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 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)

Technology

4. To what extent do you agree with the following statements about education technology? Mark one box per row.
(1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree
4=Somewhat Agree, 5=Strongly Agree)

a. Educational technology can be used to improve instructional practice. ☐

b. Educational technology can be used to improve teachers' subject matter knowledge. ☐

c. Educational Technology can be used to improve student learning. ☐

d. Educational technology can be used to improve ☐

e. Educational technology (the availability of) can help to narrow the ☐

students' performance on standardized tests.

achievement gap between traditionally underserved students and other students.

5. Approximately how many computers are available for students to use in your classroom?

- ☐ One computer for each student
- ☐ One computer for every two students
- ☐ One computer for every three students
- ☐ One computer for every four students
- ☐ One computer for every five students
- ☐ One computer for every six or more students
- ☐ Did not have computers in the classroom
- ☐ Not Applicable

6. How many graphing calculators are available for students to use in your classroom?

- ☐ One graphing calculator for each student
- ☐ One graphing calculator for every two students
- ☐ One graphing calculator for every three students
- ☐ 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

7. How many scientific calculators are available for students to use in your classroom?

- ☐ One graphing calculator for each student
- ☐ One graphing calculator for every two students
- ☐ One graphing calculator for every three students

- ☐ 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

8. How many basic/4 function calculators are available for students to use in your 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

9. Is your classroom well equipped with math manipulatives and materials for hands on science?

a. 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. 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

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? **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.

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 *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)

16. 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 (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
❍ 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)

_____

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 *Mathematics* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Non-AMSTI *Mathematics* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. AMSTI *Science* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Non-AMSTI *Science* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

18. ***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 *Mathematics*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Non-AMSTI *Mathematics*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. AMSTI *Science*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Non-AMSTI *Science*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

19. ***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 *Mathematics*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Non-AMSTI *Mathematics*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. AMSTI *Science*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Non-AMSTI *Science*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

20. Did the support you reported in Question 19 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	☐

21. ***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*	☐	☐	☐	☐	☐	☐
B. Non-AMSTI *Mathematics*	☐	☐	☐	☐	☐	☐
C. AMSTI *Science*	☐	☐	☐	☐	☐	☐
D. Non-AMSTI *Science*	☐	☐	☐	☐	☐	☐

22. Has the collaboration 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	☐	

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 *Mathematics* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Non-AMSTI *Mathematics* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. AMSTI *Science* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Non-AMSTI *Science* Total Hours	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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)

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?

_____

_____

_____