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 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 M	Monteva <mark>l</mark> lo	
University of Alabama at T		
·		
	ystem: (A system list is collected prior to beginning the	;
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 C 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
	Very Well
	Not Applicable
Curren	t Curricular Materials (this question will be asked once a month)
curricula	nk back on your last two weeks (10 full school days) of instruction; what r materials did you use to teach mathematics? Mark all that apply. I don't teach math
C	AMSTI supplied: Description: Description:
Mark all	g your last two weeks, what curricular materials did you use to teach science? I that apply. I don't teach science
C	AMSTI supplied: Brand Y materials (principal survey will supply details of curricular materials) Brand Z materials Other
Instruc	tion (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.*

a. Total Hours of Math Instruction [] I don't teach math. b. Total Hours of Science Instruction [] I don't teach science.
 13. 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
14. 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
15. 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

Assessments (this question will be asked once a month)

ster assessments? Check all that apply.
b. Science Assessments
O I don't teach science
O No, I didn't administer any science assessments
O Yes, I used informal (i.e., assessments that occur
regularly throughout the year in order to inform
instruction) assessments, such as questioning and
observation, to gauge student learning
• Yes, I administered formative paper and pencil
assessments
O 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)
O Yes, I administered standardized assessments
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										
B. Non-AMSTI Mathematics Total Hours		9								C
C. AMSTI Science Total Hours		0								
D. Non-AMSTI Science Total Hours		C	8							C

	0	1	2	3	4	6	6	7	8	9	10	11+	NA
A. AMSTI Mathematics											E		
B. Non-AMSTI Mathematics		C	С	C							E	C	C
C. AMSTI Science											C		C
D. Non-AMSTI Science	C	C				C	C		C		C	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>													
B. Non-AMSTI				C	C	C					C	C	С
· · · · · ·													
Mathematics	C	0	C	C			C	C	C	C		C	0
Mathematics C. AMSTI Science	0		C					C				C	C
Mathematics C. AMSTI Science D. Non-AMSTI Science	C		C	C	C	C	C	the	way	C	C	C	
Mathematics C. AMSTI Science D. Non-AMSTI Science 20. Did the support you repo	C	in (C	tion	19	C	C	the	C	C	C	C	
Mathematics C. AMSTI Science D. Non-AMSTI Science 20. Did the support you report A. AMSTI Mathematics B. Non-AMSTI	orted	in (Ques	tion	19	Char	C	the	way	C	C	C	
Mathematics C. AMSTI Science D. Non-AMSTI Science 20. Did the support you report A. AMSTI Mathematics B. Non-AMSTI Mathematics C. AMSTI Science	orted	in (Ques Yes	tion	19	chan	C	the N	way JA	C	C	C	

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

	Daily	At Least Weekly	Once	Twice	Never	NA
A. AMSTI Mathematics	E					
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		
	Yes		NO	C	
	Ċ 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> Total Hours		0								
B. Non-AMSTI Mathematics Total Hours	C									C
C. AMSTI Science Total Hours		0								
D. Non-AMSTI Science Total Hours	C		С							С

24. Did the training session(s) A. AMSTI <i>Mathematics</i>		report Yes			23 chang NA	ge the way you teach?
B. Non-AMSTI Mathematics		Yes			C	
C. AMSTI Science		Yes		NO		
D. Non-AMSTI Science		Yes		NO		
Planning Time (these questions will be asked once a month)						
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? a. Math []I don't teach math b. Science []I don't teach science						
Additional Information						
26. Is there anything else you would like us to know about your math and/or science program, or about this survey?						