

Name: _____ Date: _____

Below are two sets of activities for you to rate. For the first set, rate how frequently your **students** do them, and for the second set, how frequently **you** do them.

1. How often do your **students** take part in each of the following types of activities as part of their science instruction? (Darken one circle on each line.)

	Never	Rarely (e.g., once or twice a semester)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	Almost Always (e.g., All or almost all the time)
a) Make formal presentations to the class.	①	②	③	④	⑤
b) Engage in hands-on science activities.	①	②	③	④	⑤
c) Design or develop their <i>own</i> investigation.	①	②	③	④	⑤
d) Work on models or simulations.	①	②	③	④	⑤
e) Participate in field work.	①	②	③	④	⑤
f) Work on extended science investigations or projects (a week or more in duration).	①	②	③	④	⑤
g) Write reflections in a notebook or journal.	①	②	③	④	⑤
h) Work on a portfolio.	①	②	③	④	⑤

2. About how often do **you** do each of the following in your science instruction in this class? (Darken one circle on each line.)

	Never	Rarely (e.g., once or twice a semester)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	Almost Always (e.g., All or almost all the time)
a) Arrange seating to facilitate student discussion.	①	②	③	④	⑤
b) Use open-ended questions.	①	②	③	④	⑤
c) Require students to supply evidence to support their claims.	①	②	③	④	⑤
d) Encourage students to explain concepts to one another.	①	②	③	④	⑤
e) Participate in discussions with the teacher to further science understanding.	①	②	③	④	⑤
f) Encourage students to consider alternative explanations.	①	②	③	④	⑤
g) Work in cooperative learning groups.	①	②	③	④	⑤
h) Share ideas or solve problems with each other in small groups.	①	②	③	④	⑤

3. On the left you will find a scale for the **importance** for effective science instruction of each of the practices listed. On the right you will find a scale for how **prepared** you feel to perform each of the practices listed. In the middle section you will find the list of practices to consider.

Please read each statement and darken one circle on each line in the left section in terms of its **importance** for effective science instruction in the grades you teach. On the right side please darken one circle on each line to indicate how **prepared** you feel to do each one. Please complete both sides.

Importance					Preparation			
Not Important	Some-what Important	Fairly Important	Very Important		Not Adequately Prepared	Some-what Prepared	Fairly Well Prepared	Very Well Prepared
①	②	③	④	a) Provide concrete experience before abstract concepts.	①	②	③	④
①	②	③	④	b) Develop students' conceptual understanding of science.	①	②	③	④
①	②	③	④	c) Make connections between science and other disciplines.	①	②	③	④
①	②	③	④	d) Have students work in cooperative learning groups.	①	②	③	④
①	②	③	④	e) Have students participate in appropriate hands-on activities.	①	②	③	④
①	②	③	④	f) Engage students in inquiry-oriented activities.	①	②	③	④
①	②	③	④	g) Use computers.	①	②	③	④
①	②	③	④	h) Engage students in applications of science in a variety of contexts.	①	②	③	④
①	②	③	④	i) Use portfolios.	①	②	③	④
①	②	③	④	j) Use informal questioning to assess student understanding.	①	②	③	④

4. What are your perceptions about your principal concerning each of the following statements?

My principal... (Darken one circle on each line.)

	Strongly Disagree	Disagree	No Opinion	Agree Strongly	Agree
a) Encourages me to select science content and instructional strategies that address individual students' learning.	①	②	③	④	⑤
b) Accepts the noise that comes with an active classroom.	①	②	③	④	⑤
c) Encourages the implementation of current national standards in science education.	①	②	③	④	⑤
d) Enhances the science program by providing me with needed materials and equipment.	①	②	③	④	⑤
e) Encourages innovative instructional practices.	①	②	③	④	⑤
f) Provides time for teachers to meet and share ideas with one another.	①	②	③	④	⑤
g) Encourages me to observe exemplary science teachers.	①	②	③	④	⑤
h) Acts as a buffer between teachers and external pressures (such as parents).	①	②	③	④	⑤
i) Encourages teachers to make connections across disciplines.	①	②	③	④	⑤

5. Are you the science department chair for your school? (Darken one circle.)

- No (Continue with the next question, #6.)
- Yes (Skip the next question and go on to question 7.)
- Our school does not have a science department chair. (Skip the next question and go on to question 7.)

6. What are your perceptions about your department chairperson concerning each of the following statements?

My department chair... (Darken one circle on each line.)

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a) Encourages me to select science content and instructional strategies that address individual students' learning.	①	②	③	④	⑤
b) Accepts the noise that comes with an active classroom.	①	②	③	④	⑤
c) Encourages the implementation of current national standards in science education.	①	②	③	④	⑤
d) Enhances the science program by providing me with needed materials and equipment.	①	②	③	④	⑤
e) Encourages innovative instructional practices.	①	②	③	④	⑤
f) Provides time for teachers to meet and share ideas with one another.	①	②	③	④	⑤
g) Encourages me to observe exemplary science teachers.	①	②	③	④	⑤
h) Encourages teachers to make connections across disciplines.	①	②	③	④	⑤

7. Please rate the effect of each of the following on your science instruction. (Darken one circle on each line.)

	Inhibits Effective Instruction		Has Little or No Effect		Encourages Effective Instruction
a) Quality of available instructional materials.	①	②	③	④	⑤
b) Access to computers for science instruction.	①	②	③	④	⑤
c) Funds for purchasing equipment and supplies for science.	①	②	③	④	⑤
d) System of managing instructional resources at the district or school level.	①	②	③	④	⑤
e) Opportunities for teachers to work with other teachers.	①	②	③	④	⑤
f) Time available for teachers to plan and prepare lessons.	①	②	③	④	⑤
g) Opportunities for teacher professional development.	①	②	③	④	⑤
h) Importance that the school places on science.	①	②	③	④	⑤
i) Consistency of science reform efforts with other school/district reform efforts.	①	②	③	④	⑤
j) Public attitudes toward reform.	①	②	③	④	⑤

8. To what extent is each of the following true of science-related professional development in your district?
 (Darken one circle on each line.)

	Not at all				To a great extent
a) I am involved in planning my science-related professional development.	①	②	③	④	⑤
b) I am encouraged to develop an individual professional development plan to address my needs and interests related to science education.	①	②	③	④	⑤
c) I am given time to work with other teachers as part of my professional development.	①	②	③	④	⑤
d) I am given time to reflect on what I've learned and how to apply it to the classroom.	①	②	③	④	⑤
e) I receive support as I try to implement what I've learned.	①	②	③	④	⑤

Thank you very much for completing this survey.