

## Appendix A Teacher Web-Based Survey #1

### AMSTI Teacher Survey #1

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.

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**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 \_\_\_\_\_

### Teaching Assignment

#### TERMS:

**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.

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2. What grade level do you **primarily** teach? Please choose one.

- 3rd -4th combination
- 4th
- 5th
- 4th – 5th combination
- 6th
- 7th
- 8<sup>th</sup>
- 7th – 8<sup>th</sup> combination
- Ungraded
- Other, please specify \_\_\_\_\_

3a. Which of the following categories best describes how your **math** classes are taught? **Mark no more than 1.**

- Self-contained: Teacher teaches most subjects
- Departmentalized instruction (single-subject)
- Taught by Subject Area Specialist (non-departmental)
- Taught by another teacher at my grade level (non-departmental)
- Team-taught , please indicate the name of your partner teacher(s)  
\_\_\_\_\_
- Other, please describe \_\_\_\_\_

3b. Which of the following categories best describes how your **science** classes are taught? **Mark no more than 1.**

- Self-contained: Teacher teaches most subjects
- Departmentalized instruction (single-subject)
- Taught by Subject Area Specialist (non-departmental)
- Taught by another teacher at my grade level (non-departmental)
- Team-taught , please indicate the name of your partner teacher(s)  
\_\_\_\_\_
- Other, please describe \_\_\_\_\_

4. In what subject is your **main** teaching assignment in the current school year? Mark the box for that subject in the list below. **Mark no more than 1.**

- No main affiliation with a single subject (e.g., self-contained classroom)
- Reading/Language Arts/English
- Mathematics
- Science
- Mathematics/Science
- Technology
- Language Arts/History
- History/Social Studies
- Vocational Field
- Arts/Music
- Health/Physical Education
- Special Education
- English as a Second Language
- Foreign/World Languages
- Other, please specify: \_\_\_\_\_

5. Mark the subject(s) for your secondary teaching assignment(s) in the current school year in the list below. **Mark all that apply.**

- No Secondary Subject
- Reading/Language Arts/English
- History/Social Studies
- Mathematics
- Science
- Art/Music
- Vocational Field
- Health/Physical Education
- Special Education
- English as a Second Language
- Computers or Technology
- Foreign/World Languages
- Other, please specify: \_\_\_\_\_

6. How would you classify your teaching position this school year? **Mark one.**

- Full-time
- Part-time
- Other (please explain) \_\_\_\_\_

7. Are you an AMSTI Lead Teacher? **Mark one.**

- Yes, I'm the AMSTI Lead Teacher for Math at my school.
- Yes, I'm the AMSTI Lead Teacher for Science at my school.
- I'm not sure
- Other (please explain) \_\_\_\_\_
- No, I am not an AMSTI Lead Teacher

8. **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)

## Math Instructional Strategies

9. Do you currently teach mathematics?

Yes (Go to question 10a)

No (Go to question 21a)

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.

10a. **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 \_\_\_\_\_

10b. The number in question 10a represents my minutes of instruction

Daily

Weekly

For two weeks

10c. How many math classes (i.e. different groups of students) do you teach?

1 (Go to question 10e)

2 (Go to question 10d)

3 (Go to question 10d)

4 (Go to question 10d)

5 (Go to question 10d)

6 (Go to question 10d)

7 (Go to question 10d)

8 (Go to question 10d)

Other, please specify \_\_\_\_\_ (Go to question 10d)

10d. Is the number in question 10a the sum of the minutes for all math classes or the average minutes per class?

Sum

Average

10e. 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 10a.

OK

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

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

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

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

15. **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

16a. The following questions refer to math Professional Development (PD) activities in which you have participated **so far this school year, i.e., since school let out in May or June 2007.**

**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.

**So far this school year,** 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 \_\_\_\_\_

16b. How many of the hours reported in Question 16a (total hours of PD this year) were spent in school training sessions held after school, on the weekend, on professional development days, or early release days (please do not include summer training, support, or collaboration meetings)?

AMSTI Mathematics \_\_\_\_\_  
Non-AMSTI Mathematics \_\_\_\_\_

17. To what extent have the **math** professional development activities reported in Question 16b 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

18a. How many of the hours reported in Question 16a were spent in summer training?

AMSTI Mathematics \_\_\_\_\_  
Non-AMSTI Mathematics \_\_\_\_\_

18b. To what extent have the **math** professional development activities reported in Question 18a 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

19a. **So far this school year**, 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 \_\_\_\_\_

19b. **So far this school year**, 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 \_\_\_\_\_

19c. To what extent have the **math support** activities listed in question 19b 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

20a. **So far this school year**, 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 \_\_\_\_\_

20b. To what extent have the **math collaboration** activities listed in question 20a 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

### Science Instructional Strategies

21. Do you currently teach science?

- Yes (Go to question 22a)
- No (Go to question 33)

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.

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

22b. The number in question 22a represents my minutes of instruction

- Daily
- Weekly
- For two weeks

22c. How many science classes (i.e. different groups of students) do you teach?

- 1 (Go to question 22e)
- 2 (Go to question 22d)
- 3 (Go to question 22d)
- 4 (Go to question 22d)
- 5 (Go to question 22d)
- 6 (Go to question 22d)
- 7 (Go to question 22d)
- 8 (Go to question 22d)
- Other, please specify \_\_\_\_\_ (Go to question 22d)



22d. Is the number in question 22a the sum of the minutes for all science h classes or the average minutes per class?

Sum

Average

22e. 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 22a.

OK

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

24. **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 science instruction \_\_\_\_\_

25. **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 \_\_\_\_\_

26. **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 \_\_\_\_\_

27. **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

28a. The following questions refer to math Professional Development (PD) activities in which you have participated **so far this school year, i.e., since school let out in May or June 2007**.

**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.

**So far this school year**, 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 Science \_\_\_\_\_

Non-AMSTI Science \_\_\_\_\_

28b. How many of the hours reported in Question 28a (total hours of PD this year) were spent in school training sessions held after school, on the weekend, on professional development days, or early release days (please do not include summer training, support, or collaboration meetings)?

AMSTI Science \_\_\_\_\_

Non-AMSTI Science \_\_\_\_\_

29. To what extent have the **science** professional development activities reported in Question 28b 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

30a. How many of the hours reported in Question 28a were spent in summer training?

AMSTI Science \_\_\_\_\_

Non-AMSTI Science \_\_\_\_\_

30b. To what extent have the **math** professional development activities reported in Question 30a 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

31a. **So far this school year**, 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 \_\_\_\_\_

31b. **So far this school year**, 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 \_\_\_\_\_

31c. To what extent have the **science support** activities listed in question 31b 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

32a. **So far this school year**, 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 \_\_\_\_\_

32b. To what extent have the **science collaboration** activities listed in question 32a 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

**Planning Time**

33. During the past two weeks, how many hours (both paid time and unpaid time) did you spend planning your math and/or science lessons?

- a. Math \_\_\_\_\_
- b. Science \_\_\_\_\_

34. How much *paid* time do you receive each week for planning all of your lessons (include time for planning math, science, and everything else you teach)? \_\_\_\_\_

**Additional Information**

35. 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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