

Exhibit D

Hybrid Algebra I Teacher Questionnaire

Revised 14 Dec 2007

Kentucky Virtual High School Hybrid Algebra I Teacher Questionnaire

Directions: Please indicate your level of agreement with the following statements by rating each one from Strongly Disagree to Strongly Agree. **Note:** Hybrid Algebra I Approach is defined as student use of KVHS online Algebra I student courseware for two days per week or 40% of the instructional time combined with routine teacher use of strategies and resources provided in professional development.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Use of the Hybrid Algebra I Approach is effective for helping students learn key algebraic concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teaching is student-centered when I use the Hybrid Algebra I Approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Hybrid Algebra I Approach emphasizes helpful learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think the Hybrid Algebra I Approach effectively covers the knowledge and skills students need to successfully pass an Algebra I End of Course (EOC) exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student interest and engagement is high when I use the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The difficulty level of the KVHS Algebra I student courseware is appropriate for most of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can implement the Hybrid Algebra I Approach according to the recommended guidelines [as stated in the "Note" included with the Directions above.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have received adequate training to effectively implement the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I routinely use the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to align the KVHS Algebra I Curriculum with Kentucky's standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The amount of academically focused class time is high when I use the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have the essential Algebra I knowledge and skills needed to conduct classes that implement the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have the essential technology knowledge and skills needed to conduct classes that implement the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can readily obtain answers to questions regarding implementation of the Hybrid Algebra I Approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I often use computers to provide differentiated instruction based on individual learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Use of the Hybrid Algebra I Approach is effective for helping students learn key algebraic mechanics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While implementing the Hybrid Algebra I Approach this past year:

...how often did YOU do the following during DIRECT Instruction:	Never	Rarely	Occasionally	Frequently	Extensively
17. Ask "Why..." and "What if..." questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use number lines, graphs, or diagrams to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Use a computer to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Per the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, "Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law."

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxx-xxx. The time required to complete this information collection is estimated to average 12 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concern regarding the status of your individual submission of this form, write directly to: (insert program sponsor/office), U.S. Department of Education, 400 Maryland Avenue, S.W., (insert building/room number), Washington, D.C. 20202-xxxx.

While implementing the Hybrid Algebra I Approach this past year:

...how often did YOUR STUDENTS...	Never	Rarely	Occasionally	Frequently	Extensively
20. Work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Write to explain algebra (e.g., descriptions, poetry, songs, reflections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Talk to explain algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Use things like algebra tiles or blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Use activities such as "guess and check", estimating, or drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use graphing calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Use computers to learn Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Use "Exit Slips"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math-Related Professional Development (PD)

To what degree did the Hybrid/Spotlight PD change the way you teach Algebra I	Not at all	Some	A lot
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not counting Hybrid and Spotlight training, to what degree has participation in the following math-related PD/graduate work (completed during the past 12 months) changed the way you teach Algebra I?	Not at all	Some	A lot	Did not complete math PD/course(s)
28. Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Extended (non-graduate school) PD programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Graduate coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please list any PD or other specific changes that occurred in your school, department or classroom in the last 12 months that you believe affected student success in Algebra I such use of as Carnegie Learning: Bridge to Algebra, Math Recovery, or Number World.

Your reflections about using your the Hybrid Algebra I Approach

Please place your responses to the following questions in the space provided.

31. What do you feel is the greatest benefit of using the Hybrid Algebra I Approach?

32. What do you feel is the most difficult aspect of the Hybrid Algebra I Approach?

33. How could the Hybrid Algebra I Approach be improved?

34. Yes No Please explain your choice.

35. Other comments?

The University of Memphis: Center for Research in Educational Policy

Section 2

1a. Are there regularly scheduled, structured activities or meeting times at your school designed to encourage collaboration among teachers (for example, group lesson planning, professional learning communities, etc.)?
 Yes No [Skip to Question 2]

	One or more times per week	Two or more times per month	About once per month	Less than once per month	Never
1b. How frequently do you participate in any of these regularly scheduled group activities or meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. How frequently do these meetings/activities focus on the following topics:	Frequent Topic	Occasional topic	Rare topic		
• What students are taught (curricula, lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• How students are taught (pedagogy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Student behavior/disciplinary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Student assessment/achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	One or more times per week	Two or more times per month	About once per month	Less than once per month	Never
2. How frequently do you have a less formal conversation lasting at least 10 minutes with at least one other teacher in your school focused on the following topics:					
• What students are taught (curricula, lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• How students are taught (pedagogy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student behavior/disciplinary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student assessment/achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other topics related to education/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Topics NOT related to education/teaching (for example, personal life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a. Over the course of the last year, have you voluntarily implemented any new approaches or ideas in your classroom that were suggested by another teacher in your school? Please do not include any changes that you were required to implement.
 Yes No [Skip to Question 4]

3b. Please check all that apply regarding the new idea/approach you implemented:

• What students are taught (curricula, lesson plans)	<input type="checkbox"/>
• How students are taught (pedagogy)	<input type="checkbox"/>
• Student behavior/disciplinary issues	<input type="checkbox"/>
• Student assessment/achievement	<input type="checkbox"/>

4. Over the course of the last year, have you shared (either given or received) classroom materials (excluding items unrelated to teaching, such as cleaning supplies) with another teacher in your school? Check all that apply.

• Handouts	<input type="checkbox"/>
• Manipulatives	<input type="checkbox"/>
• Lesson plans	<input type="checkbox"/>
• Assessments (tests)	<input type="checkbox"/>
• Other (please describe)-----	<input type="checkbox"/>

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Kentucky Virtual High School Algebra I Control Teacher Questionnaire

Directions: Please indicate your level of agreement with the following statements by rating each one from Strongly Disagree to Strongly Agree.

Note: "My district's Algebra I curriculum" is defined as the district-approved scope and sequence for Algebra I.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Use of my district's Algebra I curriculum is effective for helping students learn key algebraic concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teaching is student-centered when I use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My district's Algebra I curriculum emphasizes helpful learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think my district's Algebra I curriculum effectively covers the knowledge and skills students need to successfully pass an Algebra I End of Course (EOC) exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student interest and engagement is high when I use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The difficulty level of my district's Algebra I curriculum is appropriate for most of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can implement my district's Algebra I curriculum according to the recommended guidelines [as stated in the "Note" included with the Directions above.].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have received adequate training to effectively teach my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I routinely base my classroom instruction on my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to align my district's Algebra I curriculum with Kentucky's standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The amount of academically focused class time is high when I use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have the essential Algebra I knowledge and skills needed to conduct classes that implement my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have the essential technology knowledge and skills needed to conduct classes that implement my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can readily obtain answers to questions regarding implementation of my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I often use computers to provide differentiated instruction based on individual learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Use of my district's Algebra I curriculum is effective for helping students learn key algebraic mechanics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While teaching Algebra I this past year:

how often did YOU do the following during DIRECT Instruction:	Never	Rarely	Occasionally	Frequently	Extensively
17. Ask "Why..." and "What if..." questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use number lines, graphs, or diagrams to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Use a computer to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Per the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, "Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law."

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While teaching Algebra I this past year:

...how often did YOUR STUDENTS...	Never	Rarely	Occasionally	Frequently	Extensively
20. Work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Write to explain algebra (e.g., descriptions, poetry, songs, reflections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Talk to explain algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Use things like algebra tiles or blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Use activities such as "guess and check", estimating, or drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use graphing calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Use computers to learn Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Use "Exit Slips"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math-Related Professional Development (PD)

To what degree has participation in the following math-related PD/graduate work (completed during the past 12 months) changed the way you teach Algebra I?	Not at all	Some	A lot	Did not complete math PD/course(s)
28. Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Extended (non-graduate school) PD programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Graduate coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please list any PD or other specific changes that occurred in your school, department or classroom in the last 12 months that you believe affected student success in Algebra I such as use of Carnegie Learning: Bridge to Algebra, Math Recovery, or Number World.

Your reflections about using your district's Algebra I curriculum

Please place your responses to the following questions in the space provided.

31. What do you feel is the greatest benefit of using your district's Algebra I curriculum?

32. What do you feel is the most difficult aspect of your district's Algebra I curriculum?

33. How could your district's Algebra I Curriculum be improved?

34. If you teach Algebra I again, would you prefer to use the district's current Algebra I curriculum or a revised curriculum?

Current

Revised

Please explain your choice.

35. Other comments?

The University of Memphis: Center for Research in Educational Policy

Section 2

1a. Are there regularly scheduled, structured activities or meeting times at your school designed to encourage collaboration among teachers (for example, group lesson planning, professional learning communities, etc.)?
 Yes No [Skip to Question 2]

	One or more times per week	Two or more times per month	About once per month	Less than once per month	Never
1b. How frequently do you participate in any of these regularly scheduled group activities or meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. How frequently do these meetings/activities focus on the following topics:	Frequent Topic	Occasional topic	Rare topic		
• What students are taught (curricula, lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• How students are taught (pedagogy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Student behavior/disciplinary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Student assessment/achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	One or more times per week	Two or more times per month	About once per month	Less than once per month	Never
2. How frequently do you have a less formal conversation lasting at least 10 minutes with at least one other teacher in your school focused on the following topics:					
• What students are taught (curricula, lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• How students are taught (pedagogy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student behavior/disciplinary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student assessment/achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other topics related to education/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Topics NOT related to education/teaching (for example, personal life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a. Over the course of the last year, have you voluntarily implemented any new approaches or ideas in your classroom that were suggested by another teacher in your school? Please do not include any changes that you were required to implement.
 Yes No [Skip to Question 4]

3b. Please check all that apply regarding the new idea/approach you implemented:

• What students are taught (curricula, lesson plans)	<input type="checkbox"/>
• How students are taught (pedagogy)	<input type="checkbox"/>
• Student behavior/disciplinary issues	<input type="checkbox"/>
• Student assessment/achievement	<input type="checkbox"/>

4. Over the course of the last year, have you shared (either given or received) classroom materials (excluding items unrelated to teaching, such as cleaning supplies) with another teacher in your school? Check all that apply.

• Handouts	<input type="checkbox"/>
• Manipulatives	<input type="checkbox"/>
• Lesson plans	<input type="checkbox"/>
• Assessments (tests)	<input type="checkbox"/>
• Other (please describe)-----	<input type="checkbox"/>