

Teacher End of Unit Survey (TEUS)

The President's Dilemma

Instructions

Thank you, in advance, for completing this survey about your use of The President's Dilemma in your classroom. In addition to your recollections and notes from the unit, please refer to your grade book or lesson plans if needed to complete the survey. This instrument is being administered as part of a long-term research project by WestEd to understand strategies for improving high school economics. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

This survey is designed to measure how well you implement the problem-based approach in teaching the unit. We would like you to share with us how you have modified and improved the unit to suit your teaching style, student needs, and classroom environment. It will take you about 10 minutes to complete it. All your answers will remain confidential and will be used only for statistical purposes.

1. Please generate a **unique identification number** by following the example, and filling in the blank boxes below:

Month of birth date (November = 11) + Last 4 digits of home phone (5432) + First letter of last name (S)

Example:	1	1	+	5	4	3	2	+	S
YOUR ID:									

2. **Your email address:** _____

3. Please read each question and indicate the response choice (see example 1) or the point on the scale (see example 2) that best represents your position. Select only one response (unless otherwise specified) for each statement. A couple of questions require you to fill in the blank.

Example 1:

Never
A few times a semester
Once or twice a month
Once or twice a week
Almost everyday

How often do you read the economics-related news.....

Example 2:

Not At All
Very Much

←-----→

I enjoy teaching economics.....

Teacher End of Unit Survey

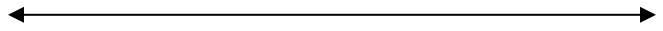
The President's Dilemma

1. **Today's Date** (e.g. 9/3/06): ____ / ____ / 06.
2. **How many class periods did you spend on this unit, including test and debrief?** ____ class periods spent.
3. **How many nights did you assign homework (including weekends) for this unit?** ____ nights

4. **How much did you focus on the following concepts during The President's Dilemma unit?**

Did not cover

Major focus



a. Scarcity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Opportunity Costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Economic Incentives (prices, wages, profits, taxes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Gross Domestic Product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Employment & Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Inflation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fiscal & Monetary Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **How much time did you spend using these benchmark lessons provided in The President's Dilemma booklet?**

Did not
teach

15
minutes
or less

About ½
an hour

Almost
an hour

More
than an
hour

a. Lesson on general overview of monetary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lesson on tight (contractionary) monetary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lesson on easy (expansionary) monetary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lesson on general overview of fiscal policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lesson on tight (contractionary) fiscal policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lesson on easy (expansionary) fiscal policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I used with students and I....

6. **How did you or students use the following problem log entries suggested in The President's Dilemma**

Did not use

Checked for
completion

Read to
give

booklet? (Check ALL that apply for each Problem Log)		with students	only -- did not read	feedback or to plan instruction	Read and graded	
a.	Problem Log: "What do you think are major issues raised in the President's memo?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Problem Log: "Can you explain the terms that are important in understanding The President's Dilemma?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	Problem Log: "How has information from the expert groups helped you better understand the issues?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Problem Log: "Can you explain the theories that are important in developing policies to solve an economic crisis?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. How much did you emphasize each of the following in the President's Dilemma unit?		Did not use	Used, but did not emphasize	Emphasized a little	Emphasized moderately	Emphasized a lot
a.	Reviewing the memo from the President with the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Developing the problem statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Developing the list of "knows" and "need to knows"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Discussing the newspaper article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Revising the list of "knows" and "need to knows"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Forming students into expert groups to research information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Having expert groups report information learned to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Discussing the statistics table with the whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Dividing students into Economic Consultant Teams (economic advisors) to develop policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Distributing letters and discussing the information each contains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Giving students the memo from Leo Sloan with guidelines for their speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Collecting and giving feedback on visuals and speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Having students deliver final products or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Having students answer questions from "lobbyists" and the President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Using the rubric to evaluate speeches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Having students take the unit test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q.	Having wrap-up and debriefing sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c.	The unit takes up too much time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	The unit is difficult to manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Too many students in my class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Difficult to grade or assess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Students lack skills in reading or writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Students lack skills in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Students lack self-management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Students have difficulty working together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Students have difficult solving complex problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Students lack motivation or interest in the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Student absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Disruptive student behavior (besides absences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please provide any other information about teaching this unit that you think would be useful. Use the back of the page if necessary.

Thank You For Completing This Survey!