# Alabama Math, Science, and Technology Initiative



## **Teacher Survey #04**

2006/07 SCHOOL YEAR

#### **AMSTI Teacher Survey #04**

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 20 to 30 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 <a href="Lsterling@empiricaleducation.com">Lsterling@empiricaleducation.com</a> 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)

## **Self-Rating**

4.	Excellent	Good	Fair	Poor	Terrible
How would you rank your					
science content knowledge for					
teaching science at your current					
grade level?					
How would you rank your					
competency for teaching					
science at your current grade					
level?					
How would you rank <b>yourself</b> as					
a science teacher?					
How would you rank your					
student's response to science					
instruction in your class?					
How would you rank your					
student's ability to retain					
science content knowledge?					
How would you rank your					
student's enjoyment of					
learning science?					
How would you rank your					
science class on the following					
statement? My class is fun,					
interesting and has a high					
potential for learning.					

## **Current Curricular Materials**

5. Please indicate your level of agreement with the following statement in terms of mathematics and science.

The curricular materials used in my classroom are adequate for helping students meet the requirements of the Course of Study.
a. Math Curricular Materials Strongly agree Somewhat agree Unsure Somewhat disagree Strongly disagree

I don't teach math
b. Science Curricular Materials  Strongly agree  Somewhat agree  Unsure  Somewhat disagree  Strongly disagree  I don't teach science
6a. 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.  O I don't teach math  O AMSTI supplied:  O Brand Y materials (principal survey will supply details of curricular materials)  O Brand Z materials  O Other
<ul> <li>b. During your last two weeks, what curricular materials did you use to teach science?</li> <li>Mark all that apply.</li> <li>I don't teach science</li> <li>AMSTI supplied:</li> <li>Brand Y materials (principal survey will supply details of curricular materials)</li> <li>Brand Z materials</li> <li>Other</li> </ul>
Instruction
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.
7. During your last two weeks, approximately how many hours did your students spend doing math and/or science activities? <i>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.</i>
<ul><li>a. Total Hours of Math Instruction [ ] I don't teach math.</li><li>b. Total Hours of Science Instruction [ ] I don't teach science.</li></ul>

8. Consider the following description of Inquiry-Based Instruction in which students do <u>all</u> 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

During the past two weeks, approximately how many hours of instruction involved

- Use tools to gather, analyze, and interpret data
- Propose answers, explanations, and predictions
- Communicate the results

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
9. 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
10. 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 <i>focusing</i> and <i>information gathering</i> to skills such as <i>integrating</i> and <i>evaluating</i> .)  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
11. <b>So far this school year</b> , have you engaged your students in long-term (lasting a week or longer) research projects for science?  • Yes • No
O I don't teach science.

## **Student Engagement**

12. Please rate the *average* level of student engagement in your math and science classes this school year. Students would be considered fully engaged if they not only paid full attention but also participated fully and completed all assignments.

Not Engaged	Slightly Engaged	Moderately Engaged	Almost Fully Engaged	Fully Engaged	N/A	
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	Not Engaged	Slightly Engaged	Moderately Engaged	Almost Fully Engaged	Fully Engaged	N/A
Math			C		C	
Science	C		C	C	C	

	Science	6		<b>C</b>	6			
	Assessme	ents						
que lean O asse year pen asse their	Math Assess. I don't teach No, I didn't Yes, I used is stioning and rning Yes, I admiressments that in order to cil assessments (i.e. r application).	ments n math administer any informal assessed d observation, to histered formation at occur regular of inform instruct	math assessiments, such a pauge students or gauge students based dents based a skills, and was a second to the sec	ments O I dor O No, I O Yes, question learning t the O Yes, that occ inform i O Yes, assessm applicat	ace Assessments I't teach science I didn't adminis I used informal ning and observ	ter any scie assessmen ation, to gar formative (i oughout the er and penc performanc sing student ge, skills, an	i.e., asse year in il assess e-based ts based nd work	as ent essments order to ements on their
mea O	aningful and	l engaging to straistered standar	udents)	meaning meaning O Yes,	gful and engagin I administered r (please explai	ng to studer standardize	nts)	ments

## **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.

Sections A and C, AMSTI: Please indicate the amount of Professional Development (PD) in math (A) and science (C) you have received as part of the AMSTI program, and all PD that was in any way connected with AMSTI. For example, if you collaborated with other teachers to plan your instructional calendar, even if only some of the lessons are AMSTI, record those hours in Section A for math or C for science.

**Section B and D, Non-AMSTI:** Please indicate the amount of non-AMSTI Professional Development in math (B) and science (D) you have received. For example, if your planning team worked only to plan non-AMSTI lessons, with no reference to AMSTI lessons, then count those hours in Section B for math or C for science.

14. *During the past month*, how much professional development (including all opportunities for professional growth) have you received for your **math and science** programs? Please round to the number of hours closest to your total number of hours of training. For example, if you have had 6 hours of training, you would select 5.

	0	5	10	15	20	25	30	35	40	NA
A. AMSTI <i>Mathematics</i> Total Hours										C
B. Non-AMSTI  Mathematics Total Hours		9								C
C. AMSTI Science Total Hours		0								C
D. Non-AMSTI Science Total Hours		C								C

	0	1	2	3	4	6	6	7	8	9	10	11+	NA
A. AMSTI Mathematics			C	C							С	C	•
B. Non-AMSTI  Mathematics	C	С	C								C	C	C
C. AMSTI Science											С	C	0
D. Non-AMSTI Science	C			C	C						С	C	C
tor memoring or coaching) v	0	1	2	3	4	6	6	7	8	9	10	11+	NA
16. <i>During the past month</i> , how many times did someone actually provide support (e.g for mentoring or coaching) with math and science instruction?													
A. AMSTI Mathematics													
B. Non-AMSTI Mathematics	C			C	C							C	C
C. AMSTI Science		0									C	C	0
D. Non-AMSTI Science	C	C		C	C						С	C	
												1.0	
17 D'14	orted	,	Ques Yes	_	-		nge	the	•	•	u teac	en?	
17. Did the support you repo			Vac		<b>-</b> ]	ON			NA	ł			
A. AMSTI Mathematics				P	9			7					
A. AMSTI <i>Mathematics</i> B. Non-AMSTI			Yes	ľ	] <sub>]</sub>	ON			NA	A			
					, '	ON			NA NA				

18. 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 Mathematics			C									
B. Non-AMSTI  Mathematics	C	C	C	C	C							
C. AMSTI Science			C									
D. Non-AMSTI Science		0	C									

B. Non-AMSTI  Mathematics		]								C		C	
C. AMSTI Science							C						
D. Non-AMSTI Science		1								E	1	C	
10. Has the callaboration you	***	out o	مئات	Ow	aati	on 1	0 -1		-a th			v taaa <b>l</b> a s	
19. Has the collaboration you <b>A. AMSTI</b> <i>Mathematics</i>	rep		ea in Yes		_	on 1 NO	8 CI		ge tn NA		ay yo	u teach?	
B. Non-AMSTI  Mathematics			Yes			NO			NA NA				
C. AMSTI Science		1	Yes		1	NO			NA				
D. Non-AMSTI Science		١,	Yes	E	3	NO			NA				
20. During the past month, he collaboration meetings) have school training sessions held	you	rec	eive hool	ed fo	r yo	our 1	mat eker	h ar	nd so	cier	ice pr	ograms?	e.g.,
A. AMSTI <i>Mathematics</i> Total Hours			l		<u> </u>		 						
B. Non-AMSTI  Mathematics Total Hours		C		C	C								
C. AMSTI Science Total Hours													
D. Non-AMSTI Science Total Hours													

20. Did the training session(s) you reported in Question 19 change the way you teach?						
A. AMSTI Mathematics		Yes		NO		NA
B. Non-AMSTI  Mathematics		Yes		NO		NA
C. AMSTI Science		Yes		NO		NA
D. Non-AMSTI Science		Yes		NO		NA
Planning Time (these questions will be asked once a month)  24. During the past two weeks, how may 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  25. Is there anything else you would like us to know about your math and/or science program, or about this survey?  26. How long did it take you to complete this survey? Please indicate total number of minutes						