beyond master's level)
- Doctorate or first professional degree ( Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

6. Including this current school year, how many years have you worked either as a FULL-TIME or at least a HALF-TIME elementary or middle school teacher? **Provide number only.**

Years taught

7. What was the major field of study for your bachelor's degree?

- Does not apply
  - Elementary Education
  - Middle School Education
  - High School Education
  - Math
  - Science
  - Other
- 

8. If applicable, what is the major field of study for the highest degree you hold beyond your bachelor's degree?

### **Current Curricular Materials** (this question will be asked once a month)

9a. Think back on your last two weeks (10 full school days) of instruction; what curricular materials did you use to teach mathematics? **Mark all that apply.**

- I don't teach math
- AMSTI supplied:
- Brand Y materials (principal survey will supply details of curricular materials)

- Brand Z materials
- Other \_\_\_\_\_

b. During your last two weeks, what curricular materials did you use to teach science?

**Mark all that apply.**

- I don't teach science
- AMSTI supplied:
- Brand Y materials (principal survey will supply details of curricular materials)
- Brand Z materials
- Other \_\_\_\_\_

**Instruction** (these questions will be asked once a month)

For the following questions about instructional time:

If you teach in a self-contained classroom, please indicate the number of class hours of each type of instruction.

If you teach more than one class, please indicate the average number of hours of each type of instruction among your various classes.

10. During your last two weeks, approximately how many hours did your students spend doing math and/or science activities? *Please be sure to consider all activities, including discussion, lecture, reading, watching video, hands-on activities, worksheets, and activities that integrate math or science with other subjects.*

- a. Total Hours of Math Instruction \_\_\_\_\_ [ ] I don't teach math.
- b. Total Hours of Science Instruction \_\_\_\_\_ [ ] I don't teach science.

11. Consider the following description of Inquiry-Based Instruction in which students do **all** of the following activities as part of the learning process:

- Make observations
- Pose questions
- Examine books and other sources of information to see what is already known
- Plan investigations
- Review what is already known in light of experimental evidence
- Use tools to *gather, analyze, and interpret data*
- Propose answers, explanations, and predictions
- Communicate the results

During the past two weeks, approximately how many hours of instruction involved Inquiry-Based Instruction?

- a. Hours of Inquiry-Based Math Instruction \_\_\_\_\_ [ ] I don't teach math
- b. Hours of Inquiry-Based Science Instruction \_\_\_\_\_ [ ] I don't teach science

12. During the past two weeks, approximately how many hours of instruction incorporated hands-on activities?

- a. Hours of Hands-On Math Instruction \_\_\_\_\_ [ ] I don't teach math  
b. Hours of Hands-On Science Instruction \_\_\_\_\_ [ ] I don't teach science

13. During the past two weeks, how many hours were your students engaged in activities that required higher-order thinking skills? (i.e., where students advance from skills such as *focusing* and *information gathering* to skills such as *integrating* and *evaluating*.)

- a. Hours of math instruction requiring higher-order thinking skills \_\_\_\_\_ [ ] I don't teach math.  
b. Hours of science instruction requiring higher-order thinking skills \_\_\_\_\_ [ ] I don't teach science

### **Assessments** (this question will be asked once a month)

14. During the past two weeks, did you administer assessments? **Check all that apply.**

a. Math Assessments

- I don't teach math
- No, I didn't administer any math assessments
- Yes, I used informal assessments, such as questioning and observation, to gauge student learning
- Yes, I administered formative (i.e., assessments that occur regularly throughout the year in order to inform instruction) paper and pencil assessments
- Yes, I administered performance-based assessments (i.e., assessing students based on their application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students)
- Yes, I administered standardized assessments
- Other (please describe)

b. Science Assessments

- I don't teach science
  - No, I didn't administer any science assessments
  - Yes, I used informal assessments, such as questioning and observation, to gauge student learning
  - Yes, I administered formative (i.e., assessments that occur regularly throughout the year in order to inform instruction) paper and pencil assessments
  - Yes, I administered performance-based assessments (i.e., assessing students based on their application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students)
  - Yes, I administered standardized assessments
  - Other (please describe)
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### **Professional Development** (these questions will be asked once a month)

For each of the following questions, please take a moment to think about the professional development activities in the areas of math, science, and technology, in which you have participated *so far this school year, i.e., since school let out in May or June 2006*.

**There are 2 sections to each question.**



17. *During the past month*, how many times did someone actually provide support (e.g., for mentoring or coaching) with math and science instruction?

	0	1	2	3	4	6	6	7	8	9	10	11+	NA
A. AMSTI <i>Mathematics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Non-AMSTI <i>Mathematics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. AMSTI <i>Science</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Non-AMSTI <i>Science</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Did the support you reported in Question 17 change the way you teach?

A. AMSTI <i>Mathematics</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	NA
B. Non-AMSTI <i>Mathematics</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	
C. AMSTI <i>Science</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	
D. Non-AMSTI <i>Science</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	

19. During the past month, how frequently have you had collaboration meetings with other teachers (e.g., for planning lessons) for math and science?

	Daily	At Least Weekly	Once	Twice	Never	NA
A. AMSTI <i>Mathematics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Non-AMSTI <i>Mathematics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. AMSTI <i>Science</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Non-AMSTI <i>Science</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Has the collaboration you reported in Question 19 change the way you teach?

A. AMSTI <i>Mathematics</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	NA
B. Non-AMSTI <i>Mathematics</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	NA

C. AMSTI *Science*       Yes     NO     NA

D. Non-AMSTI *Science*     Yes     NO     NA

21. During the past month, how much professional development (other than support or collaboration meetings) have you received for your **math and science** programs? (e.g., school training sessions held after school, on the weekend, or early release days)?

	0	5	10	15	20	25	30	35	40	NA
A. AMSTI <i>Mathematics</i> Total Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Non-AMSTI <i>Mathematics</i> Total Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. AMSTI <i>Science</i> Total Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Non-AMSTI <i>Science</i> Total Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Did the training session(s) you reported in Question 21 change the way you teach?

A. AMSTI *Mathematics*     Yes     NO     NA

B. Non-AMSTI  
*Mathematics*             Yes     NO   

C. AMSTI *Science*         Yes     NO   

D. Non-AMSTI *Science*     Yes     NO   

**Planning Time** (this question will be asked once a month)

23. During the past two weeks, how many hours (both paid time and unpaid time) did you spend planning your math and/or science lessons?

a. Math \_\_\_\_ [ ] I don't teach math

b. Science \_\_\_\_ [ ] I don't teach science

**Additional Information**

24. Is there anything else you would like us to know about your math and/or science program, or about this survey?

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25. How long did it take you to complete this survey? Please indicate total number of minutes. \_\_\_\_\_