

**Appendix G**  
**Science Teacher Questionnaire**

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**1. (9.) Are you male or female?**

- Female  
 Male

**2. (10.) Are you of Hispanic or Latino origin?**

- Yes  
 No

**3. (11.) What is your race? (Mark all that apply)**

- White  
 Black/African American  
 Asian  
 Native Hawaiian or Other Pacific Islander  
 American Indian or Alaska Native

**4. (1.) Do you have a bachelor's degree?**

**[if no or missing, go to question 16]**

- Yes  
 No

**5. (1a.) In what year did you receive your bachelor's degree?**

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**6. (1b.) What is the name of the college or university where you earned this degree?**

\_\_\_\_\_

**College/university**

**In what city and state is it located?**

\_\_\_\_\_

**City**

**State**

**7. (1c.) Was this degree awarded by a college/university's school or department of education?**

- Yes  
 No

**8. (1d.) What was your major field of study?**

\_\_\_\_\_

**9. (1e.) Did you have a second major or minor field of study?**

- Yes → Skip to question [4f10](#)
- No → Skip to question [211](#)

**10. (1f.) What was your second major or minor field of study?**

\_\_\_\_\_

**11. (2.) Do you have a master's degree?**

- Yes → Skip to question [2a12](#)
- No → Skip to question [316](#)

**12. (2a.) In what year did you receive your master's degree?**

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**13. (X1.) What is the name of the college/university where you earned your master's degree?**

\_\_\_\_\_

**College/University**

**14. (2b.) Was this degree awarded by a college/university's school or department of education?**

- Yes
- No

**15. (2c.) What was your major field of study?**

\_\_\_\_\_

**16. (3.) Have you earned any of the degrees or certificates listed below?**

[If so, same three sub questions for each that applies]

- Vocational certificate
- Associate's degree
- SECOND Bachelor's degree

- SECOND Master's degree
- Educational specialist or professional diploma (at least one year beyond master's level)
- Certificate of Advanced Graduate Studies
- Doctorate or first professional degree

**17. (5.) How many college science courses have you completed?**

**[if 0 or missing, go to question 19]**

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**18. (4.) Which of the following college courses have you completed?**

- Chemistry
- Earth/Space Sciences
- Environmental Sciences
- Life Sciences
- Physics
- Other

**19. (6.) Which of the following describes the teaching certificate you currently hold in THIS state?**

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or passing a test before regular certification can be obtained
- Certificate issued to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in THIS state → Skip to question [821](#)

**20. (7.) In which grades does this certificate allow you to teach science in THIS state? (Select all that apply)**

- Any grade, kindergarten – 5th
- Any grade, 6th – 8th
- Any grade, 9th – 12th (biology/life sciences)
- Any grade, 9th – 12th (chemistry/physics/physical science)
- Any grade, 9th – 12th (earth/space sciences)
- Any grade, 9th – 12th (other science)

**21. (8.) Did you enter teaching through an alternative certification program?**

- Yes
- No

**22. (X1.) Did you work in a field or job in which you used science before becoming a teacher?**

- Yes
- No

**23. (12a.) Including this year, how many years in total have you taught at the elementary level (K-8)?**

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Years

**24. (12b.) Including this year, how many years in total have you taught in the secondary level (9-12)?**

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Years

**25. (13.) Including this year, how many years have you taught science at the secondary level (9-12)?**

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Years

**26. (14.) Including this year, how many years in total have you taught in this school?**

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Years

**27. (15.) Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?**

- Yes
- No

**28. (18.) Indicate the extent to which you agree or disagree with each of the following statements about science teachers at this school:**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
--------------------------	-----------------	--------------	-----------------------

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Science teachers set high standards for teaching.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Science teachers set high standards for students' learning.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Science teachers in this school believe all students can do well.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Science teachers make expectations for instructional goals clear to students.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Science teachers in this school give up on some students.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Science teachers in this school care only about smart students.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Science teachers in this school expect very little from students.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Science teachers in this school work hard to make sure all students are learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**For each class in which an HSLs student is enrolled:**

(Note: program prompts the teacher; the linkage to class is preloaded into the computer.)

**29. (19.) Which of the following best describes this science course?**

- Anatomy/ Physiology
- Biology I
- Biology II
- Biology AP
- Chemistry I
- Chemistry II
- Chemistry AP
- Earth Science
- Environmental Science
- Integrated Science I
- Integrated Science II
- Integrated Science III
- Integrated Science IV
- Physical Science
- Physics I
- Physics II
- Physics AP
- Other Science Course: \_\_\_\_\_

O

**30. (20.) What textbook/program is primarily used in this class?**

- O Publisher
- O Title
- O Edition

**31. (21.) Approximately what percentage of the designated textbook/program do you plan to cover this school year?**

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**32. (22.) What percentage of the instructional time in this class do you anticipate will be based on the following:**

Primary science textbook/program

--	--	--

Other textbooks/programs

--	--	--

Other commercially available instructional materials

--	--	--

Materials obtained from professional development courses

--	--	--

Materials obtained at conferences/conventions

(e.g., National Science Teachers' Association)

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Materials created by you

--	--	--

Other (please specify) \_\_\_\_\_ [field test only]

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**33. (23.) Thinking of a typical student in this class, which of the following best describes the difficulty level of the primary textbook/program? (Mark one)**

- It is much too easy
- It is somewhat too easy
- It is at the appropriate level
- It is somewhat too difficult
- It is much too difficult



**34. (24.) How often do you plan the designated science textbook/program will be used in each of the following ways:**

	Never	Rarely	Some- times	Often	All the time
a. I will follow the textbook/program page by page.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I will pick what is important from the textbook/program and skip the rest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I will follow my district's curriculum recommendations regardless of what is in the textbook/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The textbook/program will guide the structure (content emphasis) of my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I will incorporate activities from other sources to supplement what the textbook/program is lacking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I will read and review suggestions in the textbook's/program's teacher guide to plan my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I will use the student textbook/program to plan my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I will assign homework from the textbook/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My students will use their textbook/program during the science lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My students will use their textbook/program for homework assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**35. (25.) For this class, what percentage of the test items you plan to use...**

Come from the primary textbook or program

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Come from other commercially available materials

--	--	--

Come from professional development courses

--	--	--

Were developed by the school/district

--	--	--

Were developed by you

--	--	--

Come from another source (please specify) \_\_\_\_\_ [field test only]

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**36. (26.) To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made in this school?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Advanced courses are assigned to teachers with the most seniority	○	○	○	○
b. Advanced courses are assigned to teachers with the strongest science background	○	○	○	○
c. All or most science teachers are assigned at least one section of advanced courses	○	○	○	○
d. Non-college prep courses are assigned to teachers new to the profession	○	○	○	○
e. Non-college prep courses are assigned to teachers whose students don't perform well on standardized tests.	○	○	○	○
f. All or most science teachers are assigned at least one section of a non-college prep course.	○	○	○	○

**37. (30.) To what extent do you agree or disagree with each of the following statements about the Science department in this school.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Science teachers share ideas on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Science teachers discuss what was learned at a workshop or conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Science teachers share and discuss student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Science teachers discuss particular lessons that were not very successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Science teachers in this department discuss beliefs about teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Science teachers in this department share and discuss research on effective teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Science teachers in this department share and discuss research on effective instructional practices for English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Science teachers in this department explore new teaching approaches for under-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Science teachers in this department make a conscious effort to coordinate the content of courses with other teachers in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Science teachers in this department are effective at teaching students science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Science teachers in this department provide support to new science teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The science department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. (17.) **In general, h**How would you compare boys and girls in...

	<b>Girls are much better</b>	<b>Girls are somewhat better</b>	<b>Girls and boys are the same</b>	<b>Boys are somewhat better</b>	<b>Boys are much better</b>
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. (27.) **To what extent is each of the following a problem in this school?**

	<b>Not applicable</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student class cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students dropping out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student apathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students coming to school unprepared to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Poor student health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Lack of resources and materials for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**40. (28.) In your view, to what extent do the following limit how you teach?**

	<b>Not applicable</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. Students with different academic abilities in the same class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students who come from a wide range of socio-economic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students who come from a wide range of language backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Low morale among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Shortage of computer hardware/software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Shortage of support for using computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Shortage of textbooks for student use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Shortage of other instructional equipment for students' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Shortage of equipment for use in demonstrations and other exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Inadequate physical facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. High student/teacher ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Lack of planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Lack of autonomy in instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Lack of parent/family support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Inadequate opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Inadequate administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**41. (16.) Indicate the extent to which you agree or disagree with each of the following statements as it applies to your instruction:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agrees</b>	<b>Strongly Agree</b>
a. The amount a student can learn is primarily related to family background.	○	○	○	○
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	○	○	○	○
c. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	○	○	○	○
d. If parents would do more for their children, I could do more for my students.	○	○	○	○
e. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	○	○	○	○
f. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	○	○	○	○
g. If one of my students can't do a class assignment, I am able to accurately assess whether the assignment was at the correct level of difficulty.	○	○	○	○
h. If I really try hard, I can get through to even the most difficult or unmotivated students.	○	○	○	○
i. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	○	○	○	○

42. (29.) Please indicate the extent to which you agree or disagree with each of the following statements **about your school's principal.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. The principal deals effectively with pressures from outside the school that might interfere with my teaching	O	O	O	O
b. The principal does a poor job of getting resources for this school	O	O	O	O
c. The principal sets priorities, makes plans, and sees that they are carried out	O	O	O	O
d. The principal knows what kind of school he/she wants and has communicated it to the staff	O	O	O	O
e. The principal lets staff members know what is expected of them	O	O	O	O
f. The principal is interested in innovation and new ideas	O	O	O	O
g. The principal usually consults with staff members before he/she makes decisions that affect us	O	O	O	O

43. (31.) Indicate the extent to which you agree or disagree with each of the following statements **about the teachers at your school.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Teachers in this school help maintain discipline in the entire school, not just their classroom.	O	O	O	O
b. Teachers in this school take responsibility for improving the school.	O	O	O	O
c. Teachers in this school set high standards for themselves.	O	O	O	O
d. Teachers in this school feel responsible for helping students develop self-control.	O	O	O	O
e. Teachers in this school feel responsible to help each other do their best.	O	O	O	O
f. Teachers in this school feel responsible that all students learn.	O	O	O	O

- g. Teachers in this school feel responsible when students in this school fail.