

Appendix F
Mathematics Teacher Questionnaire

1. Do you have a bachelor's degree?

- Yes
 No

1a. In what year did you receive your bachelor's degree?

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1b. What is the name of the college or university where you earned this degree?

College

In what city and state is it located?

City _____ State _____

1c. Was this degree awarded by a college/university's school or department of education?

- Yes
 No

1d. What was your major field of study?

1e. Did you have a second major or minor field of study?

- Yes → Skip to question 1f
 No → Skip to question 2

1f. What was your second major or minor field of study?

2. Do you have a master's degree?

- Yes → Skip to question 2a
 No → Skip to question 3

2a. In what year did you receive your master's degree?

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X1. What is the name of the college/university where you earned your master's degree?

College/University

2b. Was this degree awarded by a college/university's school or department of education?

- Yes
- No

2c. What was your major field of study?

3. Have you earned any of the degrees or certificates listed below?

[If so, same three sub questions for each that applies]

- Vocational certificate
- Associate's degree
- SECOND Bachelor's degree
- SECOND Master's degree
- Educational specialist or professional diploma (at least one year beyond master's level)
- Certificate of Advanced Graduate Studies
- Doctorate or first professional degree

4. Which of the following college courses have you completed?

- Calculus
- Abstract algebra
- Linear algebra
- Non-Euclidean geometry
- Probability and statistics
- Discrete or finite mathematics
- Other upper division mathematics

5. How many college mathematics courses have you completed?

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6. Which of the following describes the teaching certificate you currently hold in THIS state?

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or test score before regular certification can be obtained
- Certificate issues to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in THIS state → Skip to question 8

7. In which grades does this certificate allow you to teach mathematics in THIS state? (Select all that apply)

- Any grade, kindergarten – 5th
- Any grade, 6th – 8th
- Any grade, 9th – 12th

8. Did you enter teaching through an alternative certification program?

- Yes
- No

X1. Did you work in a field or a job in which you used math before becoming a teacher?

- Yes
- No

9. Are you male or female?

- Female
- Male

10. Are you of Hispanic or Latino origin?

- Yes
- No

11. What is your race? (Mark all that apply)

- White
- Black/African American
- Asian
- Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

12. Including this year,

a. How many years in total have you taught at the elementary level (K-8)?

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Years

12b. How many years in total have you taught at the secondary level (9-12)

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Years

12c. How many years have you taught any grades (K-12)?

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Years

13. Counting this year, how many years have you taught mathematics at the secondary level (9-12)?

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Years

14. Counting this year, how many years in total have you taught in this school?

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Years

15. Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

Yes

No

16. Indicate the extent to which you agree or disagree with each of the following statements as it applies to your mathematics instruction:

	Strongly Strongly Agree Disagree	Agree Disagree
a. The amount a student can learn is primarily related to family background.	O O	O O
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	O O	O O
c. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	O O	O O
d. If parents would do more for their children, I could do more for my students.	O O	O O
e. If a student did not remember information I gave in a previous lesson, I'd know how to increase his/her retention in the next lesson.	O O	O O
f. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	O O	O O
g. If one of my students couldn't do a class assignment, I could accurately assess whether the assignment was at the correct level of difficulty.	O O	O O
h. If I really try hard, I can get through to even the most difficult or unmotivated students.	O O	O O

- i. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

17. How would you compare boys and girls in...?

	Girls are Boys much are somewhat better better	Girls Boys are somewhat are much better better	Girls and boys are the same
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>		
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>		
c. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>		
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>		

18. Indicate the extent to which you agree or disagree with each of the following statements about mathematics teachers at this school:

	Strongly Disagree	Strongly Agree	Agree
a. In this school, mathematics teachers set high standards for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
b. In this school, math teachers set high standards for students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
c. Mathematics teachers in this school believe all students can do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
d. In this school, math teachers make expectations for instructional goals clear to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
e. Mathematics teachers in this school give up on some students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
f. Mathematics teachers in this school care only about smart students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>
g. Mathematics teachers in this school			

19. Which of the following best describes the title of this mathematics course?

- Algebra I
- Algebra IA
- Algebra IB
- Algebra II
- Calculus
- Calculus Prep
- Calculus AP
- Discrete Math
- Geometry
- Integrated Math I
- Integrated Math II
- Integrated Math III
- Integrated Math IV
- Probability/Statistics
- Probability/Statistics AP
- Review/Remedial Math
- Other Math Course (please specify):

20. What textbook/program is primarily used in this class?

Publisher _____

Title _____

Edition _____

21. Approximately what percentage of this textbook/program do you plan to cover this school year?

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22. What percentage of the instructional time in this class do you anticipate will be based on each of the following:

Primary mathematics textbook/program

--	--	--

Other textbooks/programs

--	--	--

Other commercially available instructional materials

--	--	--

Materials obtained at conferences/conventions
(e.g., National Council of Teachers of Mathematics)

--	--	--

Materials created by you

--	--	--

A graphing calculator

--	--	--

Other (please specify) _____ [field test only]

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23. Thinking of a typical student in this class, which of the following best describes the difficulty level of the primary textbook/program? (Mark one)

- It is much too easy
- It is somewhat too easy
- It is at the appropriate level
- It is somewhat too difficult
- It is much too difficult

24. How often do you anticipate the designated mathematics textbook/program will be used in each of the following ways:

	Never	Rarely	Some- times	Often	Always
a. I will follow the textbook/program page by page.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I will pick what is important from the textbook/program and skip the rest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I will follow my district's curriculum recommendations regardless of what is in the textbook/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The textbook/program will guide the structure (content emphasis) of my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I will incorporate activities from other sources to supplement what the textbook/program is lacking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I will read and review suggestions in the textbook's/program's teacher guide to plan my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I will use the student textbook/program to plan my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I will assign homework from the textbook/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- i. My students will use their textbook/program during the mathematics lesson.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	

- j. My students will use their textbook/program for homework assignments.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	

25. What percent of assessment materials that you plan to use in this class for determining student grades will be test items:

Included with the primary textbook/program

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Drawn from other commercially available materials

--	--	--

Developed by the school/district

--	--	--

Developed by you

--	--	--

Other (please specify) _____
[field test only]

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26. To what extent do you agree or disagree with each of the following statements about how high school mathematics teaching assignments are made in this school? (Mark all that apply)

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------|--------------------------|
| a. Advanced courses are assigned to teachers with the most seniority. | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | | |
| b. Advanced courses are assigned to teachers with the strongest | | | | |

- | | | | | |
|-------------------------|-----------------------|-----------------------|-----------------------|--|
| mathematics background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| | | | <input type="radio"/> | |
| | | | <input type="radio"/> | |
- c. All or most mathematics teachers are assigned at least one section of advanced courses.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>
			<input type="radio"/>
- d. Non-college prep courses are assigned to teachers new to the profession.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>
- e. Non-college prep courses are assigned to teachers whose students don't perform well on standardized tests.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>
			<input type="radio"/>
- f. All or most mathematics teachers are assigned at least one section of a non-college prep course.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>
			<input type="radio"/>

27. How do you rate the remedial help in your school for grades 9-12 students who are struggling in Algebra I?

- | | Good | Excellent | Poor | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Availability of tutoring or other remedial assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | |
| | | | <input type="radio"/> | |
| b. Quality of tutoring or other remedial assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | <input type="radio"/> |

28. To what extent is each of the following a problem in this school?

- | | A Little | A Lot | Not Applicable | Not At All |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Student tardiness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | <input type="radio"/> |
| b. Student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | <input type="radio"/> |
| c. Student truancy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | <input type="radio"/> |
| d. Teacher absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | <input type="radio"/> | <input type="radio"/> |

e. Students dropping out	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
f. Student apathy	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
g. Lack of parental involvement	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
h. Poverty	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
i. Students coming to school unprepared to learn	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
j. Poor student health	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
k. Lack of resources and materials for teachers	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>

29. In your view, to what extent do the following limit how you teach?

	Not A A Applicable Little Lot	Not At All Some
a. Students with different academic abilities in the same class	O O O	O O
b. Students who come from a wide range of socioeconomic backgrounds	O O O	O O
c. Students who come from a wide range of language backgrounds	O O O	O O
d. Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)	O O O	O O
e. Uninterested students	O O O	O O
f. Low morale among students	O O O	O O
g. Disruptive students	O O O	O O
h. Shortage of computer hardware/software	O O O	O O
i. Shortage of support for using computers	O O O	O O
j. Shortage of textbooks for student use	O O O	O O
k. Shortage of other instructional equipment for students' use	O O O	O O
l. Shortage of equipment for teacher use in		

- | | | |
|--|-----------------------|-----------------------|
| demonstrations and other exercises | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| m. Inadequate physical facilities | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| n. High student/teacher ratio | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| o. Lack of planning time | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| p. Lack of autonomy in instructional decisions | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| q. Lack of parent/family support | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| r. Inadequate opportunities for professional development | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |
| s. Inadequate administrative support | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | |

30. Please indicate the extent to which you agree or disagree with each of the following statements:

	Strongly Strongly Agree Disagree	Agree Disagree
a. The principal deals effectively with pressures from outside the school that might interfere with my teaching	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
b. The principal does a poor job of getting resources for this school	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
c. The principal sets priorities, makes plans, and sees that they are carried out	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
d. The principal knows what kind of school he/she wants and has communicated it to the staff	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
e. The principal lets staff members know what is expected of them	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
f. The principal is interested in innovation and new ideas	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
g. The principal usually consults with staff members before he/she makes decisions that affect us	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

31. To what extent do you agree or disagree with each of the following statements about the mathematics department in this school.

Strongly	Strongly	
	Agree	Agree
	Disagree	Disagree
a. Mathematics teachers share ideas on teaching	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
b. Mathematics teachers discuss what was learned at a workshop or conference	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
c. Mathematics teachers share and discuss student work	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
d. Mathematics teachers discuss particular lessons that were not very successful	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
e. Mathematics teachers in this department discuss beliefs about teaching and learning	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
f. Mathematics teachers in this department share and discuss research on effective teaching methods	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
g. Mathematics teachers in this department share and discuss research on effective instructional practices for English language learners	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
h. Mathematics teachers in this department explore new teaching approaches for under-performing students	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
i. Mathematics teachers in this department make a conscious effort to coordinate the content of courses with other teachers in the school	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
j. Mathematics teachers in this department are effective at teaching		

- | | | |
|--|-----------------------|-----------------------|
| students mathematics | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| k. Mathematics teachers in this department provide support to new mathematics teachers | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| l. The mathematics department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |

32. Indicate the extent to which you agree or disagree with each of the following statements:

- | | Strongly
Strongly
Agree | Agree
Disagree |
|---|--|---------------------------|
| a. Teachers in this school help maintain discipline in the entire school, not just their classroom. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| b. Teachers in this school take responsibility for improving the school. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| c. Teachers in this school set high standards for themselves. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| d. Teachers in this school feel responsible for helping students develop self-control. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| e. Teachers in this school feel responsible to help each other do their best. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| f. Teachers in this school feel responsible that all students learn. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |
| g. Teachers in this school feel responsible when students in this school fail. | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> |