

## Appendix D Teacher Web-Based Survey #4

### *AMSTI Teacher Survey #4*

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@empiricaeducation.com](mailto:lsterling@empiricaeducation.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

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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)

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- 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)
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### **Math**

3. Do you currently teach mathematics?

- Yes (Go to question 4)
- No (Go to question 17)

4. Please indicate your level of agreement with the following statement:

*"The curricular and other print materials used in my classroom are adequate for helping students meet the requirements of the Course of Study for Mathematics."*

- Strongly agree
- Somewhat agree
- Unsure
- Somewhat disagree
- Strongly disagree

## 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.

5a. **Think back on your last two weeks (10 full days) of instruction:** 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 \_\_\_\_\_

5b. The number in question 5a represents my minutes of instruction

Daily

Weekly

For two weeks

5c. How many math classes (i.e. different groups of students) do you teach?

1 (Go to question 5e)

2 (Go to question 5d)

3 (Go to question 5d)

4 (Go to question 5d)

5 (Go to question 5d)

6 (Go to question 5d)

7 (Go to question 5d)

8 (Go to question 5d)

Other, please specify \_\_\_\_\_ (Go to question 5d)

5d. Is the number in question 5a the sum of the minutes for all math classes or the average minutes per class?

Sum

Average

5e. 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 5a.

OK

6. 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 \_\_\_\_\_

7. **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 \_\_\_\_\_

8. **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 \_\_\_\_\_

9. **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 \_\_\_\_\_

10. **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

## Math Professional Development

11a. 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 \_\_\_\_\_

11b. 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

12a. **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 \_\_\_\_\_

12b. **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 \_\_\_\_\_

12c. To what extent have the **math support** activities listed in question 12b 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

13a. **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 \_\_\_\_\_

13b. To what extent have the **math collaboration** activities listed in question 13a 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

14. **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 \_\_\_\_\_

### Student Engagement and Self Rating

15. Please rate the *average* level of student engagement in your math classes this school year. Students would be considered fully engaged if they not only paid full attention but also participated fully and completed all assignments.

- a. Not Engaged      b. Slightly Engaged      c. Moderately Engaged      d. Almost Fully Engaged  
g. Fully Engaged

Math \_\_\_\_\_

16 Please answer the following questions based on the given scale.

**a. Very High b. High c. Moderate d. Low e. Very Low f. Not Applicable**

How would you rank your math **content knowledge** for teaching math at your current grade level?

How would you rank your **skill level** at teaching math at your current grade level?

How would you rank your **student's response** to math instruction in your class?

How would you rank your student's **ability to retain** math content knowledge?

How would you rank your **student's enjoyment** of learning math?

### Science

17. Do you currently teach science?

Yes (Go to question 18)

No (Go to question 32)

18. Please indicate your level of agreement with the following statement:

*"The curricular and other print materials used in my classroom are adequate for helping students meet the requirements of the Course of Study for Science."*

Strongly agree

Somewhat agree

Unsure

Somewhat disagree

Strongly disagree

### Technology

Y=Yes N=No ?=Not Sure

19. Two columns 1. Has this item been available for you to use for science lessons this school year? 2. Did you use this item for science lessons this school year?

Alcohol thermometer

Aneroid barometer

Electrical conductivity tester

Soil thermometer

Mercury barometer

Calibration thermometer

Clinometer

Compass

Computer

Densimeter

Digital camera

Digital thermometer

GPS Unit

LaMotte Alkalinity Test Kit

LaMotte Dissolved Oxygen Test Kit

LaMotte Nitrate Test Kit

pH Pen

Sling psychrometer

## 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.

20a. **Think back on your last two weeks (10 full days) of instruction:** 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 \_\_\_\_\_

20b. The number in question 20a represents my minutes of instruction

- Daily  
 Weekly  
 For two weeks

20c. How many science classes (i.e. different groups of students) do you teach?

- 1 (Go to question 20e)  
 2 (Go to question 20d)  
 3 (Go to question 20d)  
 4 (Go to question 20d)  
 5 (Go to question 20d)  
 6 (Go to question 20d)  
 7 (Go to question 20d)  
 8 (Go to question 20d)  
 Other, please specify \_\_\_\_\_ (Go to question 20d)

20d. Is the number in question 20a the sum of the minutes for all science classes or the average minutes per class?

- Sum  
 Average

20e. 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 20a.

OK

21. 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 \_\_\_\_\_

22. **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 \_\_\_\_\_

23. **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 \_\_\_\_\_

24. **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 \_\_\_\_\_

25. **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

26a. 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 \_\_\_\_\_

26b. 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

27a. **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 \_\_\_\_\_

27b. **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 \_\_\_\_\_

27c. To what extent have the **science support** activities listed in question 27b 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

28a. **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 \_\_\_\_\_

28b. To what extent have the **science collaboration** activities listed in question 28a 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

29. **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 \_\_\_\_\_

30. Please rate the *average* level of student engagement in your science classes this school year. Students would be considered fully engaged if they not only paid full attention but also participated fully and completed all assignments.

- a. Not Engaged      b. Slightly Engaged      c. Moderately Engaged      d. Almost Fully Engaged
- g. Fully Engaged

Science \_\_\_\_\_

31. Please answer the following questions based on the given scale.

- a. Very High   b. High   c. Moderate   d. Low   e. Very Low   f. Not Applicable**

How would you rank your science **content knowledge** for teaching math at your current grade level?

How would you rank your **skill level** at teaching science at your current grade level?

How would you rank your **student's response** to science instruction in your class?

How would you rank your student's **ability to retain** science content knowledge?

How would you rank your **student's enjoyment** of learning science?

**Additional Information**

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

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