Your Wants and Needs for Better Physics Teaching: A Survey for Physics and Physical Science Teachers

It is our desire to build a strong learning community of physics teachers, in partnership with the University of Wisconsin. By participating in this survey, the University can help: improve your physics teaching; assist in writing grants for classroom technology (e.g., instructional software, computer-based laboratories, internet connections); and, keep you updated on the latest developments in physics and physics education research. The survey takes just 10-15 minutes. It is well worth your time!

1. Your name ____________________________________ Date___________
   Home street, city, zip ________________________________________________
   Home phone (_________________________)

2. e-mail address ___________________________________

3. School name ____________________________________
   Your school phone (_________________________ fax ________________

4. Highest degree ______ major __________________________ year _____

5. Bachelors degree: ______ major __________________________ year _____

6. Check off the courses you took as a college student. (In certain cases, having fewer courses can increase your chances of getting funded for professional development.)
   ___ physical science (# semesters = ___)
   ___ algebra-based general physics (# semesters = ___)
   ___ trig-based general physics (# semesters = ___)
   ___ calculus-based general physics (# semesters = ___)
   ___ sophomore-level modern physics (relativity/quantum)
   ___ junior-level mechanics (# semesters = ___)
   ___ junior-level e & m (# semesters = ___)
   ___ junior-level modern physics (atomic/nuclear)
   ___ other physics courses ________________________________________

7. How many years have you taught physics? ____ physical science (chem-physics)?_____

8. If you had it to do over again, would you still be a high school teacher? ______

9. Is your high school primarily urban, suburban, or rural (which)? ___________
   About how many students are taking physics from you this year? ______ grades: ______
   About how many are taking physical science (chem-physics) from you this year? ______ grades: ______
   What % of these students are: low income? ___%. girls? ___%. minorities? ___%. 
10. How many sections of these other subjects are you teaching this year?
   chemistry____, biology____, general science____, earth science ____, principles of technology____, 
   astronomy____, math____, other ____:

11. a) How many hours per year of physics-related in-services (all sources) do you have? ______
   b) How adequate are local and state opportunities for professional development? _____________
   c) How valuable would it be to you if you had opportunities for inexpensive, convenient
      professional growth that you could use? very ____., somewhat____, not_____

12. How adequate in size is your classroom? (use very, somewhat, not)
   Is there a phone in the classroom? _____    # Internet lines in classroom:______

13. Your school’s typical annual budget for equipment/lab supplies: $_______
   Is that enough? __What do you need most for your classroom: lab equipment? _____ computers? _____
   computer lab interfaces and/or MBL probes? ___ CBLs? ___ Other (what?):

14. # student-used computers in your classroom: ____ What kinds? ______________
   How well do they meet your needs? ____________ # students at a workstation: _______

15. a) How many calculator based lab systems (CBLs) do you have access to?______ How many graphing
    calculators? ______
   b) How many MBL/CBL probes do you have? voltage _____ light detector _____
      temperature detector _____ photogate _____ motion detector (sonic ranger) _____

16. How proficient are you in computer usage (use very, somewhat, not):
   for word processing? __________ spreadsheets? __________ graphical analysis? __________
   as a classroom lab tool, using MBL probes? __________ e-mail? __________
   using the world wide web? __________ setting up a local area network? __________

17. How eager are you to learn more about classroom computer use? _________________

18. How important is classroom technology to you? (very, somewhat, not) _____________

19. How confident are you about leading in-service workshops on classroom technology? ____________

20. Would you like to assist other teachers on classroom technology, for extra pay or reduced teaching load?
    ______

21. How interested would you be in a masters degree in physics or physical science education? ____
   Which of the following summer school formats is most preferable/practical for you:
   ___ 8 weeks, standard format (on-campus sessions only), meets 2 times per week, 5.0 hrs/session
   ___ 8 weeks, blended format (on-campus and online sessions), meets on campus 2/week, 2.5 hrs/session
   ___ 8 weeks, blended format (on-campus and online sessions), meets on campus 1/week, 5.0 hrs/session
   ___ 8 weeks, fully online format (meets once at the beginning and once at the end of the course)

22. On what date does your school year end?_________ On what date does it start again?_________

23. What do you really want for professional development (write below)?