

**SWEPT  
PRE-TEACHING SURVEY  
(STUDY)**

## I. YOUR INSTRUCTIONAL PRACTICES

When answering Questions 1 through 6, please think about the class or classes in which student assessments are being administered. If student assessments are being administered in two different courses, please select the one for which there is a comparison teacher at your school. Please write the title of this course (e.g., Algebra I, Biology, etc.) in the space provided below.

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Title of course

1. In this target course, how much emphasis will 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. Increasing students' interest in the subject and in pursuing further study .....	1	2	3	4
e. Encouraging students to explore alternative explanations or 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 as prescribed by the school/district/state .....	1	2	3	4
h. In-depth study of selected topics or issues, as opposed to exposure to a broad range of topics.....	1	2	3	4
i. Understanding the theoretical concepts and ideas underlying scientific or mathematical applications....	1	2	3	4

2. Approximately how often do you think you will use each of the following teaching methods in this course? (Circle one number on each line.)

	Never	1-2 times a month	1-2 times a week	Almost every class	Every class
a. Lecture or talk to the whole class .....	1	2	3	4	5
b. Teacher-led whole class discussions .....	1	2	3	4	5
c. Students responding orally to questions on subject matter covered in class or homework.....	1	2	3	4	5
d. Student-led whole-group discussions or presentations .....	1	2	3	4	5
e. Students working together in cooperative groups.....	1	2	3	4	5
f. Reviewing homework or other assignments .....	1	2	3	4	5

3. Approximately how often will you have students engage in the following learning activities in this course?  
*(Circle one number on each line.)*

	Never	1-2 times a month	1-2 times a week	Almost every class	Every class
a. Work on hands-on activities (e.g., doing lab activities or using manipulatives).....	1	2	3	4	5
b. Reflect on course material by writing in a notebook or journal.....	1	2	3	4	5
c. Use calculators or computers for learning, practicing skills, or solving problems .....	1	2	3	4	5
d. Work individually on written work or assignments in a workbook or textbook.....	1	2	3	4	5
e. Critique/evaluate their own or other students' class work or homework.....	1	2	3	4	5
f. Consider a real-world problem relevant to the course and develop a plan to address it .....	1	2	3	4	5
g. 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	5
h. Listen to guest speakers or go on field trips relevant to the material studied in class.....	1	2	3	4	5
i. Investigate possible career opportunities in science, mathematics, or technology.....	1	2	3	4	5
j. Design or implement their own scientific investigation, mathematical theory or proof .....	1	2	3	4	5
k. Use "state-of-the-art" equipment or technologies ( <i>Specify types</i> .....) ....	1	2	3	4	5

4. On average, approximately what percent of your planning and preparation time for this course do you think you will spend on each of the following activities? *(Circle one number on each line.)*

	0%	1 - 9 %	10 - 19%	20 - 29%	30 - 49%	50% or more
a. Revising current lessons/curriculum units.....	1	2	3	4	5	6
b. Creating new lessons/curriculum units.....	1	2	3	4	5	6
c. Contacting community resources, including making arrangements for speakers, tours, etc. ....	1	2	3	4	5	6
d. Using the Internet to access materials .....	1	2	3	4	5	6
e. Using the Internet to network with colleagues.....	1	2	3	4	5	6
f. Consulting with experts or professional scientists/mathematicians .....	1	2	3	4	5	6
g. Using a reflective teaching journal.....	1	2	3	4	5	6
h. Learning to use Science or Mathematics Kits.....	1	2	3	4	5	6
i. Improving computer and/or software skills.....	1	2	3	4	5	6
j. Writing grants to secure funding for new programs and/or equipment .....	1	2	3	4	5	6
k. Interacting the other teachers at your school to coordinate lessons/activities.....	1	2	3	4	5	6
l. Responding to e-mail you receive from students.....	1	2	3	4	5	6

5. During a typical week, approximately how much time do you think you will spend outside of regular school hours on planning and preparing for teaching this course? Number of hours \_\_\_\_\_

6. To what extent will you use each of the following types of assessment to determine student progress and achievement in this course? (*Circle one number on each line.*)

	<b>Not at all</b>	<b>Slight extent</b>	<b>Moderate extent</b>	<b>Great extent</b>
a. Pre-tests before beginning a new unit.....	1	2	3	4
b. Short-answer tests (e.g., multiple choice, true/false, fill-in-the-blank).....	1	2	3	4
c. Tests requiring open-ended responses (e.g., descriptions, justifications, explanations) .....	1	2	3	4
d. Student portfolios .....	1	2	3	4
e. Class participation/group discussion.....	1	2	3	4
f. Student presentations/projects.....	1	2	3	4
g. Hands-on performance measurements .....	1	2	3	4
h. Written explanations of thought processes (e.g., journals, essays) .....	1	2	3	4

## II. YOUR ATTITUDES AND BELIEFS ABOUT TEACHING

7. Please indicate how confident you feel about the following aspects of your teaching. If you are a science teacher, answer for how you feel about teaching science. If you are a mathematics teacher, answer for how you feel about teaching mathematics. (*Circle one number on each line.*)

	<b>Not at all</b>	<b>Slightly confident</b>	<b>Moderately confident</b>	<b>Very confident</b>
a. Your knowledge about the application of the subject to everyday life .....	1	2	3	4
b. Your ability to advise students about job opportunities in the subject area .....	1	2	3	4
c. Your ability to advise students about opportunities to receive further training/experience in the subject area.....	1	2	3	4
d. Your ability to use inquiry-based instructional practices .....	1	2	3	4
e. Your ability to determine the depth, breadth, and pace of coverage of material in your teaching.....	1	2	3	4
f. Your ability to develop appropriate and authentic assessment tools .....	1	2	3	4
g. Your ability to supervise research projects of your students .....	1	2	3	4
h. Your ability to mentor beginning teachers.....	1	2	3	4
i. Your ability to make presentations at teacher inservices or professional meetings .....	1	2	3	4
j. Your ability to incorporate technology (computers, the Internet, laser discs, etc.) into your teaching.....	1	2	3	4

8. To what extent do you feel each of the following statements describes the kind of teacher you are?

	<b>Not at all</b>	<b>Slight extent</b>	<b>Moderate extent</b>	<b>Great extent</b>
a. I am motivated to expand on the instructional techniques that I use .....	1	2	3	4
b. I am motivated to change the way I use hands-on materials and manipulatives in my teaching.....	1	2	3	4
c. I am motivated to use more technology in my teaching .....	1	2	3	4
d. I consider myself a "subject matter expert" in my main teaching field.....	1	2	3	4
e. I consider preparing students for the kinds of expectations they will encounter in a work setting as an important part of my job .....	1	2	3	4
f. I believe I can truly make a difference in the lives of my students in terms of their choices for further education and their careers.....	1	2	3	4

9. What do you consider to be your greatest strengths as a teacher? Please be as specific as you can. Think about both areas of content mastery and instructional strategies when answering this question.

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10. What areas of your teaching do you think need improvement? Think about both areas of content mastery and instructional strategies when answering this question.

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### III. COURSE PROFILE

11. Please write the complete name of the target course as it appears on your school’s course description guide. Include any descriptions such as “Honors,” “Advanced,” or “General” and include indications that the course is part of a sequence of related courses (e.g., Biology I).

Course title: \_\_\_\_\_

12. Which of the following **best** describes the duration of this course (e.g., 1 semester, 1 trimester, etc.)? *Circle only one number. Then write in the number of weeks for the duration you select.*

<b>Duration?</b>	<b>Number of weeks?</b>
Full year course.....	1 _____
One semester course .....	2 _____
One trimester course.....	3 _____
Two trimesters course.....	4 _____
Other ( <i>describe</i> ).....	5 _____

13. How many **hours per week** does this course meet? \_\_\_\_\_

14. Is there a second, or subsequent, course offered at this school that is considered a continuation or extension of this course and that students in your current class would take?

Yes ..... 1  
 No..... 2 *Skip to Question 19*

15. What is the title of the subsequent course? \_\_\_\_\_

16. Is the target course you named in Question 11 a prerequisite for this subsequent course?

Yes ..... 1  
 No..... 2

17. Who generally teaches this subsequent course?

I am the only teacher..... 1  
 I do, along with 1 or 2 other teachers..... 2  
 A teacher other than myself ..... 3 *Skip to Question 19*

18. When does this subsequent course start? Please indicate day and month. \_\_\_\_\_

19. What is the approximate date when instruction ends for your target course? \_\_\_\_\_

20. What is the last week in which you will allow us to collect data from students?

Please provide Monday’s date for that week. \_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE**