

Exhibit E

Algebra I Control Teacher Questionnaire

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Kentucky Virtual High School Algebra I Control Teacher Questionnaire (CTQ)

Directions: Please indicate your level of agreement with the following statements by rating each one from Strongly Disagree to Strongly Agree.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Use of my district's Algebra I curriculum is effective for helping students learn key algebraic concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teaching is student-centered when I use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My district's Algebra I curriculum emphasizes helpful learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think my district's Algebra I curriculum effectively covers the knowledge and skills students need to successfully pass an Algebra I End of Course (EOC) exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use of my district's Algebra I curriculum increases student interest and engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My district's Algebra I curriculum is at an age-appropriate level for most of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can meaningfully implement my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have received adequate training to effectively teach my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I routinely use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to align my district's Algebra I curriculum with Kentucky's standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use my district's Algebra I curriculum increases the amount of academically focused class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My algebra skills are adequate to conduct classes that use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My technology skills are adequate to conduct classes that use my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can readily obtain answers to questions regarding implementation of my district's Algebra I curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I often use computers to provide differentiated instruction based on individual learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While teaching Algebra I this past year:

how often did YOU do the following during DIRECT Instruction:	Never	Rarely	Occasionally	Frequently	Extensively
16. Ask "Why..." and "What if..." questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Use number lines, graphs, or diagrams to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use a computer to explain Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how often did YOUR STUDENTS...	Never	Rarely	Occasionally	Frequently	Extensively
19. Work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Write to explain algebra (e.g., descriptions, poetry, songs, reflections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Talk to explain algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Use things like algebra tiles or blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Use activities such as "guess and check", estimating, or drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Use graphing calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Use computers to learn Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Use "Exit Slips"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math-Related Professional Development (PD)

Indicate the number of math-related PD activities you completed during the past 12 months.

	None	1	2	3	More than 3
26. Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Extended (non-graduate school) seminars or coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Graduate coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	Some	A lot	Did not complete math PD
29. To what degree did the math-related PD change the way you teach Algebra I?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29 b. Please list any PD or other specific changes that occurred in your school, department or classroom in the last 12 months that you believe **affected student success** in Algebra I such as Carnegie Learning: Bridge to Algebra, Math Recovery, Number World.

29b.

Your reflections about using your district's Algebra I curriculum

Please place your responses to the following questions in the space provided.

30. What do you feel is the greatest benefit of using your district's Algebra I curriculum?

31. What do you feel is the most difficult aspect of your district's Algebra I curriculum?

32. How could your district's Algebra I Curriculum be improved?

33. If you teach Algebra I again, would you prefer to use the district's current Algebra I curriculum or a revised curriculum?

- Current Revised Please explain your choice.

34. Other comments?

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.