

MATH PROFESSIONAL DEVELOPMENT IMPACT STUDY

WINTER 2007

TEACHER SURVEY



Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-XXXX**. The time required to complete this information collection is estimated to average 15 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:** Elizabeth Warner, U.S. Department of Education, Institute of Education Sciences, Room 502a, 555 New Jersey Avenue, NW, Washington, DC 20202-0001.

Dear Teacher:

The Mathematics Professional Development Impact Study is a groundbreaking national study designed to test innovative models of professional development for mathematics instruction in the seventh grade. Your participation is important and appreciated, but you do have the right to skip any question that you do not wish to answer. Below are answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of this survey is to obtain information on the professional development experiences in mathematics for teachers participating in the study.

Who is conducting this survey?

The Mathematics PD Impact Study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by AIR, MDRC, REDA International, and Westat.

Why should you participate in this survey?

Policymakers and educational leaders rely on findings from studies like the Mathematics PD Impact Study to inform their decisions. The current study will fill a critical gap in the math and professional development research literature as to what is effective for improving seventh grade math achievement.

Will your responses be kept confidential?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

Where should you return your completed survey?

Please place your completed survey in the enclosed envelope and follow the return instructions provided by REDA International, Inc.

Thank you for your cooperation in this very important effort!

Chapter [Unit] Coverage

[NOTE: There are three forms of this single question, one form for each textbook/curriculum, distributed based on school classification.]

We would like to learn how much time you spend addressing various topics in mathematics. To complete the following table, please think about the regular seventh grade mathematics class you teach using [NOTE: insert text name]. Your TARGET CLASS SECTION is the first regular section of this seventh grade mathematics class that you taught this week. (Do not count honors or remedial sections)

Has your TARGET CLASS SECTION started any of the following chapters [units] in your textbook [curriculum] since the first day of the 2007-2008 school year?

- ⇒ *In the table below, write in the month and day on which your target class section started working on each chapter [unit].*
- ⇒ *If your target class section did not begin a particular chapter [unit] between the first day of the school year and the current date (or December 31, 2007), check the “N/A” box for that chapter [unit].*
- ⇒ *If your target class section started any chapters [units] not on the list, please use the rows marked “Other” to identify the chapter(s) [unit(s)] and enter the date(s) started.*

[For Connected Mathematics (CMP)]

Unit	Unit Title	Date your target class started the unit		
VP	Variables & Patterns	/	/2007	<input type="checkbox"/> N/A
SS	Stretching & Shrinking	/	/2007	<input type="checkbox"/> N/A
CS	Comparing & Scaling	/	/2007	<input type="checkbox"/> N/A
AN	Accentuate the Negative	/	/2007	<input type="checkbox"/> N/A
FW	Filling & Wrapping	/	/2007	<input type="checkbox"/> N/A
MS	Moving Straight Ahead	/	/2007	<input type="checkbox"/> N/A
WE	What Do You Expect?	/	/2007	<input type="checkbox"/> N/A
DD	Data Distributions	/	/2007	<input type="checkbox"/> N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/> N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/> N/A

[For Glencoe Applications and Concepts]

Chapter	Chapter Title	Date your target class started the chapter		
1	Decimal Patterns & Algebra	/	/2007	<input type="checkbox"/> N/A
2	Statistics: Analyzing Data	/	/2007	<input type="checkbox"/> N/A
3	Algebra: Integers	/	/2007	<input type="checkbox"/> N/A
4	Algebra: Linear Equations & Functions	/	/2007	<input type="checkbox"/> N/A
5	Fractions, Decimals & Percents	/	/2007	<input type="checkbox"/> N/A
6	Applying Fractions	/	/2007	<input type="checkbox"/> N/A
7	Ratios & Proportions	/	/2007	<input type="checkbox"/> N/A
8	Applying Percent	/	/2007	<input type="checkbox"/> N/A
9	Probability	/	/2007	<input type="checkbox"/> N/A
10	Geometry	/	/2007	<input type="checkbox"/> N/A
11	Geometry: Measuring Two-Dimensional Figures	/	/2007	<input type="checkbox"/> N/A
12	Geometry: Measuring Three-Dimensional Figures	/	/2007	<input type="checkbox"/> N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/> N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/> N/A

[For Prentice Hall Mathematics]

Chapter	Chapter Title	Date your target class started the chapter			
1	Decimals & Integers	/	/2007	<input type="checkbox"/>	N/A
2	Equations & Inequalities	/	/2007	<input type="checkbox"/>	N/A
3	Exponents, Factors & Fractions	/	/2007	<input type="checkbox"/>	N/A
4	Operations with Fractions	/	/2007	<input type="checkbox"/>	N/A
5	Ratios, Rates, and Proportions	/	/2007	<input type="checkbox"/>	N/A
6	Percents	/	/2007	<input type="checkbox"/>	N/A
7	Geometry	/	/2007	<input type="checkbox"/>	N/A
8	Geometry & Measurement	/	/2007	<input type="checkbox"/>	N/A
9	Patterns & Rules	/	/2007	<input type="checkbox"/>	N/A
10	Graphing in the Coordinate Plane	/	/2007	<input type="checkbox"/>	N/A
11	Displaying & Analyzing Data	/	/2007	<input type="checkbox"/>	N/A
12	Using Probability	/	/2007	<input type="checkbox"/>	N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/>	N/A
OTHER	Please fill in _____	/	/2007	<input type="checkbox"/>	N/A

You are done with the survey. Thank you.