

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

**PUBLIC SCHOOL TEACHER SURVEY
ON EDUCATION REFORM**

FAST RESPONSE SURVEY SYSTEM

O.M.B. NO.: 1850-0727
EXPIRATION DATE: 5/31/96

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Disability: An impairment that substantially limits one or more of the major life activities of an individual.

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

New higher standards/high standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

Parent/school compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

Parent/teacher compact: Voluntary written agreements between the teachers and parents on what each will do to help students succeed in school.

SSI: National Science Foundation's Statewide Systemic Initiatives program. For this program, NSF has cooperative agreements with states to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

USI: National Science Foundation's Urban Systemic Initiatives program. For this program, NSF has cooperative agreements with urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

PLEASE RETURN COMPLETED FORM TO:

WESTAT
1650 Research Boulevard
Rockville, Maryland 20850
Attention: 900172-Heaviside

IF YOU HAVE ANY QUESTIONS, CONTACT:

Sheila Heaviside
800-937-8281, ext. 8391
Fax: 800-254-0984
E-mail: heavis1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0727. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

1. Currently there is much discussion of the need to establish new higher standards for student achievement. How well do you understand this concept?

Not at all well..... 1 Somewhat well 2 Very well 3

2. How well equipped do you feel as a teacher to set or apply these new higher standards of achievement for your students?

Not at all well..... 1 Somewhat well 2 Very well 3

3. The following are examples of some types of activities that are part of new or ongoing education reforms taking place in various parts of the country. For each, indicate in column A the extent to which you are implementing the activity in your classes. In column B, check the three activities for which information is most needed.

	A. Extent to which reform activity is being implemented in your classes				B. Information most needed (Check three)
	Not at all	Small extent	Moderate extent	Great extent	
a. Assisting all students to achieve to high standards	1	2	3	4	_____
b. Providing students or parents with examples of work that is successful in meeting high standards.....	1	2	3	4	_____
c. Using authentic student assessments such as portfolios that measure performance against high standards.	1	2	3	4	_____
d. Using curricula aligned with high standards	1	2	3	4	_____
e. Using instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards	1	2	3	4	_____
f. Using textbooks or other instructional materials aligned with high standards	1	2	3	4	_____
g. Using innovative technologies such as the Internet and telecommunications-supported instruction	1	2	3	4	_____

4. For each of the education reform activities in question 3 above, circle the letter corresponding to the activity (a-g) if you are implementing it in any of your classes in the following subject areas. For any subjects you do not teach, circle NA.

a. English/language arts	NA	a	b	c	d	e	f	g
b. History/social studies	NA	a	b	c	d	e	f	g
c. Math.....	NA	a	b	c	d	e	f	g
d. Science	NA	a	b	c	d	e	f	g

5. Many educators are making efforts to apply the same high standards of performance to all students, including students with limited English proficiency or with disabilities. In column A, indicate the extent to which you apply the same high standards of performance for students with limited English proficiency and for students with disabilities as for other students. In column B, indicate the extent to which you need information on helping these students achieve to high standards. (Circle one response in each column for each student category.)

	A. Extent to which you hold these to the same high standards as other students					B. Need for information		
	None enrolled	Not at all	Small extent	Moderate extent	Great extent	Not needed	Some-what needed	Very much needed
a. Students with limited English proficiency	None	1	2	3	4	1	2	3
b. Students with disabilities	None	1	2	3	4	1	2	3

6. For each area of parental involvement below, in column A indicate to what extent you have engaged in the activity with parents of your students, and in column B, indicate the extent to which you need information on these activities to involve parents in student learning. (Circle one response in each column for each category.)

	A. Extent to which engaged in activity				B. Need for information		
	Not at all	Small extent	Moderate extent	Great extent	Not needed	Some-what needed	Very much needed
a. Providing information or advice to parents to help them create supportive learning environments at home (e.g., shared parent-child activities, periodic review of homework folders by parents, etc.)....	1	2	3	4	1	2	3
b. Involving parents in classroom activities.....	1	2	3	4	1	2	3
c. Sharing responsibility with parents for academic performance of their children (e.g., parent/teacher or parent/school compact, etc.)	1	2	3	4	1	2	3

7. How effective have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 3? (Circle one answer on each line.)

	Not used	Not at all effective	Somewhat effective	Very effective
a. Other teachers	1	2	3	4
b. Teacher unions	1	2	3	4
c. Professional teacher associations	1	2	3	4
d. Other teacher organizations or networks	1	2	3	4
e. School administrators.....	1	2	3	4
f. School district	1	2	3	4
g. Intermediate or regional education agency.....	1	2	3	4
h. State department of education	1	2	3	4
i. U.S. Department of Education Regional Labs	1	2	3	4
j. U.S. Department of Education's ERIC.....	1	2	3	4
k. Other U.S. Department of Education offices/programs	1	2	3	4
l. National Science Foundation-funded initiatives (e.g., SSI, USI).....	1	2	3	4
m. Institutions of higher education.....	1	2	3	4
n. Professional journals.....	1	2	3	4
o. Inservice training.....	1	2	3	4
p. State- or district-sponsored education conferences .	1	2	3	4
q. Institutes or workshops.....	1	2	3	4
r. Electronic networks/discussion groups	1	2	3	4
s. Media (e.g., newspapers, television)	1	2	3	4
t. State-developed content standards	1	2	3	4
u. National model content standards	1	2	3	4
v. Other (specify) _____	1	2	3	4

8. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice; and 4 = 4th choice. If you do not have access to format "c" (electronic), circle "no access."

	Rank
a. Hard copy (e.g., journal articles, magazines).....	_____
b. Workshops and summer institutes	_____
c. Electronic (e.g., e-mail, Internet, electronic bulletin boards, micro cards)	_____ No access

d. Other (specify) _____

9. Approximately how many hours did you spend on any professional development during the period from September 1, 1994, through August 31, 1995? Include attendance at professional meetings, workshops, and conferences, but do not include regular college courses. **(If 0 hours, skip to question 12.)**

Total hours _____

10. In column A, please indicate whether you attended professional development activities listed below, and for each activity attended, indicate in column B whether information on high standards was a focus of the professional development.

	A. Attended		B. Information on higher standards		
	Yes	No	Major focus	Not major focus, but information provided	No information provided
a. Professional teacher association meeting	1	2	1	2	3
b. In-service workshop or program.....	1	2	1	2	3
c. Summer institute (which may have included follow-up activities).....	1	2	1	2	3
d. District or school based long-term or ongoing comprehensive professional development program.....	1	2	1	2	3
e. Other (specify) _____	1	2	1	2	3

11. Overall, to what extent do the following describe the professional development **sponsored or supported by your school** in which you participated during the period from September 1, 1994, through August 31, 1995? (Circle one answer on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Planned according to school needs	1	2	3	4
b. Useful for helping students achieve to high standards ...	1	2	3	4
c. Ongoing, integrated professional development program	1	2	3	4
d. Aligned with high standards.....	1	2	3	4
e. Provided strategies for you to apply in the classroom....	1	2	3	4
f. Provided followup activities.....	1	2	3	4
g. Provided networking activities.....	1	2	3	4
h. Provided opportunities to share information with colleagues at your school.....	1	2	3	4

12. Including this school year, how many years have you been employed as a teacher? _____
At this school? _____

13. What is the main subject area you are currently teaching? (Circle one.)

- Self-contained class (responsible for teaching all or most academic subjects to one class) 1
- Math 2
- Science..... 3
- History/geography/social studies/civics 4
- English/language arts..... 5
- Other (specify) _____ 6

14. What grade(s) are you currently teaching? (Circle all that apply.)

- 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded, specify age groups: _____