Teacher Survey \#01
2006/07 School Year

## AMSTI Teacher Survey \#01

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.

## Definitions

Self-contained classroom - A classroom where the teacher teaches all or most academic subjects to the same group of students all or most of the day.

Main teaching assignment - The activity at which you spend most of your time during the school year.

## 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 T list is collected prior to beginning the surveys and displayed here as a selection list)

## Teaching Assignment

4. What grade level do you primarily teach?

O 3rd-4th combination
O 4th
O 5th
O 4th -5 th combination
O 6th
O 7th
O 8th
O 7 th $-8^{\text {th }}$ combination
O Ungraded
O Other, please
specify
5. Which of the following categories best describes how your math and/or science classes are taught.

Mark no more than 1.
O Self-contained: Teacher teaches most subjects
O Departmentalized instruction (single-subject)
O Taught by Subject Area Specialist (non-departmental)
O Taught by another teacher at my grade level (non-departmental)
O Team-taught, please indicate the name of your partner teacher(s)

O Other, please describe
6. In what subject is your main teaching assignment in the current school year? Mark the box for that subject in the list below. Mark no more than 1.
O No main affiliation with a single
subject (e.g., self-contained O Reading/Language Arts/English classroom)
O Mathematics
O Vocational Field
O Science
O Arts/Music
O Mathematics/Science
O Health/Physical Education
O Technology
O Language Arts/History
O History/Social Studies
O Special Education
O English as a Second Language
O Foreign/World Languages
O Other, please specify:
7. In addition to your main duties, do you have any secondary teaching assignments in the current school year?

```
O Yes
O No
IF `NO` SKIP TO QUESTION 9
```

8. Mark the subject(s) for your secondary teaching assignment(s) in the current school year in the list below. Mark all that apply.

O Reading/Language
Arts/English
O History/Social Studies
O Mathematics
O Science
O Art/Music
O Vocational Field

O Health/Physical Education
O Special Education
O English as a Second Language
O Computers or Technology
O Foreign/World Languages
O Other, please specify:
9. How would you classify your teaching position this school year? Mark one.

O Full-time
O Part-time
10. Are you an AMSTI Lead Teacher? Mark one.

O Yes, I'm the AMSTI Lead Teacher for Math at my school.
O Yes, I'm the AMSTI Lead Teacher for Science at my school.
O No

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.

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 $\qquad$
b. During your last two weeks, what curricular materials did you use to teach science?

Mark all that apply.
O I don't teach science
O AMSTI supplied:
O Brand Y materials (principal survey will supply details of curricular materials)
O Brand Z materials
O Other $\qquad$

## 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 $\qquad$ [ ] I don't teach math.
b. Total Hours of Science Instruction $\qquad$ [ ] 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 $\qquad$ [ ] I don't teach math
b. Hours of Inquiry-Based Science Instruction $\qquad$ [ ] 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 $\qquad$ [ ] I don't teach math
b. Hours of Hands-On Science Instruction $\qquad$ [ ] 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 $\qquad$ [ ] I don't teach math.
b. Hours of science instruction requiring higher-order thinking skills $\qquad$ [ ] 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. | b. Science Assessments |
| :---: | :---: |
| O | I don't teach science |
| O No, I didn't administer any math | O No, I didn’t administer any science |
| Yes, I used informal assessments, such as questioning and observation, to gauge student learning | O Yes, I used informal assessments, such as questioning and observation, to gauge student learning |
| O Yes, I administered formative (i.e., assessments that occur regularly throughout the year in order to inform instruction) paper and pencil assessments | O Yes, I administered formative (i.e., assessments that occur regularly throughout the year in order to inform instruction) 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 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 ssessments | O Yes, I administered standardized assessments |
| Other (please explain) | O Other (please explain) |

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 $\mathbf{2}$ 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. So far this school year, 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 .

| Total Hours | 0 | 5 |  | 10 | 15 | 20 | 25 | 25 | 30 | 35 | 40 | 045 | 45 | 50 | 60 | 90 | 120 | 180 | NA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. AMSTI Mathematics <br> Total Hours | E | C | C | E | E | L | - | C | [ | E | C |  | C | [ | E | [ | E | E | E |
| B. Non-AMSTI <br> Mathematics Total Hours | E | L | [ | C | [ | C | [ | C | L | E | L | C | C | [ | [ | [ | E | E | C |
| C. AMSTI Science Total Hours | E | L | C | C | E | C |  | C | C | L | C | 0 | C | C | E | [ | E | E | E |
| D. Non-AMSTI Science Total Hours | E | C | $\square$ | E | E | C |  | C | C | E | E | 0 | C | [ | C | [ | E | E | E |

18. How many of the hours reported in Question 17 were spent in Summer Institutes?

|  | 0 |  | 10 |  | 20 | ${ }^{25}$ | 30 | ${ }^{35}$ |  | 45 | 0 | 6 0 | $\begin{aligned} & 9 \\ & 0 \end{aligned}$ | 120 | 18 |  | NA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. AMSTI Mathematics Total Hours |  |  | C | [ | [ | [ | [ | C | C | E | - | L | C | E | C |  | [ |
| B. Non-AMSTI Mathematics Total Hours |  | E | C | L | E |  | [ | E | E | L | E | L | L | E | E |  | [ |
| C. AMSTI Science Total Hours |  | E | C | [ | E | L | E | C | E | C | [ |  | L | [ | C |  | C |
| D. Non-AMSTI Science Total Hours |  | E |  | L | E |  | E | C | C | L | E | E | L | C | C |  | C |

19. Have you changed the way you teach as a result of the training you received in the Summer Institutes?

| A. AMSTI Mathematics | E | Yes | E | NO | NA |
| :---: | :---: | :---: | :---: | :---: | :---: |
| B. Non-AMSTI Mathematics | E | Yes | E | NO | E |
| C. AMSTI Science | E | Yes | E | NO | E |
| D. Non-AMSTI Science | E | Yes | E | NO | E |

20. So far this school year, 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 | 7 | 8 | 9 | 10 | 11+ | NA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. AMSTI Mathematics | E | L | C | E | E | [ |  | C | E | L | C | C | L | L | E | E |
| B. Non-AMSTI Mathematics | C | L | C | E | E | C |  | E | E | L | 0 | C | L | L | C | E |
| C. AMSTI Science | E | C | C | E | C | C |  | C | E | L | 0 |  | L | E | C | E |
| D. Non-AMSTI Science | E | L |  | E | C | L |  | C | E | E | 0 |  | E | E | E | E |

21. So far this school year, 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 | C | L | E | C | E | C | L | L | L | C | L | C | L |
| B. Non-AMSTI Mathematics | E | C | E | C | E | C | L | L | C | L | E | E | E |
| C. AMSTI Science | E | E | E | L | E | C | E | E | E | C | E | E | E |
| D. Non-AMSTI Science | E | E | E | E | E | E | E | E | C | C | E | E | E |

22. Did the support you reported in Question 21 change the way you teach?

| A. AMSTI Mathematics | E | Yes | E | NO | NA |
| :---: | :---: | :---: | :---: | :---: | :---: |
| B. Non-AMSTI Mathematics | L | Yes | C | NO | C |
| C. AMSTI Science | E | Yes | E | NO | E |
| D. Non-AMSTI Science | L | Yes | E | NO | L |

23. So far this year, how frequently have you had collaboration meetings with other teachers (e.g., for planning lessons) for math and science?

|  | Daily | At Least <br> Weekly | At Least <br> Monthly | Once or <br> Twice | Never | NA |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| A. AMSTI Mathematics | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ |
| B. . Non-AMSTI <br> Mathematics | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ |
| C. AMSTI Science | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ |
| D. Non-AMSTI Science | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ | $\mathbb{E}$ |

24. Has the collaboration you reported in Question 23 change the way you teach?
A. AMSTI Mathematics
B. Non-AMSTI
B. Non-AMS
Mathematics
E Yes
[ NO
NA
$\square$ Yes $\quad \square_{\text {NO }}$
E Yes $\mathbf{E}$ NO
E Yes $\quad \mathbf{C}$ NO
D. Non-AMSTI Science
25. How many of the hours reported in Question 17 were spent in training sessions other than summer institutes, support, or collaboration meetings (e.g., school training sessions held after school, on the weekend, or early release days)?

|  | 0 | 5 | 10 | 15 |  | 20 | 25 | 30 | 35 | 40 | 0 | 45 | 50 | 60 | 90 | 120 | 180 | NA |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. AMSTI Mathematics Total Hours | C | [ | C | D |  | [ | [ | L | E | D | C | [ | E | E | C | E | E | E |
| B. Non-AMSTI <br> Mathematics Total Hours | C | [ | C | L |  | L | C | L | C | C | C | C | C | E | C | L | E | E |
| C. AMSTI Science Total Hours | E | L | C | L |  | E | E | C | C | L | C | C | C | L | E | L | E | L |
| D. Non-AMSTI Science Total Hours | C | L | C | D |  | L | E | C | C | C | C | C | E | C | [ | C | E | E |

26. Did the training session(s) you reported in Question 25 change the way you teach?


Planning Time (these questions will be asked once a month)
27. 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 I don't teach math
b. Science $\qquad$ [] I don't teach science
28. How much paid time do you receive each week for planning all of your lessons (include time for planning math, science, and everything else you teach)? $\qquad$

## Additional Information

29. Is there anything else you would like us to know about your math and/or science program or about this survey?
