

Memorandum

**US Department of Education
Institute of Education Sciences
National Center for Education Evaluation**

TO: Karen Matsuoka & Bridget Dooling
Desk Officers
Office of Management and Budgets

FROM: Amy Feldman
Research Scientist
National Center for Education Evaluation and Regional Assistance

SUBJECT: The NCEE Contamination Sub-Study List of Participating Studies that will submit 83C Forms.

For the following studies:

1. **1850-0835**, An Investigation of the Impact of a Traits-Based Writing Model on Student Achievement
2. **1850-0839**, Collaborative Strategic Reading Study
3. **1850-0831**, The Effectiveness of the Alabama Math, Science, and Technology Initiative (AMSTI)
4. **1850-0825**, High School Instruction with Problem-Based Economics
5. **1850-0833**, Lessons in Character,

We request approval of the addition of these nine questions to the first follow up teacher surveys:

We would like to learn about teachers' experiences collaborating with other teachers in their schools. Please think about both formal activities at your school intended to encourage collaboration and informal conversations you have with other teachers.

1. Not including the current school year and not including student teaching, how many years have you been a teacher? *If this is your first year teaching, answer "zero."*

_____ years

2. Not including the current school year and not including student teaching, how many years have you taught in **your current school**? *If this is your first year in this school, answer "zero."*

_____ years

3. Some teachers work independently while other teachers prefer to get input from other teachers. Would you say you get...

- No input
- Minimal input
- Moderate input
- A great deal of input

4. How comfortable are you receiving advice from other teachers?

- Not at all comfortable
- Slightly comfortable
- Moderately comfortable
- Completely comfortable

5. How comfortable are you offering advice to other teachers?

- Not at all comfortable
- Slightly comfortable
- Moderately comfortable
- Completely comfortable

6. How supportive are other teachers at your school when you need help or advice with teaching?

- Virtually no teachers are supportive
- Some teachers are supportive, but a majority are not
- A majority of teachers are supportive, but some are not
- Nearly every teacher is supportive

7. How receptive are other teachers at your school when you offer help or advice with teaching?

- Virtually no teachers are receptive
- Some teachers are receptive, but a majority are not
- A majority of teachers are receptive, but some are not
- Nearly every teacher is receptive

8. In general, how often do you participate in any organized group activities or meetings involving other teachers at your school...

...that primarily focus on administrative issues, such as schedules, upcoming events, and teachers work assignments?

Number of times: _____ per week
 per month
 per year

...that primarily focus on issues pertaining to student instruction/behavior?

Number of times: _____ per week
 per month
 per year

9. Think of changes that you have made **over the past year** that were due to a suggestion from another teacher in your school OR due to your having observed another teacher in your school.

Do NOT include changes that were due to a principal, or to someone outside of your school, that you were required to make, or that occurred as a regular part of the school calendar (for example, changes that always occur when switching from fall to spring semesters).

Mark all
that apply

Changes in...

...classroom materials that you use

Handouts

Books

Hands-on learning materials.....

Computer software

Assessments (tests)

Behavior charts.....

Parent communication product (for example, daily reports)

Other (please describe) _____

... how you teach lessons that you've taught in the past

... curriculum that involve teaching new lessons

... the homework you assign to students

... how you handle behavior problems involving an individual student

... your overall approach to managing student behavior in your class.....

... classroom management unrelated to discipline

... strategies for communicating with parents

... the classroom setting (physical environment)

...your own understanding of materials/procedures that you currently use

... your own understanding of the *content* of what you teach

... your approach to teaching specific groups of students (for example, students who are less proficient in English than they are in another language)

... your approach to any aspect of extra-curricular activities that you might be involved with (for example, coaching, tutoring or helping in an after school program).....