

TEACHING ASSIGNMENT

Your expertise in identifying types of educational activities that occur over the next few years will be invaluable to the project. Your participation is voluntary and your individual information will be kept confidential. You may voluntarily withdraw from the study at any time with no retribution or penalty. Thank you for participating in the GK-12 grant!

1. Please provide information on the courses that you taught during the **most recent school term**.

If you taught two or more sections of the same course (e.g., Biology I) to different groups of students, count them as separate courses.

For Example: Last spring you taught 4 sections of 6th grade earth science every day for 50 minutes each and 1 section of 7th grade honors pre-algebra for 75 minutes three days a week. There were 25 students in three of the earth science sections and 28 students in section four. There were 22 students in honors pre-algebra. You would report your course schedule as follows:

Name of the course	Grade level of the majority of students	Approximate number of students	Check if AP or honors	Minutes of instruction per week
a. Earth Science	6 th	25		250
b. Earth Science	6 th	25		250
c. Earth Science	6 th	25		250
d. Earth Science	6 th	28		250
e. Pre-Algebra	7 th	22	x	225

ENTER YOUR COURSE SCHEDULE BELOW.

Name of the course	Grade level of the majority of students	Approximate number of students	Check if AP or honors	Minutes of instruction per week
a.				
b.				
c.				
d.				
e.				
f.				
g.				

In the next few sections you will be asked about your instructional practices in a **target course**. Identify a class section that occupied the majority of your teaching time last year and/or contained the largest number of students, but was *NOT* an AP, Honors level, or accelerated course. ***If possible, select the course that you think you will most likely teach to the largest number of students during the next school term.*** This is your “target” course.

Write in the name of the target course below.

Target course selection _____

2. In this target course, how much emphasis did you give to each of the following goals or objectives?

(Circle one number on each line.)

	None	Minor	Moderate	Major
a. Integrating the course curriculum with other subjects or fields of study	1	2	3	4
b. Teaching facts, rules, or vocabulary	1	2	3	4
c. Showing the importance of the subject in everyday life	1	2	3	4
d. Stimulating student interest in the subject and in pursuing further study	1	2	3	4
e. Encouraging students to explore alternative methods for solving problems	1	2	3	4
f. Preparing students for taking standardized tests in the subject	1	2	3	4
g. Fully covering the course curriculum prescribed by the school/district/state	1	2	3	4
h. In-depth study of fewer topics, rather than exposure to broad range of topics	1	2	3	4
i. Understanding theoretical concepts underlying science or math applications	1	2	3	4
j. Encouraging students to identify alternative explanations for phenomenon	1	2	3	4
k. Facilitating knowledge acquisition through self-discovery methods	1	2	3	4

3. For each TEACHER activity listed below, indicate the **average number of minutes** spent on this activity in your target class each week. For example, if you never use a *lecture format to talk to the whole class*, your answer to the first question would be 0. If you provide *lectures to your class* approximately twice a week for 30 minutes each, then your answer would be 60 minutes.

	Average Number of Minutes Per Week
a. Lecture or talk to the whole class	_____
b. Demonstration of a concept using two-dimensional tools (e.g., board, overhead projector, computer)	_____
c. Demonstration of a concept using three-dimensional tools such as manipulatives, models	_____
b. Teacher-led whole class discussions	_____
c. Student-led whole-group discussions/presentations	_____
d. Students working together in cooperative groups	_____
e. Students responding orally to questions on subject matter covered in class or assignments	_____
f. Teacher-directed review of homework or other assignments (students passive)	_____
g. Experiment/scientific inquiry directed by teacher	_____
h. Experiment/scientific inquiry guided by student questions/hypotheses	_____
i. Administer quizzes or exams	_____
j. Complete non-academic tasks (e.g., recording attendance, behavior management, announcements)	_____
k. Demonstrate uses of technology in the subject area (e.g., computer software, scientific tools)	_____
l. Other (please specify) _____	_____

4. Approximately how many minutes per week of the classroom time for your target course is spent on administrative duties (e.g., attendance, school announcements, administrative requests, recordkeeping)?

_____ minutes

5. For each STUDENT activity listed below, indicate the **average number of minutes** spent on this activity in your target class each week.

**Average Number of
Minutes Per Week**

a. Listen to or observe teacher presentations/lectures	_____
b. Listen to guest speakers or go on field trips relevant to the material studied in class	_____
c. Work individually on written work or assignments in a workbook or textbook	_____
d. Critique/evaluate their own or others' work	_____
e. Work on hands-on activities (e.g., doing lab activities or using manipulatives)	_____
f. Reflect on course material by writing in a notebook or journal	_____
g. Use calculators or computers for learning, practicing skills, or solving problems	_____
h. Consider a real-world problem relevant to the course and develop a plan to address it	_____
i. Use primary sources (e.g., academic or professional journals) to investigate current issues or new developments in mathematics, science, or technology	_____
j. Design or implement their own scientific investigation or mathematical theory or proof	_____
k. Investigate possible career opportunities in mathematics, science, or technology	_____
l. Explain or report on how a concept in class relates to or is used in the real world	_____
m. Correct or review previous day's homework	_____
n. Give or listen to other students' give oral reports	_____
o. Solve problems which have several appropriate answers or approaches	_____
p. Work in small groups	_____
q. Participate in field work or data collection	_____
r. Take notes	_____
s. Explain to the class solutions developed individually or in small groups	_____
t. Complete quizzes, exams, or other assessments	_____
u. Wait for completion of non-academic tasks (e.g., attendance, behavior management, announcements)	_____
v. Practice or drill on basic concepts / skills	_____
w. Use "state-of-the-art" equipment or technologies (<i>Specify types</i> _____)	_____

6. Which textbook (or commercially prepared workbook) constituted the primary resource that you used in this course? *NOTE: If you used NO textbook or workbook in this course, put NONE and skip to Question 8.)*

Title: _____

Author: _____

7. Approximately what percent of this text/workbook did you, or do you **typically** cover in this course? _____%

8. During a typical week, approximately how much time did you spend outside of regular school hours on planning and preparing for teaching this course? Number of hours _____

9. On average, how many minutes do you spend weekly on each of the following activities when PREPARING for your target course?

**Average Number of
Minutes per Week**

- | | |
|-------|--|
| _____ | a. Revising current lessons/curriculum units |
| _____ | b. Creating new lessons/curriculum units |
| _____ | c. Contacting community resources, including arranging speakers, tours, etc. |
| _____ | d. Using the Internet to access materials |
| _____ | e. Interacting with other teachers at your school to coordinate lessons/activities |
| _____ | f. Consulting with experts or professional scientists/mathematicians |
| _____ | g. Using a reflective teaching journal |
| _____ | h. Learning to use science or mathematics kits |
| _____ | i. Improving computer and/or software skills |
| _____ | j. Writing grants to secure funding for new programs and/or equipment |
| _____ | k. Responding to e-mail you receive from students |

10. For each ASSESSMENT activity listed below, indicate the **average number of minutes** spent on this activity in your target class each week.

	Average Number of Minutes per Week
a. Pre-tests before beginning a new unit	_____
b. Short-answer tests (e.g., multiple choice, true/false, fill-in-the-blank)	_____
c. Tests that require students to explain the process they use to answer a question	_____
d. Open-ended response tests (e.g., descriptions, explanations, analysis)	_____
e. Student portfolios	_____
f. Class participation/group discussion	_____
g. Student presentations/projects	_____
h. Hands-on performance measurements	_____
i. Written explanations of thought processes (e.g., journals, essays)	_____
j. Other (please specify) _____	_____

11. How many students with special needs were included in the regular classroom (of your target course)?

_____ students with physical disabilities

_____ students with learning or behavioral disabilities