# Alabama Math, Science, and Technology Initiative



## **Teacher Survey #03**

2006/07 SCHOOL YEAR

#### **AMSTI Teacher Survey #03**

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 <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 M   | Monteva <mark>l</mark> lo                                      |          |
| University of Alabama at T   |  |          |
| ·  |  |          |
|  | ystem: (A system list is collected prior to beginning the      | <b>;</b> |
| surveys and displayed here as a                                    | i selection list)  |          |
| 3. Please identify yourself: (A displayed here as a selection list | Teacher list is collected prior to beginning the surveys a st) | ınd      |
| Technology   |  |          |
| 4. To what extent do you agi                                       | ree with the following statements about education              |          |
| technology? Mark one box p   | · ·  |          |
| -  | newhat Disagree, 3=Neither Disagree nor Agree                  |          |
| 4=Somewhat Agree, 5=Stror  | ě ě  |          |
| a. Educational technology  | -6-)6)   |          |
| can be used to improve   |  |          |
| instructional practice.  |  |          |
| b. Educational technology  |  |          |
| can be used to improve   | c. Educational Technology can be used                          |          |
| teachers' subject matter   | to improve student learning.                                   |          |
| knowledge. ´   | 1  |          |
| d. Educational technology  | e. Educational technology (the                                 |          |
| can be used to improve   | availability of ) can help to narrow the                       |          |
|  |  |          |

students' performance on standardized tests.

achievement gap between traditionally underserved students and other students.

|   | Approximately how many computers are available for students to use in your ssroom? |
|---|--|
| O | One computer for each student  |
| 9 | One computer for every two students  |
|   | One computer for every three students  |
| 0 | One computer for every four students   |
|   | One computer for every five students   |
| 0 | One computer for every six or more students  |
| 9 | Did not have computers in the classroom  |
| 9 | Not Applicable   |
|   |  |
|   | How many graphing calculators are available for students to use in your ssroom?    |
| 9 | One graphing calculator for each student   |
| 9 | One graphing calculator for every two students                                     |
| 0 | One graphing calculator for every three students                                   |
|   | One graphing calculator for every four students                                    |
|   | One graphing calculator for every five students                                    |
| 9 | One graphing calculator for every six or more students                             |
| 9 | Did not have graphing calculators in the classrooms                                |
| 9 | Not Applicable   |
|   |  |
|   | How many scientific calculators are available for students to use in your ssroom?  |
| 0 | One graphing calculator for each student   |
|   | One graphing calculator for every two students                                     |
|   | One graphing calculator for every three students                                   |

| 0              | One graphing calculator for every four students One graphing calculator for every five students One graphing calculator for every six or more students Did not have graphing calculators in the classrooms Not Applicable   |
|----------------|---|
|                | How many basic/4 function calculators are available for students to use in ar classroom?  One basic/4 function calculator for each student  One basic/4 function calculator for every two students  One basic/4 function calculator for every three students  One basic/4 function calculator for every four students  One basic/4 function calculator for every five students  One basic/4 function calculator for every six or more students  Did not have basic/4 function calculators in the classrooms  Not Applicable |
|                | s your classroom well equipped with math manipulatives and materials for nds on science?  |
|                | Math Manipulatives Yes, manipulatives are available for all students in my class(es). I have some manipulatives, but not enough for all students. No, I do not have manipulatives. Not Applicable   |
| b. 1<br>C<br>C | Materials for Hands-On Science Yes, sufficient materials are available for all students in my class(es). I have some materials, but not enough for all students. No, I don't have materials for hands-on science. Not Applicable  |

| 10. How well are your technical needs met?   |
|--|
| Not Very Well  |
| Moderately Well  |
| C Very Well  |
| Not Applicable   |
|  |
| Current Curricular Materials (this question will be asked once a month)  |
| 11a. Think back on your last two weeks (10 full school days) of instruction; what curricular materials did you use to teach mathematics? <b>Mark all that apply.</b> 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>O I don't teach science</li> </ul>                                    |
| O AMSTI supplied: O Brand Y materials (principal survey will supply details of curricular materials) O Brand Z materials O 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.

12. 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.* 

|  | Hours of Math Instruction Hours of Science Instruction  |   |
|--|---|---|
| <i>all</i> of th                       | ne following activities as part of the le<br>Make observations<br>Pose questions  | information to see what is already known at of experimental evidence arpret data  |
| Inqu<br>a. Hours                       | ring the past two weeks, approximatel uiry-Based Instruction?  rs of Inquiry-Based Math Instruction_ rs of Inquiry-Based Science Instructio |   |
| 14. Duri<br>incorpor<br>a. Hours       | ring the past two weeks, approximatel orated hands-on activities? es of Hands-On Math Instructiones of Hands-On Science Instruction         | y how many hours of instruction [] I don't teach math   |
| that requase focus  a. Hours teach man | uired higher-order thinking skills? (i.esing and information gathering to skills of math instruction requiring higher nath.                 | ours were your students engaged in activities e., where students advance from skills such lls such as <i>integrating</i> and <i>evaluating</i> .) r-order thinking skills [] I don't her-order thinking skills [] I don't |
|  |   |   |

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

| 16. During the past two weeks, did you admini    | ister assessments? Check all that apply.             |
|--|--|
| a. Math Assessments                              |  |
| O I don't teach math                             | b. Science Assessments                               |
| O No, I didn't administer any math assessments   | O I don't teach science                              |
| O Yes, I used informal assessments, such as      | O No, I didn't administer any science assessments    |
| questioning and observation, to gauge student    | O Yes, I used informal (i.e., assessments that occur |
| learning   | regularly throughout the year in order to inform     |
| O Yes, I administered formative (i.e.,           | instruction) assessments, such as questioning and    |
| assessments that occur regularly throughout the  | observation, to gauge student learning               |
| year in order to inform instruction) paper and   | • Yes, I administered formative paper and pencil     |
| pencil assessments                               | assessments  |
| O Yes, I administered performance-based          | O Yes, I administered performance-based              |
| assessments (i.e., assessing students based on   | assessments (i.e., assessing students based on their |
| their application of knowledge, skills, and work | application of knowledge, skills, and work habits    |
| habits through the performance of tasks that are | through the performance of tasks that are            |
| meaningful and engaging to students)             | meaningful and engaging to students)                 |
| • Yes, I administered standardized assessments   | O Yes, I administered standardized assessments       |
| Other (please describe)                          | O Other (please describe)                            |
|  |  |
|  |  |

#### **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.

17. *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 |   |   | •  |    |    |    |    |    |    | 0  |
| B. Non-AMSTI  Mathematics Total Hours   |   |   |    |    |    |    |    |    |    | C  |
| C. AMSTI Science Total Hours            |   |   |    |    |    |    |    |    |    |    |
| D. Non-AMSTI Science<br>Total Hours     |   | 0 |    |    |    |    |    |    |    | C  |

|   | 0         | 1        | 2      | 3      | 4           | 6      | 6   | 7   | 8         | 9   | 10 | 11+      | NA |
|---|-----------|----------|--------|--------|-------------|--------|-----|-----|-----------|-----|----|----------|----|
| A. AMSTI Mathematics  |           |          |        |        |             |        |     |     |           |     | 0  |          |    |
| B. Non-AMSTI  Mathematics   |           |          | С      | C      | C           |        |     |     |           |     | E  |          | C  |
| C. AMSTI Science  |           | 0        |        |        |             |        |     |     |           |     | C  |          | C  |
| D. Non-AMSTI Science  | C         | С        |        |        |             |        |     |     |           |     | C  |          | C  |
| for mentoring or coaching) v  | 0         | 1        | 2      | 3      | 4           | 6      | 6   | 7   | 8         | 9   | 10 | 11+      | NA |
| A. AMSTI <i>Mathematics</i>   |           |          |        |        |             |        |     |     |           |     |    |          |    |
|   |           |          |        |        |             |        |     |     |           |     |    | _        |    |
|   | F-7       | P 2      | P 2    | B-20   | B-20        | B-71   | 200 | P-2 | B-71      | E-2 |    |          |    |
| · · · · · · · · · · · · · · · · · · ·   |           |          |        |        |             |        |     |     |           | L   | C  |          | C  |
| Mathematics   |           |          | C      |        |             |        |     |     |           |     |    | 0        | C  |
| Mathematics C. AMSTI Science  |           | C        |        | C      | <b>C</b>    |        |     |     |           |     | С  |          |    |
| Mathematics  C. AMSTI Science  D. Non-AMSTI Science   | G         | <b>C</b> | C      | C      | C           | C      | C   | C   | C         | C   | C  | <b>C</b> | C  |
| Mathematics  C. AMSTI Science  D. Non-AMSTI Science  20. Did the support you repo   | G         | in (     | C      | E tion | <b>C</b> 19 | C      | C   | C C | C         | C   | C  | <b>C</b> | C  |
| Mathematics  C. AMSTI Science  D. Non-AMSTI Science  20. Did the support you report A. AMSTI Mathematics  B. Non-AMSTI  | C C orted | in (     | C Ques | E tion | 19          | Char   | C   | C C | way<br>JA | C   | C  | <b>C</b> | C  |
| B. Non-AMSTI Mathematics  C. AMSTI Science  D. Non-AMSTI Science  20. Did the support you report A. AMSTI Mathematics B. Non-AMSTI Mathematics C. AMSTI Science | Corted    |          | C Ques | c      | 19          | C Char | C   | the | C way     | C   | C  | <b>C</b> | C  |

| other teachers (e.g., for planning lessons) for math and science? | 21. <b>During the past month</b> , how frequently have you had colla | boration meetings with |
|---|--|------------------------|
|   | other teachers (e.g., for planning lessons) for math and science?    | ?                      |

|                           | Daily    | At Least<br>Weekly | Once | Twice | Never | NA |
|---------------------------|----------|--------------------|------|-------|-------|----|
| A. AMSTI Mathematics      | <b>E</b> |                    |      |       |       |    |
| B. Non-AMSTI  Mathematics | C        | C                  | C    | С     | C     | C  |
| C. AMSTI Science          | E        |                    | 0    | C     |       |    |
| D. Non-AMSTI Science      | C        | C                  | C    | C     |       |    |

| repor | rted in ( | Quest       | 10n 21              | change the w  | ay you teach? |
|-------|-----------|-------------|---------------------|---|---------------|
|       | Yes       |             | NO                  | NA  |               |
|       | Yes       |             | NO                  | C   |               |
|       | Yes       |             | NO                  | C   |               |
|       | Yes       |             | NO                  | C   |               |
|       | Ċ<br>C    | Yes Yes Yes | C Yes C Yes C Yes C | reported in Question 21  C Yes C NO  C Yes C NO  C Yes C NO  C Yes C NO | C Yes C NO C  |

23. 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><br>Total Hours |   | 0 |    |    |    |    |    |    |    |    |
| B. Non-AMSTI  Mathematics Total Hours      | C |   |    |    |    |    |    |    |    | C  |
| C. AMSTI Science<br>Total Hours            |   | 0 |    |    |    |    |    |    |    |    |
| D. Non-AMSTI Science Total Hours           | C |   | С  |    |    |    |    |    |    | С  |

| 24. Did the training session(s) you reported in Question 23 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 (these questions will be asked once a month)   |  |     |  |    |    |  |
| <ul> <li>25. During the past two weeks, how may hours (both paid time and unpaid time) did you spend planning your math and/or science lessons?</li> <li>a. Math [] I don't teach math</li> <li>b. Science [] I don't teach science</li> </ul> |  |     |  |    |    |  |
| Additional Information   |  |     |  |    |    |  |
| 26. Is there anything else you would like us to know about your math and/or science program, or about this survey?   |  |     |  |    |    |  |
|  |  |     |  |    |    |  |
| -  |  |     |  |    |    |  |
|  |  |     |  |    |    |  |
|  |  |     |  |    |    |  |
|  |  |     |  |    |    |  |