APPENDIX E

Seattle Elementary Science Notebook Study—Spring 2003
TEACHER SURVEY

I. Your background

1. Your Name _____ 2. Your School _____

3. Grade level(s) this year *(Circle all that apply.)* K 1 2 3 4 5

4. Your teaching assignment this year *(Check one.)*

___ I am responsible for teaching all subject areas (e.g., in a self-contained classroom)

___ I am responsible for specific subjects (e.g., as a specialist). 4a) *(If you are responsible for specific subjects, circle below each subject for which you are responsible):*

Reading	*Math*	*Science*	*Social studies*	*Writing*
Arts/music	*Phys ed*	*Foreign language*	*Computers*	*Other*

If you do not teach science this year and have received this survey in error, would you please sign your name and school and return the blank survey to us. Thank you.]

5. Years at this school *(Circle one.)* 1 yr 2-3 yrs 4-9 yrs 10-19 yrs 20 yrs or more

6. Total years teaching experience *(Circle one.)* 1 yr 2-3 yrs 4-9 yrs 10-19 yrs 20 yrs or more

7. Years teaching elementary science *(Circle one.)* 1 yr 2-3 yrs 4-9 yrs 10-19 yrs 20 yrs or more

8. What year did you begin teaching science using district-adopted science units? _____

9. How many classes of each of the following types have you taken as part of the Seattle LSC? *(Circle one for each row.)*

Type of workshop or class	Number of classes that you have taken				
Initial Use Classes – Inquiry-Based Science (for each science unit) at my current grade level	0	1	2	3	
Initial Use Classes at other grade levels	0	1	2	3	4+
Introduction to Expository Writing and Science Notebooks Gr. K-2	0	1			
Introduction to Expository Writing and Science Notebooks Gr. 3-5.	0	1			
Expository Writing and Science Notebooks – Grade Level Sessions.	0	1	2	3	4+
Data Analysis: Exploring Data with Elementary Children	0	1	2	3	4+
Inquiry-Based Science Content Courses (for grade level science units)	0	1	2	3	4+

10. How would you describe your current confidence level in teaching in each of the following areas? *(Circle one for each row.)*

	Not confident at all				Very confident
Science in general	1	2	3	4	5
Writing in general.	1	2	3	4	5
Writing in connection with teaching science	1	2	3	4	5

II. Teaching of science in your classroom

1. On average over the past year, how many <u>days</u> have you taught science each week? *(Check one.)*

___ Less than 1 day a week ___ 1 day/wk ___ 2 days/wk ___3 days/wk ___ 4 days/wk ___ 5 days/wk

2. On average over the past year, how many <u>minutes</u> have you spent on science <u>each week</u>?

_____ minutes a week

3. Over the past year, how does the amount of time that you have spent on science compare to the amount most other teachers at your school have spent on science? *(Circle one.)*

0	1	2	3	4	5
Can't say	I spend much less time on science than most other teachers at my school.		I spend about the same time on science as most other teachers at my school.		I spend much more time on science than most other teachers at my school.

4. How does the time that you are spending teaching science this year compare with the time you spent on science last year? *(Circle one.)*

0	1	2	3	4	5
NA, my circumstances are very different this year.	I am spending much less time on science this year.		I am spending about the same time on science this year.		I am spending much more time on science this year.

5. What role have district-adopted units played in your science program this year? *(Circle one.)*

1	2	3	4	5
I do not use district units in my science program.		District units are one of several equally important components in my science program.		My science program is entirely district unit-based.

III. Use of writing in science in your classroom this year

1. Which statement best describes the priority you place on teaching writing in connection with science. *(Check one.)*

____ I would like to make writing a priority in science, but I don't know how to incorporate writing in science, so I seldom if ever include it.

____ I have other priorities in science, so I very rarely ask my students to write in science.

____ I have my students write in science some of the time but I'm concerned it takes time from other subjects.

____ Writing is an integral and regular part of my science program.

2. On average over the past year, how many days have you asked your students to write in science each week? *(Check one.)*

___ Less than 1 day a week ___ 1 day/wk ___ 2 days/wk ___3 days/wk ___ 4 days/wk ___ 5 days/wk

3. On average over the past year, how many minutes have you spent on writing in science each week?

_____ minutes a week

4. In what percentage of your science lessons would you estimate that you ask students to write? ____ %

5. In what percentage of your science lessons would you estimate that you use prompts provided by the Expository Writing and Science Notebooks classes? ____ %

6. Over the past year, how does the amount of time that you have spent on writing in science compare to the amount most other teachers at your school have spent on writing in science? *(Circle one.)*

0	1	2	3	4	5
Can't say	I spend much less time on writing in science than most teachers at my school.		I spend about the same time on writing in science as most other teachers at my school.		I spend much more time on writing in science than most other teachers at my school.

7. Compared to previous years, how much writing have you asked your students to do in science this year? *(Circle one.)*

1	2	3	4	5
Students wrote much less this year		Students wrote about the same this year		Students wrote much more this year

8. Please answer the following questions about each science unit that you taught this year.

____ *NA, I did not teach any units this year (Skip to the next question.)*

Unit name	**About how much of the unit did you teach? *(Circle one.)*** A few selected lessons	About half the unit	Most or all of the unit	**Estimated total # of hours you taught this unit**	**Did you ask students to write while teaching this unit? *(Circle one.)***		**If you asked students to write, how much did the writing contribute to their learning? *(Circle one.)*** Very little				A great deal
	Few	Half	Most		Yes	No	1	2	3	4	5
	Few	Half	Most		Yes	No	1	2	3	4	5
	Few	Half	Most		Yes	No	1	2	3	4	5
	Few	Half	Most		Yes	No	1	2	3	4	5

9. Which statement best describes the approach you take to teaching writing in connection with science? *(Check one.)*

____ *N/A, I don't have students write in science.*

____ I have not been trained in any particular approach to writing in science so I have devised my own approaches.

____ I follow the approach developed by the Expository Writing and Science Notebooks program.

____ I follow an approach I learned in another professional development program

[please identify] _____

____ I use a mix of approaches that I have devised myself, based on more than one professional development program.

10. Factors that influence your use of writing in science

To what extent have the following acted as assets or constraints to you in teaching writing in science? *(Circle one in each row.)*

	Very great constraint	More of a constraint than an asset	Neutral or mixed factor	More of an asset than a constraint	Very great asset
My own knowledge and skill related to teaching writing in science	1	2	3	4	5
My own knowledge and skill related to science content I need to teach	1	2	3	4	5
My belief in the value of teaching writing in science	1	2	3	4	5
Amount of professional development I have received in writing in science.	1	2	3	4	5
Science curriculum materials available to me	1	2	3	4	5
Help available from my school colleagues . . .	1	2	3	4	5
Amount of time allotted for teaching science .	1	2	3	4	5
My students' skill level.	1	2	3	4	5
Amount of emphasis given to science at my school	1	2	3	4	5
Amount of emphasis given to writing at my school	1	2	3	4	5
Amount of emphasis given to writing in science at my school	1	2	3	4	5
District expectations for student learning and achievement in science.	1	2	3	4	5
Overall district expectations for student learning and achievement in all subject areas	1	2	3	4	5

Other asset(s): _____

Other constraint(s): _____

IV. Quality and value of Seattle LSC "Expository Writing and Science Notebooks" classes

If you have taken one or more "Expository Writing and Science Notebooks" classes please answer questions in this section. If you have not taken the science notebook classes, please skip to the following section.

1. How would you rate the overall value of the science writing classes as professional development? *(Circle one.)*

1	2	3	4	5
The science writing classes were of very little value to me		The science writing classes were of some value to me		The science writing classes were of great value to me

2. Compared to the other professional development (PD) listed below, how would you rate the value and usefulness of the science writing classes? *(Circle one for each row.)*

	N/A: I have not had professional development (PD) of this kind in the past few years	The science writing classes were much less valuable and useful than PD of this kind		The science writing classes were of about the same value and usefulness as PD of this kind		The science writing classes were much more valuable and useful than PD of this kind
Initial Use Classes – Inquiry-Based Science (for each science unit)	0	1	2	3	4	5
Data Analysis: Exploring Data with Elementary Children	0	1	2	3	4	5
Inquiry-Based Science Content Courses (for grade level science units).	0	1	2	3	4	5
Other professional development in science from any source outside the district	0	1	2	3	4	5
Other professional development in writing offered by the district.	0	1	2	3	4	5
Other professional development in writing from any source outside the district	0	1	2	3	4	5

If you rated the Writing in Science classes as much more valuable or much less valuable than other professional development that you have received, please describe briefly why that is true.

3. In what ways, if any, have the science writing classes affected your teaching of the district science units? *(Circle one for each row.)*

	Greatly diminished		Not affected		Greatly enhanced
My ability to motivate and engage students.	1	2	3	4	5
My ability to focus on major science concepts.	1	2	3	4	5
My ability to teach science as inquiry.	1	2	3	4	5
My ability to assess student learning	1	2	3	4	5
Other: _____	1	2	3	4	5

4. To what extent have you applied the writing approaches you learned from the science writing classes to other subject areas that you teach? *(Circle one.)*

1	2	3	4	5
I have not applied them to other subject areas		I have applied them somewhat to at least one other subject area		I have applied them extensively to other subject areas

4a. If you rated this a "3" or higher, please list other subject area(s): _____

5. How consistent was the training you received through the Expository Writing and Science Notebooks classes with how you teach writing in other content areas? *(Circle one.)*

1	2	3	4	5
The Science Notebook training was not at all consistent with how I teach writing in other areas		The Science Notebook training was somewhat consistent with how I teach writing in other areas		The Science Notebook training very consistent with how I teach writing in other areas

V. Value to your students of teaching writing in science

1. How would you describe the value of writing in science for particular groups of students? *(Circle one for each row.)*

	Not at all helpful to these students		Somewhat helpful to these students		Very helpful to these students
Your most able/high-achieving students	1	2	3	4	5
Your students who perform at about grade level. . .	1	2	3	4	5
Your students who perform below grade level	1	2	3	4	5
Your ELL students	1	2	3	4	5

2. To what extent do you feel that teaching writing in connection with science helps students in the following ways? *(Circle one for each row.)*

	Not at all helpful to students		Somewhat helpful to students		Very helpful to students
Mastering Washington EALRs for science?	1	2	3	4	5
Mastering Washington EALRs for writing?	1	2	3	4	5
Preparing for the Seattle's Direct Writing Assessment?	1	2	3	4	5
Preparing for the WASL writing assessment?	1	2	3	4	5
Preparing for the WASL science assessment?	1	2	3	4	5

3. What other benefits are there of teaching writing in science?

4. What are the downsides, if any, of teaching writing in science?

VI. Other comments (optional)

THANK YOU!

Please mail your survey in the stamped, self-addressed envelope provided to
Kathleen Dickey, Inverness Research Associates, PO Box 314, La Honda, CA 94020.

All surveys must be postmarked by Saturday, May 31, 2003.

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Please provide the information below so we can send you **$25** as a small token of appreciation for your response to this survey. Please be assured that we will protect the confidentiality of all information you provide.

Name _____

Address _____

_____

Phone #, in case we have a question: _____