

**SOUTHERN REGIONAL EDUCATION BOARD**

**2010 Middle Grades Assessment**

***MMGW* Teacher Survey**

## **DIRECTIONS**

Fill in only one circle for each question, unless otherwise instructed, on your separate answer sheet. Follow the instructions for each question. Your responses are confidential and will not be used to identify you in any way.

**To begin, please enter your school's five-digit MMGW sitecode on page 1 of your answer sheet. Your responses will not be included in your school's report if you do not enter this number correctly.**

### **GENERAL**

1. How would you describe your primary responsibility? Select the subject or content area in which you spend the majority of your time.

- |                                 |   |
|---------------------------------|---|
| (1) English/Language Arts       | (7) Career Exploratory                          |
| (2) Mathematics                 | (8) Technology                                  |
| (3) Science                     | (9) Special Education                           |
| (4) History and Social Sciences | (10) All subjects in a self-contained classroom |
| (5) Foreign Languages           | (11) Other                                      |
| (6) Fine and Related Arts       |   |

If you selected English/language arts (1), mathematics (2) or science (3) as your primary responsibility, please answer the appropriate subject-specific questions throughout the survey. If you did not select one of these subjects, please skip the subject-specific questions without answering. Directions will be provided to alert you to these questions.

### **SCHOOL MISSION**

2. Please indicate how important the following goals are in your school:

	<b>Not at all important</b>	<b>Not too important</b>	<b>Important</b>	<b>Very important</b>
a. Help students in their social development by stressing the ability to get along with and understand all people.	1	2	3	4
b. Prepare almost all students with the academic knowledge and skills needed in college-preparatory English/language arts, mathematics and science courses in high school.	1	2	3	4
c. Help all students master the minimum content needed in English/language arts, mathematics, reading and science courses to pass the eighth grade.	1	2	3	4
d. Help students complete an educational and career plan for high school and beyond.	1	2	3	4
e. Help students get through the eighth grade.	1	2	3	4
f. Develop students' abilities to solve problems and think critically.	1	2	3	4

	<b>Not at all important</b>	<b>Not too important</b>	<b>Important</b>	<b>Very important</b>
g. Encourage students' use of high-level academic content in reading/language arts, mathematics and science in solving real-world problems.	1	2	3	4
h. Ensure that promotion to the ninth grade means that the typical student has learned the basics needed for success in high school.	1	2	3	4

3. Review the eight goals (a-h) listed in question 2. Using the chart below, determine which goals are the three most important goals for all of your students. Mark one goal as number one in importance, one goal as number two in importance, and one goal as number three in importance. Leave the remaining five goals blank.

<b>a</b>	1	2	3
<b>b</b>	1	2	3
<b>c</b>	1	2	3
<b>d</b>	1	2	3
<b>e</b>	1	2	3
<b>f</b>	1	2	3
<b>g</b>	1	2	3
<b>h</b>	1	2	3

4. Please indicate the extent to which you agree or disagree with each of the following statements about your school:

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
a. Goals and priorities for this school are clear.	1	2	3	4
b. I am encouraged to revise my instruction plans to teach my course(s) to grade-level standards and above for all students.	1	2	3	4
c. The surrounding community actively supports our school's instructional goals.	1	2	3	4
d. I am familiar with the content and specific goals of the courses taught by other teachers in this school.	1	2	3	4

5. Please indicate to what extent you agree that the following is the primary mission for your middle grades school:

“To make sure that all students leave the eighth grade with the knowledge and skills to be successful without remediation in a college-preparatory curriculum in the ninth grade.”

- (1) Strongly disagree
- (2) Somewhat disagree
- (3) Somewhat agree
- (4) Strongly agree

## HIGH EXPECTATIONS AND EXTRA HELP

6. Please indicate the extent to which you agree or disagree with each of the following statements about the classes you teach:

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
a. There is little I can do to ensure that all my students learn at or above grade level.	1	2	3	4
b. Students should be grouped for learning by skill or ability level.	1	2	3	4
c. Students' success or failure in school is due largely to factors beyond me.	1	2	3	4
d. Students do not have the background knowledge and skills they need for what I teach.	1	2	3	4
e. Teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.	1	2	3	4

7. During a typical month, how many writing assignments of at least one page do you assign your students?

- (1) None
- (2) One or two
- (3) Three or four
- (4) Five or more

8. On average, approximately how much homework per week do you assign in your courses?

- (1) I do not usually assign homework.
- (2) 30 minutes or less
- (3) About 1 hour
- (4) Between 1 and 2 hours
- (5) Between 2 and 3 hours
- (6) 4 hours or more

9. Overall, how much time do you think your students usually spend on homework each day for all classes?

- (1) None
- (2) 30 minutes or less
- (3) 30 minutes to 1 hour
- (4) 1 to 2 hours
- (5) More than 2 hours

10. Other than textbooks, how many books or their equivalent (i.e., journal, magazine, internet and newspaper articles) do you require students to read on average for each class you teach?

- (1) None
- (2) 1 or 2
- (3) 3 to 5
- (4) 6 to 8
- (5) 9 or more

11. How often do you require extra help for your students who are not performing at a C level (or its equivalent) or above in your courses?

- (1) Currently all of my students are performing at a C level (or its equivalent) or above.
- (2) Never
- (3) A few times a year
- (4) About once a month
- (5) About once a week
- (6) A few times a week

12. About what percentage of your students do you think need extra help with the subject(s) you are teaching?

- (1) None
- (2) Less than 20%
- (3) 20 to 40%
- (4) 41 to 60%
- (5) 61 to 80%
- (6) 81% or more

13. About what percentage of your students earn a final grade below a C?

- (1) None
- (2) Less than 20%
- (3) 20 to 40%
- (4) 41 to 60%
- (5) 61 to 80%
- (6) 81% or more

14. Does your school define A work as above grade level, B work as grade level and C work as below grade level?

- (1) Yes
- (2) No

15. What is the length of the period for each of the following classes in your school?

	<b>Less than 45 minutes</b>	<b>45 to 59 minutes</b>	<b>60 to 74 minutes</b>	<b>75 to 90 minutes</b>	<b>More than 90 minutes</b>
a. English/Language Arts	1	2	3	4	5
b. Reading	1	2	3	4	5
c. Mathematics	1	2	3	4	5
d. Science	1	2	3	4	5
e. Social Studies	1	2	3	4	5

**GUIDING AND SUPPORTING STUDENTS**

- |   | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| 16. Are you part of a structured guidance/advisory program in your school?  | Y          | N         |
| 17. Do you assist students and their parents in developing a plan of study for the middle grades and high school?   | Y          | N         |
| 18. Do you have a core group of students whom you advise?   | Y          | N         |
| 19. (Skip to Question 20 if you do not have a core group of students whom you advise.) If you have a core group of students whom you advise, how often do you do the following? |            |           |

	<b>Not at all</b>	<b>Once or twice overall</b>	<b>About once a year</b>	<b>About once a semester</b>	<b>More than once a semester</b>
a. Meet with your group of students.	1	2	3	4	5
b. Inform parents and students about the student's readiness to do challenging high school studies.	1	2	3	4	5
c. Work with parents and students on ways to address gaps in academic achievement.	1	2	3	4	5
d. Work with parents and students to explore education and career options	1	2	3	4	5

## CURRICULUM CONTENT AND ENGAGING STUDENTS IN LEARNING

20. Please indicate the extent to which you agree or disagree with each of the following statements about the classes you teach:

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
a. Students should make choices about learning activities (e.g., select topics for research, select books to read).	1	2	3	4
b. Students should participate in planning and discussing the quality standards that their work needs to meet.	1	2	3	4
c. Students should have opportunities for cooperation and collaboration with each other through regular class activities and major course projects.	1	2	3	4
d. Student evaluation should include students' assessment of their own work.	1	2	3	4

21. Approximately how often do you require students in your classes to do the following:

	<b>Not at all</b>	<b>Once a year</b>	<b>Once or twice a semester</b>	<b>Monthly</b>	<b>Weekly</b>
a. Use background and prior knowledge at the beginning of lessons to learn new content.	1	2	3	4	5
b. Read an assigned book or article and summarize the main ideas.	1	2	3	4	5
c. Revise essays or written work several times to improve their quality.	1	2	3	4	5
d. Use a journal, notebook or laptop computer to write about things they have learned.	1	2	3	4	5
e. Write explanations about what they observed and why something happened.	1	2	3	4	5
f. Paraphrase grade-level materials using strategies such as re-writing statements or changing direct to indirect quotations.	1	2	3	4	5
g. Summarize grade-level materials using strategies such as note card summaries or summarization pyramids.	1	2	3	4	5
h. Categorize grade-level materials using strategies such as graphic organizers or outlines.	1	2	3	4	5
i. Use word processing to complete assignments.	1	2	3	4	5
j. Complete computer-assisted research/assignments.	1	2	3	4	5

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
k. Represent and analyze relationships using tables, charts and graphs.	1	2	3	4	5
l. Work on open-ended problems for which there is no immediately obvious method of solution.	1	2	3	4	5
m. Work on an extended, major project that lasts a week or more.	1	2	3	4	5
n. Design a research investigation, implement it and prepare a written report that summarizes and interprets their findings.	1	2	3	4	5
o. Participate in a class discussion about content studied.	1	2	3	4	5
p. Work in cooperative groups to deepen understanding of content.	1	2	3	4	5
q. Stand before class to make an oral presentation on a project or assignment to meet specific requirements.	1	2	3	4	5
r. Meet performance standards developed by a national group.	1	2	3	4	5
s. Take a test that is predominantly essay.	1	2	3	4	5

22. (Skip to Question 23 if you do not teach mathematics.) If you teach **mathematics**, how often do you require students in your classes to do the following:

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a. Read mathematics-related materials (besides textbooks) and demonstrate understanding of the content.	1	2	3	4	5
b. Use a graphing calculator to complete mathematics assignments.	1	2	3	4	5
c. Use a computer to complete mathematics assignments.	1	2	3	4	5
d. Use mathematics to solve real-world problems.	1	2	3	4	5
e. Solve word problems.	1	2	3	4	5
f. Work on open-ended problems for which there is no immediately obvious method or solution.	1	2	3	4	5
g. Work with other students on a challenging mathematics assignment and receive a group and an individual grade.	1	2	3	4	5
h. Work in groups to brainstorm how to solve a mathematics problem.	1	2	3	4	5

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
i. Keep a folder/portfolio of formulas, definitions, etc.	1	2	3	4	5
j. Complete a written report as part of a major mathematics project.	1	2	3	4	5
k. Orally defend the process used to solve a mathematics problem.	1	2	3	4	5

23. Does your school require all students to complete either Algebra I or Pre-Algebra by the end of the eighth grade?

- (1) Yes
- (2) No

24. What percentage of students complete either Algebra I or Pre-Algebra by the end of the eighth grade?

- (1) None
- (2) Less than 20%
- (3) 20 to 40%
- (4) 41 to 60%
- (5) 61 to 80%
- (6) 81% or more

25. (Skip to Question 26 if you do not teach science.) If you teach science, how often do you require students in your classes to do the following:

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a. Read science-related materials (besides textbooks) and demonstrate understanding of the content.	1	2	3	4	5
b. Read and summarize science-related content.	1	2	3	4	5
c. Use graphing calculators to complete science assignments.	1	2	3	4	5
d. Keep a folder/portfolio of formulas, definitions, etc.	1	2	3	4	5
e. Use a computer to complete science assignments.	1	2	3	4	5
f. Complete a lab assignment using science to address a problem found in the community.	1	2	3	4	5
g. Work with other students on a challenging science assignment and receive a group and an individual grade.	1	2	3	4	5
h. Use science equipment to do activities in a science laboratory.	1	2	3	4	5
i. Complete a science research project that includes doing an experiment and preparing a written report of the results.	1	2	3	4	5

26. (Skip to Question 27 if you do not teach English/language arts.) If you teach **English/language arts**, how often do you require students in your classes to do the following:

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a. Read an assigned book outside of class and demonstrate understanding of the significance of the main ideas.	1	2	3	4	5
b. Select entries from recommended reading lists for out-of-school reading.	1	2	3	4	5
c. Read several pieces on the same topic and discuss the different points of view.	1	2	3	4	5
d. Summarize, paraphrase and make inferences from readings.	1	2	3	4	5
e. Write at least one page on an assigned topic or a topic of students' choice.	1	2	3	4	5
f. Complete a research paper that uses at least three sources.	1	2	3	4	5
g. Work with other students to analyze and interpret the meaning of a piece of literature.	1	2	3	4	5

27. Please indicate how often you do the following:

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a. I set high standards and provide examples of work that meets those standards.	1	2	3	4	5
b. I provide written guidelines on what students must do to earn an A or B on assignments.	1	2	3	4	5

28. How many different classes must you prepare for each day?

- (1) One
- (2) Two
- (3) Three
- (4) Four
- (5) Five or more

29. Do you include the following forms of assessment in students' course grades?

	<b>Yes</b>	<b>No</b>
a. Responses of students in class	Y	N
b. Projects or practical/laboratory exercises	Y	N
c. Portfolio of student's work	Y	N
d. Homework assignments	Y	N
e. Teacher-made objective tests (multiple choice, true-false)	Y	N
f. Teacher-made open-ended tests (short answer, essay)	Y	N
g. End-of-course exam in your content area that is used schoolwide	Y	N
h. Standardized tests produced outside the school	Y	N

30. Please respond to the following statements about curriculum alignment:

	<b>Yes</b>	<b>No</b>
a. My school or district has set specific <b>content</b> standards for each grade (6-12) and course level for all the courses I teach.	Y	N
b. My school or district has set specific <b>performance</b> standards for each grade (6-12) and course level for all the courses I teach.	Y	N
c. My school or district has set specific guidelines for what constitutes A-, B- and C-level work.	Y	N

## TRANSITIONS

31. How familiar are you with the content and specific goals of the courses taught in the elementary schools that send students to this middle grades school?

- (1) Not at all familiar
- (2) Somewhat familiar
- (3) Very familiar

32. How often do you meet with teachers from feeder elementary schools to discuss expectations, content knowledge and performance standards for students entering your middle grades school?

- (1) Never
- (2) Annually
- (3) Every semester
- (4) Monthly

33. How familiar are you with the content and specific goals of the courses taught in the high school(s) that students from this school attend?

- (1) Not at all familiar
- (2) Somewhat familiar
- (3) Very familiar

34. How often do you meet with teachers from the high schools to which your school sends students to discuss expectations, content knowledge and performance standards for students leaving your middle grades school?

- (1) Never
- (2) Annually
- (3) Every semester
- (4) Monthly

35. (Skip to Question 36 if you do not teach 8th-grade courses.) If you teach **8th-grade courses**, about what percentage of students do you think will enter the 9th grade ready to do well in college-preparatory academic courses?

- (1) Less than 20%
- (2) 21 to 40%
- (3) 41 to 60%
- (4) 61 to 80%
- (5) 81% or more

36. Does your school enroll eighth-grade students who are not ready for college-preparatory classes in ninth-grade in a catch-up course designed to get them ready in the following subjects? (Mark all that apply.)

- (1) English/language arts
- (2) Mathematics

37. Does your school effectively use the following to improve student transitions from middle grades to high school:

	Yes	No
a. A required parent-student-school conference to plan a high school program of study for every student leaving the 8th grade	Y	N
b. Extra help and extra time outside of the regular school day for every 7th-grader performing below grade level	Y	N
c. Extra help and extra time outside of the regular school day for every 8th-grader performing below grade level	Y	N
d. A caring adult assigned to mentor each student in grades six through eight	Y	N
e. A summer bridge program in reading and mathematics to prepare selected eighth-graders for high school	Y	N
f. A schedule that allows extra periods in the regular school day in reading and mathematics for students who need extra help to be ready for high school	Y	N

	Yes	No
g. Extra help and extra time provided during the school day for every student performing below grade level	Y	N
h. An introduction course on college and career opportunities	Y	N

### LEADERSHIP AND PROFESSIONAL GROWTH

38. Which of the following offer a teacher mentoring or induction program? (Mark all that apply.)

- (1) Your school
- (2) Your district

39. Did you participate in a teacher mentoring or induction program through the following? (Mark all that apply.)

- (1) Your school
- (2) Your district

40. How often do you meet as a member of a team of academic teachers to plan joint instructional activities?

- (1) I have not attended any such meeting this school year.
- (2) My team meets once a year for this purpose.
- (3) My team meets once a month for this purpose.
- (4) My team meets once a week for this purpose.
- (5) My team meets more than once a week for this purpose.

41. How often do you meet as a member of a team of academic and fine/related arts teachers to plan joint instructional activities and to take collective responsibility for student learning?

- (1) We have never had such a meeting in our school.
- (2) I have not attended any such meeting in the past year.
- (3) We have met once in the past year.
- (4) We meet monthly.
- (5) We meet weekly.

42. How often do you meet with other teachers in your department or school to align assignments and agree upon what below-grade-level, grade-level, and above-grade-level (high school ready) work looks like?

- (1) We have never had such a meeting in our school.
- (2) I have not attended any such meeting in the past year.
- (3) We have met once in the past year.
- (4) We have met a few times in the past year.
- (5) We meet monthly.
- (6) We meet weekly.

43. Please indicate the extent to which you agree or disagree with each of the following statements about your school:

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
a. The staff uses data continuously to evaluate the school's academic and technical programs and activities.	1	2	3	4
b. Teachers in this school are always learning and seeking new ideas on how to improve students' achievement.	1	2	3	4
c. The principal consults with staff members before making decisions that affect us.	1	2	3	4
d. In this school I am encouraged to experiment with my instructional strategies.	1	2	3	4
e. The teachers and school administrators work as a team to improve the achievement of students in this school.	1	2	3	4

44. Please indicate if you need staff development and the number of hours of staff development you have had during the past three years in the following areas to improve your efforts to teach higher-level academics across the curriculum.

	<b>Need staff development?</b>		<b>Number of hours in the past three years</b>			
	<b>Yes</b>	<b>No</b>	<b>None</b>	<b>1-20</b>	<b>21-40</b>	<b>41+</b>
<b>Planning</b>						
a. Additional study to gain greater depth in content areas	Y	N	1	2	3	4
b. Adapting teaching methods to the learning styles of different students	Y	N	1	2	3	4
c. Establishing a classroom environment that actively involves students in the learning process	Y	N	1	2	3	4
d. Planning standards-based instructional units	Y	N	1	2	3	4
e. Doing collaborative planning with other teachers	Y	N	1	2	3	4
f. Raising expectations for student achievement	Y	N	1	2	3	4
g. Getting at-risk students to master complex content	Y	N	1	2	3	4
h. Developing rubrics in academic content areas	Y	N	1	2	3	4
i. Studying samples of student work	Y	N	1	2	3	4
j. Using student-centered instruction to motivate and deepen student learning	Y	N	1	2	3	4
k. Implementing a grading policy in which students are required to redo work not meeting agreed upon grade-level standards at the A, B or C level	Y	N	1	2	3	4

l. <b>(Math teachers only)</b> Getting all students to master complex content in algebra	Y	N	1	2	3	4
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**Instructional Methods**

m. Teaching content through real-world applications	Y	N	1	2	3	4
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n. Using reading and writing for learning in the content area and across curriculum	Y	N	1	2	3	4
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o. Teaching students to interact and cooperate with each other during the learning process	Y	N	1	2	3	4
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p. Getting students to elaborate on their understanding, explanations or conclusions through extended writing	Y	N	1	2	3	4
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q. Getting students to achieve higher standards through applied learning	Y	N	1	2	3	4
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r. Using research-based teaching practices to improve student performance	Y	N	1	2	3	4
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s. Using interdisciplinary themes or units	Y	N	1	2	3	4
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t. Using project-based learning to deepen understanding of content	Y	N	1	2	3	4
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u. Using performance assessments (e.g., presentations, writing and projects)	Y	N	1	2	3	4
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v. Having students design and conduct research investigations	Y	N	1	2	3	4
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w. <b>(Math teachers only)</b> Using applied, hands-on strategies to teach Algebra I or Pre-Algebra	Y	N	1	2	3	4
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x. <b>(Science teachers only)</b> Teaching science in an applied context	Y	N	1	2	3	4
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**Support for Students**

y. Using a system of extra help to improve the achievement of all students	Y	N	1	2	3	4
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z. Working with a group of students as a mentor and adviser through the eighth grade	Y	N	1	2	3	4
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45. Please indicate whether or not you participated in the following types of staff development activities during the past three years and if you would like to participate in that format for staff development:

	<b>Have you participated in this format?</b>		<b>Would you like to participate in this format?</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
a. Workshops with regular follow-ups	Y	N	Y	N
b. Conferences	Y	N	Y	N
c. Course work for credit	Y	N	Y	N
d. Reading professional literature and viewing professional videotapes with a study group	Y	N	Y	N
e. Being observed and receiving feedback from other educators	Y	N	Y	N
f. Working with other teachers who are successful in having students master high-level content	Y	N	Y	N
g. Doing research based on your own classroom	Y	N	Y	N
h. Observing outstanding practices in another classroom or school	Y	N	Y	N
i. Using distance learning (through teleconferences, Webinars or Internet)	Y	N	Y	N

46. To what extent do the following statements reflect your own staff development experiences in the past three years:

	<b>Not at all</b>	<b>Very little</b>	<b>To some extent</b>	<b>A great deal</b>
a. As a result of my staff development experiences, I now have my students redo work until it meets grade-level standards.	1	2	3	4
b. Staff development programs are sustained over time, with ample follow-up activities that include an observation of my teaching that gives me ideas for refining instruction to get higher achievement from my students.	1	2	3	4
c. There are incentives that encourage me to participate in staff development (release time, substitute pay, certificate renewal credit, stipends).	1	2	3	4
d. I am expected to reflect on what I learn in staff development programs and apply it in the classroom.	1	2	3	4

## BACKGROUND

47. What is your gender?

- (1) Male
- (2) Female

48. What is your age range?

- (1) Less than 25 years old
- (2) 26 to 30 years old
- (3) 31 to 35 years old
- (4) 36 to 40 years old
- (5) 41 to 45 years old
- (6) 46 to 50 years old
- (7) 51 to 55 years old
- (8) Over 55 years old

49. Which race/ethnicity best describes you? (Mark all that apply.)

- (1) American Indian/Alaska Native
- (2) Asian
- (3) Black or African-American
- (4) Hispanic or Latino
- (5) Native Hawaiian or other Pacific Islander
- (6) White

50. What is your highest academic degree?

- (1) High school diploma
- (2) Business/technical school certificate
- (3) Associate degree (two years or more)
- (4) Bachelor's degree
- (5) Master's degree
- (6) Education specialist or a professional diploma (based on at least one year's work past the master's degree level)
- (7) Doctorate or professional degree (e.g., Ph.D., Ed.D., LL.B., J.D., M.D., etc.)

51. From which of these areas did you enter teaching?

- (1) Military
- (2) Business
- (3) Postsecondary education
- (4) Retirement
- (5) As a second career
- (6) An alternative program
- (7) Other

52. If you teach **mathematics**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate? (Mark all that apply.)

- (1) Mathematics
- (2) Mathematics Education
- (3) Science or Science Education
- (4) Elementary Education
- (5) Other/None of the above

53. If you teach **science**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate? (Mark all that apply.)

- (1) Biology
- (2) Physics
- (3) Chemistry
- (4) Science Education
- (5) Mathematics/Mathematics Education
- (6) Elementary Education
- (7) Other/None of the above

54. If you teach **English/language arts**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate? (Mark all that apply.)

- (1) English
- (2) Literature
- (3) English/Language Arts Education
- (4) Elementary Education
- (5) Other/None of the above

55. Did you student-teach in the middle grades (6-8) as part of your teacher preparation program?

- (1) Yes
- (2) No

56. Which of the following grades do you currently teach? (Mark all that apply.)

- (1) 4th grade
- (2) 5th grade
- (3) 6th grade
- (4) 7th grade
- (5) 8th grade
- (6) 9th grade

57. In which grade have you taught the majority of your classes in the past two years?

- (1) 4th grade
- (2) 5th grade
- (3) 6th grade
- (4) 7th grade
- (5) 8th grade
- (6) 9th grade

58. Including this year, how many years of teaching experience (full- and part-time) do you have in total?
- (1) 2 or less
  - (2) 3 to 5
  - (3) 6 to 10
  - (4) 11 to 15
  - (5) More than 15
59. Including this year, what is the total number of years that you have taught in the middle grades? Include any permanent, full-time, or part-time assignments, but not substitute teaching.
- (1) 2 or less
  - (2) 3 to 5
  - (3) 6 to 10
  - (4) 11 to 15
  - (5) More than 15
60. Including this year, how many years of teaching experience (full- and part-time) do you have at your present school?
- (1) 2 or less
  - (2) 3 to 5
  - (3) 6 to 10
  - (4) 11 to 15
  - (5) More than 15
61. How many classes are you teaching that are not in an area for which you received your undergraduate or graduate degree?
- (1) None
  - (2) One
  - (3) Two
  - (4) Three
  - (5) More than three
62. Do you have a copy of the statewide academic standards for the subjects you teach?
- (1) Yes
  - (2) No
63. How many of your students would you say are currently meeting the standards for their grade?
- (1) Less than 20%
  - (2) 21 to 40%
  - (3) 41 to 60%
  - (4) 61 to 80%
  - (5) 81% or more

64. Do you believe that most students should be required to meet the same set of academic standards, regardless of the high school program they choose to enter, or should there be alternative academic standards?

- (1) Same standards
- (2) Alternative standards
- (3) I don't know

**Thank you for your time and effort on this survey.**



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