

## GRADUATE FELLOW PERCEPTION OF INQUIRY AND TEACHING SKILLS

Name: \_\_\_\_\_

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 will be teaching (middle school).

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	Teaching facts, rules, or vocabulary	1	2	3	4
1	2	3	4	Encouraging students to explore alternative methods for solving problems	1	2	3	4
1	2	3	4	Preparing students to take standardized tests in the subject area	1	2	3	4
1	2	3	4	Developing students' abilities to identify alternative explanations for phenomenon	1	2	3	4
1	2	3	4	Lecture to whole class	1	2	3	4
1	2	3	4	Demonstrate a concept using two-dimensional tools (e.g., chalkboard, overhead projector, computer)	1	2	3	4
1	2	3	4	Demonstrate a concept using three-dimensional tools such as manipulatives and models	1	2	3	4
1	2	3	4	Lead whole-group discussions	1	2	3	4
1	2	3	4	Guide student-focused discussions / presentations	1	2	3	4
1	2	3	4	Facilitate the learning of students working in small groups	1	2	3	4
1	2	3	4	Directing experiments / scientific inquiry activities	1	2	3	4
1	2	3	4	Guiding student-directed inquiry activities	1	2	3	4
1	2	3	4	Overseeing classroom discipline / classroom management	1	2	3	4
1	2	3	4	Demonstrating the use of technological tools in the field of study	1	2	3	4
1	2	3	4	Critique students' work	1	2	3	4
1	2	3	4	Model the use of reflective journals in learning	1	2	3	4
1	2	3	4	Using calculators or computers for instructional activities or collecting data	1	2	3	4
1	2	3	4	Identify a real-world problem relevant to the course and develop a plan to address it	1	2	3	4
1	2	3	4	Use primary sources (e.g. academic or professional journals) to investigate current issues or new developments in math, science, or technology	1	2	3	4
1	2	3	4	Design and implement you own mathematical or scientific investigation	1	2	3	4
1	2	3	4	Assess student portfolios	1	2	3	4

**My Level of Confidence**

Not Slightly Moderately Very  
Confident Confident Confident Confident

1 2 3 4 Developing short-answer tests (e.g., multiple choice, true/false, fill-in-the-blank)

1 2 3 4 Developing assessments that require students to explain the process used to answer a question

1 2 3 4 Open-ended response tests (e.g., descriptions, explanations, analysis)

1 2 3 4 Provide feedback on student presentations

1 2 3 4 Developing hands-on performance measurements

1 2 3 4 Evaluate student journals, essays

**Level of Importance in Teaching**

Not Slightly Moderately Very  
Important Important Important Important

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

7. During a typical week, approximate how much time do you believe will be needed, outside of regular school hours, for planning and preparing for teaching a middle school science or math course?

Number of hours \_\_\_\_\_

8. On average, approximately what percent of your planning and preparation time for this course do you believe should be spent on each of the following activities? (*Provide the approximate percentage of time spent, e.g. 40%*)

\_\_\_\_\_ a. Developing lessons/curriculum units

\_\_\_\_\_ b. Contacting community resources, including arranging speakers, tours, etc.

\_\_\_\_\_ c. Using the Internet to access materials

\_\_\_\_\_ d. Interacting with other teachers at your school to coordinate lessons/activities

\_\_\_\_\_ e. Consulting with experts or professional scientists/mathematicians

\_\_\_\_\_ f. Using a reflective teaching journal

\_\_\_\_\_ g. Learning to use science or mathematics kits

\_\_\_\_\_ h. Improving computer and/or software skills

\_\_\_\_\_ i. Responding to e-mail you receive from students