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Appendix C
Teacher Web-Based Survey #3

AMSTI Teacher Survey #3

The collection of information in this study is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (PL 107-279 Title I, Part C, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, school name, address, telephone number, or identification number with your responses will be included in the statistical reports.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx (expiration date: __/__/__). The time required to complete this information collection is estimated to average 20 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please contact: the Department of Education 50 North Ripley Street PO Box 302101 Montgomery, AL 36104. If you have comments or concerns regarding the status of your individual submission, e-mail directly to: Laurel Sterling at lsterling@empiricaleducation.com or call toll free 1-888-486-8886 ext. 127.

You may want your lesson planner in front of you to answer some of the questions.

Identification

1. Please enter your first and last name here _____

2. **During the past two weeks,** what curricular and other print materials did you use to teach *mathematics and/or science?* **Mark all that apply.**
__AMSTI supplied: (Please list)
_____
_____
__A+ Learning Computer Program
__Accelerated Math
__Alabama Course of Study
__Alabama Science in Motion
__Carolina Biological
__CPO Science
__Edutest
__Glencoe
__Harcourt Brace
__Holt Science
__Houghton Mifflin
__Integrated Science
__Lightspan
__Macmillan
__Math for Today
__McGraw-Hill
__Saxon Math
__Scholastic
__Science World
__Scott Foresman Science
__SRA Intervention Math
__Other: (Please list)
_____
_____

3a. Do you currently teach mathematics?
__Yes (Go to question 3b)
__No (Go to question 15a)

3b. Do you teach mathematics to students who are not assigned to you on your school's official computerized class roster? Examples:

- swapping students based on test scores or other factor(s)
- team teaching where you and another teacher teach both your own students and that teacher's students
- supporting another teacher to teach the students in that teacher's classroom.
- other

__Yes, please specify _____ (Go to question 3c)
__No, I only teach math to students in my own class(es) (Go to question 3f)

3c. Please name the teachers whose students you teach math, or whose students you partner in teaching math, or whom you support in the classroom for math

_____

3d. If you swap math students based on test scores, which test do you use to make that determination

_____

3e. If you swap math students based on test scores, what is the score range of the students you teach?

_____

3f. Have you taught the same groups of math students since at least October of this school year?
__Yes
__No; please explain why not: _____

Math Instructional Strategies

The following questions are attempting to understand the number of hours that students receive of each type of instruction. Each question asks you to reflect upon the last two weeks (ten full days) of instruction.

4a. **Think back on your last two weeks (10 full days) of instru**ction: approximately how many minutes did your students spend doing math in your class? *Please be sure to consider all activities, including discussion, lecture, reading, watching video, hands-on activities, worksheets, and activities that integrate math with other subjects.*
Minutes of math instruction _____

4b. The number in question 4a represents my minutes of instruction
__Daily
__Weekly
__For two weeks

4c. How many math classes (i.e. different groups of students) do you teach?
__1 (Go to question 4e)
__2 (Go to question 4d)
__3 (Go to question 4d)
__4 (Go to question 4d)
__5 (Go to question 4d)
__6 (Go to question 4d)
__7 (Go to question 4d)
__8 (Go to question 4d)
__Other, please specify _____ (Go to question 4d)

4d. Is the number in question 4a the sum of the minutes for all math classes or the average minutes per class?
__Sum
__Average

4e. For the remainder of the math instruction section of this survey, please continue to calculate your responses in the same manner as you did for question 4a.
__OK

5. 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 minutes did students participate in **Inquiry-Based Instruction** in your math class?
Minutes of inquiry-based math instruction _____

6. **During the past two weeks,** approximately how many minutes did students participate in **hands-on math activities** (involving active participation; applied, as opposed to theoretical)? Please enter the total number of minutes.
Minutes of hands-on math instruction _____

7. **During the past two weeks,** how many minutes were your students engaged in math 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*.) Please enter the total number of minutes.
Minutes of higher-order thinking skills in math _____

8. **During the past two weeks,** about how much time did you teach using **AMSTI supplied print materials**? Please enter the total number of minutes. If you do not teach AMSTI, please enter "0."
Minutes using AMSTI supplied math print materials _____

9. **During the past two weeks**, what type of **math assessments** did you use in your classroom? Please check all that apply.
__ Informal assessments, such as questioning and observation, to gauge student learning
__ Formative paper and pencil assessments (i.e., assessments that occur regularly throughout the year in order to inform instruction)
__ 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)
__ Standardized assessments
__ Other, please describe _____
__ I did not administer any math assessments

10a. The following questions refer to math Professional Development (PD) activities in which you have participated **during the past month**.

For *AMSTI*: Please include any professional development you have received as part of the AMSTI program or in any way connected with AMSTI.
For *Non-AMSTI*: Please include all non-AMSTI professional development you have received.

During the past month, how much professional development have you received for your math program. ***Please do not include support or collaboration meetings.*** Please enter the total hours of training in each box.

AMSTI Mathematics _____
Non-AMSTI Mathematics _____
10b. To what extent have the ***math*** professional development activities increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

11a. **During the past month**, how many times did you ***try*** contacting someone for **support** (e.g., for mentoring or coaching) with math instruction?
AMSTI Mathematics Total Times_____
Non-AMSTI Mathematics Total Times _____

11b. **During the past month**, how many times did someone actually **provide support** (e.g., for mentoring or coaching) with math instruction?
AMSTI Mathematics Total Times_____
Non-AMSTI Mathematics Total Times _____

11c. To what extent have the ***math* support** activities listed in question 11b increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

12a. **During the past month**, how frequently have you had **collaboration meetings** with other teachers (e.g., for planning lessons) for math?
1=Never, 2=Once or twice, 3=At least weekly, 4=Daily, NA= Not applicable

AMSTI Mathematics_____
Non-AMSTI Mathematics_____

12b. To what extent have the ***math* collaboration** activities listed in question 12a increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

13. **During the past two weeks**, how many hours (both paid and unpaid time) did you spend planning your math lessons? Please enter the **total** number of hours.
Math _____

Math Materials

14a. How well is your classroom equipped with the **types** of **math manipulatives** you need?
__I have all the types that I need
__I have most the types that I need
__I have some of the types that I need
__I don't have any manipulatives

14b. How well is your classroom supplied with **quantities** of **math manipulatives**?
__I have enough manipulatives for all of my students
__I have enough manipulatives for most of my students
__I have enough manipulatives for some of my students
__I don't have any manipulatives

Science

15a. Do you currently teach science?
__Yes (Go to question 15b)
__No (Go to question 27)

15b. Do you teach science to students who are not assigned to you on your school's official computerized class roster? Examples:

- swapping students based on test scores or other factor(s)
- team teaching where you and another teacher teach both your own students and that teacher's students
- supporting another teacher to teach the students in that teacher's classroom.
- other

__Yes, please specify _____ (Go to question 15c)
__No, I only teach science to students in my own class(es) (Go to question 15f)

15c. Please name the teachers whose students you teach science, or whose students you partner in teaching science, or whom you support in the classroom for science
_____

15d. If you swap science students based on test scores, which test do you use to make that determination
_____

15e. If you swap science students based on test scores, what is the score range of the students you teach?
_____

15f. Have you taught the same groups of science students since at least October of this school year?
__Yes
__No; please explain why not: _____

Science Instructional Strategies

The following questions are attempting to understand the number of hours that students receive of each type of instruction. Each question asks you to reflect upon the last two weeks (ten full days) of instruction.

16a. **Think back on your last two weeks (10 full days) of instru**ction: approximately how many minutes did your students spend doing science in your class? *Please be sure to consider all activities, including discussion, lecture, reading, watching video, hands-on activities, worksheets, and activities that integrate science with other subjects.*
Minutes of science instruction _____

16b. The number in question 16a represents my minutes of instruction
__Daily
__Weekly
__For two weeks

16c. How many science classes (i.e. different groups of students) do you teach?
__1 (Go to question 16e)
__2 (Go to question 16d)
__3 (Go to question 16d)
__4 (Go to question 16d)
__5 (Go to question 16d)
__6 (Go to question 16d)
__7 (Go to question 16d)
__8 (Go to question 16d)
__Other, please specify _____ (Go to question 16d)

16d. Is the number in question 16a the sum of the minutes for all science classes or the average minutes per class?
__Sum
__Average

16e. For the remainder of the science instruction section of this survey, please continue to calculate your responses in the same manner as you did for question 16a.
__OK

17. 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 minutes did students participate in **Inquiry-Based Instruction** in your science class?
Minutes of inquiry-based science instruction _____

18. **During the past two weeks,** approximately how many minutes did students participate in **hands-on science activities** (involving active participation; applied, as opposed to theoretical)? Please enter the total number of minutes.
Minutes of hands-on science instruction _____

19. **During the past two weeks,** how many minutes were your students engaged in science 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*.) Please enter the total number of minutes.
Minutes of higher-order thinking skills in science _____

20. **During the past two weeks,** about how much time did you teach using **AMSTI supplied print materials**? Please enter the total number of minutes. If you do not teach AMSTI, please enter "0."
Minutes using AMSTI supplied science print materials _____

21. **During the past two weeks**, what type of **science assessments** did you use in your classroom? Please check all that apply.
__ Informal assessments, such as questioning and observation, to gauge student learning
__ Formative paper and pencil assessments (i.e., assessments that occur regularly throughout the year in order to inform instruction)
__ 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)
__ Standardized assessments
__ Other, please describe _____
__ I did not administer any science assessments

Science Professional Development

22a. The following questions refer to science Professional Development (PD) activities in which you have participated **during the past month**.

For *AMSTI*: Please include any professional development you have received as part of the AMSTI program or in any way connected with AMSTI.
For *Non-AMSTI*: Please include all non-AMSTI professional development you have received.

During the past month, how much professional development have you received for your science program. ***Please do not include support or collaboration meetings.*** Please enter the total hours of training in each box.

AMSTI Science _____
Non-AMSTI Science _____

22b. To what extent have the science professional development activities increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

23a. **During the past month**, how many times did you ***try*** contacting someone for **support** (e.g., for mentoring or coaching) with science instruction?
AMSTI Science Total Times_____
Non-AMSTI Science Total Times _____

23b. **During the past month**, how many times did someone actually **provide support** (e.g., for mentoring or coaching) with science instruction?
AMSTI Science Total Times_____
Non-AMSTI Science Total Times _____

23c. To what extent have the ***science*** **support** activities listed in question 23b increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

24a. **During the past month**, how frequently have you had **collaboration meetings** with other teachers (e.g., for planning lessons) for science?
1=Never, 2=Once or twice, 3=At least weekly, 4=Daily, NA= Not applicable

AMSTI Science _____
Non-AMSTI Science s_____

24b. To what extent have the ***science*** **collaboration** activities listed in question 12a increased the following?
1= Not at all or very little, 2=To some extent, 3= A great deal, NA= Not applicable

_____Your ability to incorporate technology into your teaching
_____Your ability to use new teaching methods
_____Your ability to teach basic skills and facts
_____Your classroom management strategies
_____Your ability to teach critical thinking skills to your students
_____Your students' academic achievement
_____The way you assess student work

25a.. **During the past two weeks**, how many hours (both paid and unpaid time) did you spend planning your Science lessons? Please enter the **total** number of hours.
Science _____

Science Materials

26a. How well is your classroom equipped with the **types** of **materials for hands-on science** you need?
__I have all the types that I need
__I have most the types that I need
__I have some of the types that I need
__I don't have any hands-on science materials

26b. How well is your classroom supplied with **quantities** of **materials for hands-on science**?
__I have enough materials for hands-on science for all of my students
__I have enough materials for hands-on science for most of my students
__I have enough materials for hands-on science for some of my students
__I don't have any materials for hands-on science

Technology

27.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
_____Educational technology can be used to improve instructional practice.
_____Educational technology can be used to improve teachers' subject matter knowledge.

_____Educational Technology can be used to improve student learning.
_____ Educational technology can be used to improve students' performance on standardized tests.
_____Educational technology (the availability of) can help to narrow the achievement gap between traditionally underserved students and other students.

28. 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

29. 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

30**.** 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

31. 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

32. How well are your technical support needs met?
__Not very well
__Moderately well
__Very well
__Not applicable

Additional Information

33. Please provide your name and mailing address so that we may mail you your stipend check at the end of the school year.

_____
_____
_____

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

_____
_____