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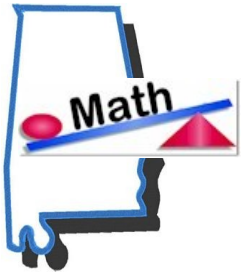
Appendix Q
Alabama Math, Science and Technology Initiative Participant Survey: Seventh Grade Math



Alabama Math, Science and Technology Initiative:

Participant Survey
Seventh-Grade Math

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: XX/XX/07). The time required to complete this information collection is estimated to average 10 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:** Richard Sawyer at rsawyer@aed.org.

Please complete this questionnaire at the end of the training and return it, face down, to the data collection staff. Your responses will assist us in assessing the training and making any needed improvements. Data collected from this questionnaire are completely anonymous so that you can feel comfortable responding honestly and candidly.

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Background information

1. How many total years of classroom teaching experience do you have? (Circle one.)

1) None 2) 1-5 3) 6-10 4) 11-15 5) 16 or more years

2. Approximately how many math curriculum trainings or workshops, not including the one you have just completed, have you attended during your teaching career? (Circle one number below.)

0 1 2 3 4 5 6 7 8 9 or more

Training Feedback

The next two questions relate to AMSTI content. For question 3, please consider only your knowledge about the AMSTI content. In question 4, please consider your skill to apply the recommended AMSTI instructional strategies presented at this training.

3. Please rate the **amount of knowledge** you possess about each of the key topics and content addressed in the AMSTI training. First rate your knowledge now that you have completed the training, and then indicate the amount of knowledge you possessed before the training.

Use the 5-point scale provided below. (Circle one response option in the "Now" column and then circle one response option in the "Before Training" column for each item).

My knowledge about…	1 = Not at all knowledgeable 2 = Not very knowledgeable 3 = Somewhat knowledgeable 4 = Fairly knowledgeable 5 = Very knowledgeable									
	Now					**Before** Training				
a. Enlarging figures using rubber-band stretchers and coordinating plotting	1	2	3	4	5	1	2	3	4	5

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My knowledge about…	1 = Not at all knowledgeable 2 = Not very knowledgeable 3 = Somewhat knowledgeable 4 = Fairly knowledgeable 5 = Very knowledgeable									
	Now					**Before** Training				
b. Visualizing similar and distorted transformations informally	1	2	3	4	5	1	2	3	4	5
c. Identifying similar figures by side lengths and angles	1	2	3	4	5	1	2	3	4	5
d. Recognizing scale factors for similar figures	1	2	3	4	5	1	2	3	4	5
e. Reptiles: Building and dividing shapes	1	2	3	4	5	1	2	3	4	5
f. Understanding the relationship between similarity and equivalent fractions	1	2	3	4	5	1	2	3	4	5
g. Understanding areas of similar figures	1	2	3	4	5	1	2	3	4	5
h. Understanding similar triangles: rules	1	2	3	4	5	1	2	3	4	5
i. Understanding similar rectangles: rules	1	2	3	4	5	1	2	3	4	5
j. Solving for unknown lengths with scale factors	1	2	3	4	5	1	2	3	4	5
k. Making connections to the real world	1	2	3	4	5	1	2	3	4	5
l. Making connections to algebra	1	2	3	4	5	1	2	3	4	5
m. Making connections to geometry	1	2	3	4	5	1	2	3	4	5
n. Using geometry software	1	2	3	4	5	1	2	3	4	5
o. Using writing in mathematics	1	2	3	4	5	1	2	3	4	5

4. Now think about your **skills** to teach the key topics and content presented in the AMSTI training. First rate your skills to teach now that you have completed the training, and then indicate your skill level before the training.

   Use the 5-point scale provided below. (Circle one response option in the

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"Now" column and then circle one response option in the "Before Training" column for each item).

My skills to teach about…	1= Not at all skilled 2 = Not very skilled 3 = Somewhat skilled 4 = Fairly skilled 5 = Very skilled									
	Now					**Before** Training				
a. Enlarging figures using rubber-band stretchers and coordinating plotting	1	2	3	4	5	1	2	3	4	5
b. Visualizing similar and distorted transformations informally	1	2	3	4	5	1	2	3	4	5
c. Identifying similar figures by side lengths and angles	1	2	3	4	5	1	2	3	4	5
d. Recognizing scale factors for similar figures	1	2	3	4	5	1	2	3	4	5
e. Reptiles: Building and dividing shapes	1	2	3	4	5	1	2	3	4	5
f. Understanding the relationship between similarity and equivalent fractions	1	2	3	4	5	1	2	3	4	5
g. Understanding areas of similar figures	1	2	3	4	5	1	2	3	4	5
h. Understanding similar triangles: rules	1	2	3	4	5	1	2	3	4	5
i. Understanding similar rectangles: rules	1	2	3	4	5	1	2	3	4	5
j. Solving for unknown lengths with scale factors	1	2	3	4	5	1	2	3	4	5
k. Making connections to the real world	1	2	3	4	5	1	2	3	4	5
l. Making connections to algebra	1	2	3	4	5	1	2	3	4	5
m. Making connections to geometry	1	2	3	4	5	1	2	3	4	5
n. Using geometry software	1	2	3	4	5	1	2	3	4	5
o. Using writing in mathematics	1	2	3	4	5	1	2	3	4	5

5. To what extent will you be able to implement AMSTI in your classrooms during the 2006- 2007 school year? (Check only one response.)

____1. Not at all

____2. A small extent

____3. A moderate extent

____4. A great extent

6. Please list and briefly describe the top 3 challenges or issues you think you may face in implementing AMSTI in your classrooms:

   1.

   2.

   3.

7. How much follow-up to this training (such as support, assistance, or coaching) do you think you will need to effectively implement AMSTI in your classroom during the 2006-2007 school year?

____1. None

____2. A small amount

____3. A moderate amount

____4. A great amount

8. What additional support, assistance, or coaching, if any, would help you implement AMSTI in your classroom?

9. To what extent do you feel prepared to do the following:

Extent to which you feel prepared to…	Not at all	A small extent	A moderate extent	A great extent
1. Teach the subject matter covered in the AMSTI materials	1	2	3	4
2. Implement teaching strategies promoted by AMSTI (e.g. hands-on teaching, cooperative learning)	1	2	3	4
3. Implement assessment strategies promoted by AMSTI	1	2	3	4
4. Integrate technology in the classroom	1	2	3	4
5. Use student journals/writing in math	1	2	3	4

10. Please indicate your level of agreement with the following statements about the characteristics of the **entire** training.

Training characteristics	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1. Training objectives were appropriate.	1	2	3	4
2. The trainers/facilitators were prepared.	1	2	3	4
3. The training was well organized.	1	2	3	4
4. The training content was appropriate to my needs.	1	2	3	4
Training characteristics	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
5. Instructional methods (e.g., lectures, exercises, group work) used by trainers were effective.	1	2	3	4
6. The training environment was collegial and supportive.	1	2	3	4

7. The materials provided at the training will be useful.	1	2	3	4

11. What is your opinion about the amount of time allotted to cover the topics and content in this training? (Check one.)

____1. Too much time

____2. Just about the right amount of time

____3. Not enough time

Please explain your answer about time allotted with specific comments.

12. What did you like most about the training?

13. What improvements, if any, would you suggest for the training?

14. Other comments or suggestions?

Thank you very much for completing this questionnaire!

Please seal it in an envelope and return it to the data collectors.