

## Appendix C Teacher Web-Based Survey #3

### *AMSTI Teacher Survey #3*

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 \_\_\_\_\_

2. **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)

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- 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)
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3a. Do you currently teach mathematics?

- Yes (Go to question 3b)  
 No (Go to question 15a)

3b. Do you teach mathematics to students who are not assigned to you on your school's official computerized class roster? Examples:

- swapping students based on test scores or other factor(s)
- team teaching where you and another teacher teach both your own students and that teacher's students
- supporting another teacher to teach the students in that teacher's classroom.
- other

- Yes, please specify \_\_\_\_\_ (Go to question 3c)  
 No, I only teach math to students in my own class(es) (Go to question 3f)

3c. Please name the teachers whose students you teach math, or whose students you partner in teaching math, or whom you support in the classroom for math

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3d. If you swap math students based on test scores, which test do you use to make that determination

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3e. If you swap math students based on test scores, what is the score range of the students you teach?

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3f. Have you taught the same groups of math students since at least October of this school year?

Yes

No; please explain why not: \_\_\_\_\_

### Math Instructional Strategies

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.

4a. **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 \_\_\_\_\_

4b. The number in question 4a represents my minutes of instruction

Daily

Weekly

For two weeks

4c. How many math classes (i.e. different groups of students) do you teach?

1 (Go to question 4e)

2 (Go to question 4d)

3 (Go to question 4d)

4 (Go to question 4d)

5 (Go to question 4d)

6 (Go to question 4d)

7 (Go to question 4d)

8 (Go to question 4d)

Other, please specify \_\_\_\_\_ (Go to question 4d)

4d. Is the number in question 4a the sum of the minutes for all math classes or the average minutes per class?

Sum

Average

4e. 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 4a.

OK

5. 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 \_\_\_\_\_

6. **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 \_\_\_\_\_

7. **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 \_\_\_\_\_

8. **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 \_\_\_\_\_

9. **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

10a. The following questions refer to math Professional Development (PD) activities in which you have participated **during the past month**.

**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.

**During the past month**, 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 \_\_\_\_\_

10b. To what extent have the **math** professional development activities 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

11a. **During the past month**, 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 \_\_\_\_\_

11b. **During the past month**, 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 \_\_\_\_\_

11c. To what extent have the **math support** activities listed in question 11b 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

12a. **During the past month**, 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 \_\_\_\_\_

12b. To what extent have the **math collaboration** activities listed in question 12a 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

13. **During the past two weeks**, how many hours (both paid and unpaid time) did you spend planning your math lessons? Please enter the **total** number of hours.

Math \_\_\_\_\_

### Math Materials

14a. How well is your classroom equipped with the **types** of **math manipulatives** you need?

\_\_ I have all the types that I need

\_\_ I have most the types that I need

\_\_ I have some of the types that I need

\_\_ I don't have any manipulatives

14b. How well is your classroom supplied with **quantities** of **math manipulatives**?

\_\_ I have enough manipulatives for all of my students

\_\_ I have enough manipulatives for most of my students

\_\_ I have enough manipulatives for some of my students

\_\_ I don't have any manipulatives

### Science

15a. Do you currently teach science?

\_\_ Yes (Go to question 15b)

\_\_ No (Go to question 27)

15b. Do you teach science to students who are not assigned to you on your school's official computerized class roster? Examples:

- swapping students based on test scores or other factor(s)
- team teaching where you and another teacher teach both your own students and that teacher's students
- supporting another teacher to teach the students in that teacher's classroom.
- other

Yes, please specify \_\_\_\_\_ (Go to question 15c)

No, I only teach science to students in my own class(es) (Go to question 15f)

15c. Please name the teachers whose students you teach science, or whose students you partner in teaching science, or whom you support in the classroom for science

\_\_\_\_\_

15d. If you swap science students based on test scores, which test do you use to make that determination

\_\_\_\_\_

15e. If you swap science students based on test scores, what is the score range of the students you teach?

\_\_\_\_\_

15f. Have you taught the same groups of science students since at least October of this school year?

Yes

No; please explain why not: \_\_\_\_\_

### Science Instructional Strategies

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.

16a. **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 \_\_\_\_\_

16b. The number in question 16a represents my minutes of instruction

Daily

Weekly

For two weeks

16c. How many science classes (i.e. different groups of students) do you teach?

- 1 (Go to question 16e)
- 2 (Go to question 16d)
- 3 (Go to question 16d)
- 4 (Go to question 16d)
- 5 (Go to question 16d)
- 6 (Go to question 16d)
- 7 (Go to question 16d)
- 8 (Go to question 16d)
- Other, please specify \_\_\_\_\_ (Go to question 16d)

16d. Is the number in question 16a the sum of the minutes for all science classes or the average minutes per class?

- Sum
- Average

16e. 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 16a.

OK

17. 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 \_\_\_\_\_

18. **During the past two weeks**, approximately how many minutes did students participate in **hands-on science activities** (involving active participation; applied, as opposed to theoretical)? Please enter the total number of minutes.

Minutes of hands-on science instruction \_\_\_\_\_

19. **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 \_\_\_\_\_

20. **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 \_\_\_\_\_

21. **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

22a. The following questions refer to science Professional Development (PD) activities in which you have participated **during the past month**.

**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.

**During the past month**, how much professional development have you received for your science program. **Please do not include support or collaboration meetings**. Please enter the total hours of training in each box.

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

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

22b. To what extent have the science professional development activities 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

23a. **During the past month**, 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 \_\_\_\_\_

23b. **During the past month**, 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 \_\_\_\_\_

23c. To what extent have the **science support** activities listed in question 23b 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

24a. **During the past month**, 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 s \_\_\_\_\_

24b. To what extent have the **science collaboration** activities listed in question 12a 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

25a.. **During the past two weeks**, how many hours (both paid and unpaid time) did you spend planning your Science lessons? Please enter the **total** number of hours.

Science \_\_\_\_\_

## Science Materials

26a. How well is your classroom equipped with the **types** of **materials for hands-on science** you need?

- I have all the types that I need
- I have most the types that I need
- I have some of the types that I need
- I don't have any hands-on science materials

26b. How well is your classroom supplied with **quantities** of **materials for hands-on science**?

- I have enough materials for hands-on science for all of my students
- I have enough materials for hands-on science for most of my students
- I have enough materials for hands-on science for some of my students
- I don't have any materials for hands-on science

## Technology

27. To what extent do you agree with the following statements about education technology? Mark one box per row.

1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree 4=Somewhat Agree, 5=Strongly Agree

- Educational technology can be used to improve instructional practice.
- Educational technology can be used to improve teachers' subject matter knowledge.
  
- Educational Technology can be used to improve student learning.
- Educational technology can be used to improve students' performance on standardized tests.
- Educational technology (the availability of ) can help to narrow the achievement gap between traditionally underserved students and other students.

28. Approximately how many computers are available for students to use in your classroom?

- One computer for each student
- One computer for every two students
- One computer for every three students
- One computer for every four students
- One computer for every five students
- One computer for every six or more students
- Did not have computers in the classroom
- Not Applicable

29. How many graphing calculators are available for students to use in your classroom?

- One graphing calculator for each student
- One graphing calculator for every two students
- One graphing calculator for every three students
- One graphing calculator for every four students
- One graphing calculator for every five students
- One graphing calculator for every six or more students
- Did not have graphing calculators in the classrooms
- Not Applicable

30. How many scientific calculators are available for students to use in your classroom?

- One graphing calculator for each student
- One graphing calculator for every two students
- One graphing calculator for every three students
- One graphing calculator for every four students
- One graphing calculator for every five students
- One graphing calculator for every six or more students
- Did not have graphing calculators in the classrooms
- Not Applicable

31. How many basic/4 function calculators are available for students to use in your classroom?

- One basic/4 function calculator for each student
- One basic/4 function calculator for every two students
- One basic/4 function calculator for every three students
- One basic/4 function calculator for every four students
- One basic/4 function calculator for every five students
- One basic/4 function calculator for every six or more students
- Did not have basic/4 function calculators in the classrooms
- Not Applicable

32. How well are your technical support needs met?

- Not very well
- Moderately well
- Very well
- Not applicable

### **Additional Information**

33. Please provide your name and mailing address so that we may mail you your stipend check at the end of the school year.

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34. 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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