

**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 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)

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 yourself 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? <i>My class is fun, interesting and has a high potential for learning.</i>					

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.**

- 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

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? *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.

8. 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

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 *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

11. **So far this school year**, have you engaged your students in long-term (lasting a week or longer) research projects for science?

- Yes
 No
 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessments

13. 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 explain)
-

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 explain)
-

15. *During the past month*, how many times did you *try* contacting someone for 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"/>

16. *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"/>

17. Did the support you reported in Question 16 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 <i>Science</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	NA
D. Non-AMSTI <i>Science</i>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	NO	<input type="checkbox"/>	NA

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 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

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. _____