

PERCEPTION OF TEACHING SKILLS AND CONTENT KNOWLEDGE

1. Please indicate **how confident** you feel about the following aspects of skills and knowledge related to teaching and **how important** you believe these issues are for the grade level you teach. If you are primarily a science teacher, answer for how you feel about teaching science. If you are primarily a mathematics teacher, answer for how you feel about teaching mathematics. Graduate students are to answer for the field in which they will primarily be working. Your individual responses will be kept confidential and your participation is voluntary. Thank you for your participation.

My Level of Confidence					Level of Importance in Teaching			
Not Confident	Slightly Confident	Moderately Confident	Very Confident		Not Important	Slightly Important	Moderately Important	Very Important
1	2	3	4	Subject area expertise in your professional field	1	2	3	4
1	2	3	4	Subject area expertise in relation to the content covered in K-12 courses	1	2	3	4
1	2	3	4	Application of the subject matter to everyday life	1	2	3	4
1	2	3	4	Advising students about job opportunities in the subject area	1	2	3	4
1	2	3	4	Advising students about opportunities to receive further training/experience in the subject area	1	2	3	4
1	2	3	4	Use of inquiry-based learning	1	2	3	4
1	2	3	4	Implementing inquiry-based instructional practices in the K-12 classroom	1	2	3	4
1	2	3	4	Determining the depth, breadth, and pace of coverage of material when teaching	1	2	3	4
1	2	3	4	Development of assessment tools to measure analytical thinking	1	2	3	4
1	2	3	4	Integrating course curriculum with other subjects or fields of study	1	2	3	4
1	2	3	4	Development of experiments/investigations (e.g., scientific experiments, testing of mathematical hypotheses) appropriate for K-12 students	1	2	3	4
1	2	3	4	Facilitating a student-directed investigation with an entire class of students	1	2	3	4
1	2	3	4	Developing students' abilities to critique and analyze results	1	2	3	4
1	2	3	4	Responding to student inquiries during a teacher-guided, but student-directed investigation	1	2	3	4
1	2	3	4	Developing student interest in the subject area	1	2	3	4
1	2	3	4	Development of assessments that measure students' ability to conduct investigations to solve problems	1	2	3	4
1	2	3	4	Development of lesson plans that address a specific set of content standards	1	2	3	4
1	2	3	4	Knowledge level of the state curriculum standards (frameworks) for the subject area	1	2	3	4
1	2	3	4	Presenting at teacher inservices or professional meetings	1	2	3	4

My Level of Confidence**Level of Importance in Teaching**

Not Confident	Slightly Confident	Moderately Confident	Very Confident		Not Important	Slightly Important	Moderately Important	Very Important
1	2	3	4	Using a variety of instructional techniques in the classroom	1	2	3	4
1	2	3	4	Incorporating the use of manipulatives or hands-on materials in teaching	1	2	3	4
1	2	3	4	Incorporating subject matter computer software into instruction	1	2	3	4
1	2	3	4	Incorporating the use of Internet resources or other computer technologies into teaching	1	2	3	4
1	2	3	4	Knowledge of ways to access current research or resource information on the latest advancements in the subject matter field	1	2	3	4
1	2	3	4	Incorporating research findings or current resource tools into classroom instruction	1	2	3	4
1	2	3	4	Prepare students for the kind of expectations they will encounter in a work setting	1	2	3	4
1	2	3	4	Prepare students for advanced study in the subject	1	2	3	4
1	2	3	4	Supervising research projects of students	1	2	3	4
1	2	3	4	Motivate students to consider more advanced study in the subject area	1	2	3	4
1	2	3	4	Facilitating student learning using a collaborative teaching environment (i.e., team-teaching)	1	2	3	4

2. How confident are you in students' abilities to do the following things given the developmental age of students you currently teach:

	Not at all	Slightly Confident	Moderately Confident	Very Confident
a. Develop scientific or mathematical hypotheses to be investigated	1	2	3	4
b. Design an experiment/procedure to test a specified hypothesis	1	2	3	4
c. Use mathematics/science concepts in investigating a hypothesis	1	2	3	4
d. Use calculators to gather evidence or data to test a hypothesis	1	2	3	4
e. Use mathematics or scientific computer software to gather evidence or data to test a hypothesis	1	2	3	4
f. Use Internet resources to gather evidence to test a hypothesis	1	2	3	4
g. Develop explanations using data/results obtained or provided	1	2	3	4
h. Develop alternative explanations for outcomes	1	2	3	4
i. Critical analyze or critique other students' or teachers' explanations	1	2	3	4
j. Defend their reasoning or explanation of events	1	2	3	4
k. Remain "on task" when conducting experiments or investigating hypotheses	1	2	3	4