Alabama Math, Science, and Technology Initiative



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

- 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 primari	ly teach?
O 3rd -4th combination	
O 4th	
O 5th	
• 4th – 5th combination	
O 6th	
O 7th	
O 8th	
O 7 th -8 th combination	
O Ungraded	
Other, please	
specify	
	escribes how your math and/or science classes are taught.
Mark no more than 1.	
O Self-contained: Teacher	•
O Departmentalized instruct	` & ' '
	Specialist (non-departmental)
•	r at my grade level (non-departmental)
Team-taught, please indi	cate the name of your partner teacher(s)
Other, please describe	_
6. In what subject is your main teac	hing 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
Carte Technology	O Special Education
Conguage Arts/History	O English as a Second Language
O History/Social Studies	
	O Foreign/World Languages
•	O Foreign/World LanguagesO Other, please specify:

the current school year? O Yes O No IF 'NO' SKIP TO QUES'	
year in the list below. Mark all t	econdary teaching assignment(s) in the current school hat apply.
O Reading/Language Arts/English	O Health/Physical Education
O History/Social Studies	O Special Education
O Mathematics	O English as a Second Language
O Science	O Computers or Technology
O Art/Music	O Foreign/World Languages
O Vocational Field	Other, please specify:
9. How would you classify your to O Full-time O Part-time	teaching position this school year? Mark one.
10. Are you an AMSTI Lead Tead O Yes, I'm the AMSTI Lead Tead O Yes, I'm the AMSTI Lead Tead O No	acher for Math at my school.

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
 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
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? <i>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.</i>
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 <u>all</u> of the following activities as part of the learning process: Make observations

• Review what is already known in light of experimental evidence

• Use tools to *gather*, *analyze*, *and interpret data*

Plan investigations

- 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)

16. During the past two weeks, did you administer assessments? Check all that apply.

a. Math Assessments O I don't teach math O No, I didn't administer any math assessments 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 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 explain)

- b. Science Assessments
- O I don't teach science
- O No, I didn't administer any science assessments
- 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 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
- 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 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	30	35	40	45	50	60	90	120	180	NA
A. AMSTI <i>Mathematics</i> Total Hours															0	
B. Non-AMSTI Mathematics Total Hours															C	С
C. AMSTI Science Total Hours															C	
D. Non-AMSTI Science Total Hours	C		C	C							С	С		C	C	С

18. How many of the hours re	por	ted	in Q	uesi	tion	17	wer	e sp	ent	in S	umi	mer	Inst	titutes	?
	0	5	10	15	20	25	30	35	40	45	5 0	6 0	9	120	180
A. AMSTI <i>Mathematics</i> Total Hours															
B. Non-AMSTI Mathematics Total Hours															C
C. AMSTI Science Total Hours															
D. Non-AMSTI Science Total Hours															C
19. Have you changed the wa Summer Institutes? A. AMSTI <i>Mathematics</i> B. Non-AMSTI	y yo	<u> </u>	each Yes Yes		N N	O	of tl		ΙA	ing :	you	rec	eive	d in tl	he
Mathematics C. AMSTI Science		١,	<i>Y</i> es	E-9]						
D. Non-AMSTI Science			Yes			_]						
20. So far this school year, ho (e.g., for mentoring or coachi	ng)	wit	h ma	th a	nd s	scie	nce	inst	ruct	ion'	?				
	0	1	2	3	4	6	6	7	8	9	10	1	1+	NA	A
A. AMSTI Mathematics													3		
B. Non-AMSTI Mathematics	C				C								3	0	
C. AMSTI Science													3		
D. Non-AMSTI Science	8											E]	C	

NA

0

	0	1	2	3	4	6	6	7	8	9	10	11+	N/	4
A. AMSTI Mathematics	C										E		0	
B. Non-AMSTI Mathematics	C	C		C							C	C	C	
C. AMSTI Science	0	0											0	
D. Non-AMSTI Science	C			С							C	С	C	
22. Did the support you repo	orted	in (Dues	tion	21	chai	nge	the	way	v vo	u tead	ch?		
A. AMSTI Mathematics			Yes				50		ΙΑ	jo	a tour			
B. Non-AMSTI Mathematics			Yes		נ ו]					
C. AMSTI Science		١,		ľ	7				7					
			Yes		- 1	VО			2					
	Quent		Yes		hac	OV	llah		2	mee	otinos	with	other	
D. Non-AMSTI Science 23. So far this year, how free teachers (e.g., for planning leachers teachers)	quent esson Da	lly has) f	Yes nave for m	you nath t Lea	hac and	NO co	ence At L Mon	orate?	ion	Oı T	nce o	r N	ever	ľ
23. So far this year, how free teachers (e.g., for planning lands) A. AMSTI <i>Mathematics</i>	quent	lly has) f	Yes nave for m	you nath	hac and	NO co	ence At L	orate?	ion	Oı T	nce o	r N		Τ
23. So far this year, how free teachers (e.g., for planning l	quent esson Da	aly haily	Yes nave for m	you nath t Lea	hac and	NO co	ence At L Mon	orate?	ion	O ₁	nce o	r N	ever	ľ
23. So far this year, how free teachers (e.g., for planning leachers (A. AMSTI <i>Mathematics</i> B. Non-AMSTI	quent esson Da	aily haily	Yes nave for m At	you nath Lea /eek	hac and	NO co	At L Mon	orat	ion	O ₁	nce o Wice	r N	ever	1
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23. So far this year, how free teachers (e.g., for planning leachers (e.g., for planning leachers (e.g., for planning leachers (e.g., for planning leachers) A. AMSTI Mathematics B. Non-AMSTI Mathematics C. AMSTI Science D. Non-AMSTI Science	Quent esson	aily has) f	Yes nave For n At	younath t Les	hacand	NO scient	ence At I Mon	orat	ion tty	Oi	nce o 'wice C	r N	ever	
23. So far this year, how free teachers (e.g., for planning leachers (e.g.	Quent esson	aily has) f	Yes nave For n At W	younath t Les Yeek C C Qua	had and ast dy	NO science A Market Property of the American Ame	ence At I Mon	orat	ion t y	Oi	nce o 'wice C	r N	ever	1
23. So far this year, how free teachers (e.g., for planning leachers leachers) A. AMSTI Mathematics D. Non-AMSTI Science 24. Has the collaboration you have a collaboration y	Quenti esson	orte	Yes nave For n At W W ed in Yes	younath t Les Yeek C C Qua	hac and ast lly	NO science of the sci	ence At I Mon	orat	ion t y	Oi	nce o 'wice C	r N	ever	

	0	5	10	15	20	25	30	35	40	45	50	60	90	120	180	NA
A. AMSTI <i>Mathematics</i> Total Hours												C		E	С	
B. Non-AMSTI Mathematics Total Hours		C	C	C	С						С	C		C	С	C
C. AMSTI <i>Science</i> Total Hours												C		С	C	
D. Non-AMSTI Science Total Hours		0	C	C								C		С		
26. Did the training session(s) yo	u re	port	ed i	n Q	uest	ion	25 c	han	ige 1	he w	ay yo	u tea	nch?		
A. AMSTI Mathematics		•	Yes		N	O		N	ΙA							
B. Non-AMSTI Mathematics		3	Yes		N	O			2							
C. AMSTI Science		•	Yes		N	O]							
D. Non-AMSTI Science		7	Yes		N	0			1							
Planning Time (these que 27. During the past two week spend planning your math and a. Math [] don't te b. Science [] don't	s, ho d/or ach	ow : scie	may ence h	hou	ırs (botł			ŕ		unpa	id tim	ue) d	id yoı	u	
28. How much <i>paid</i> time do y (include time for planning ma							-		•	-	•			S		
Additional Information 29. Is there anything else you program or about this survey	wo	uld	like	us t	o kr	now	abo	out y	our	ma	th and	d/or so	cien	ce		