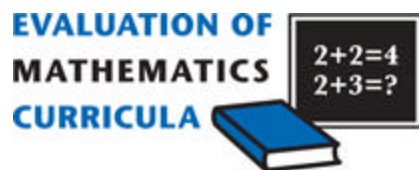


APPENDIX C

Spring (Implementation) Teacher Survey



Dear Teacher,

As you know, you and your school are participating in the *Evaluation of Mathematics Curricula*. Mathematica Policy Research, Inc. (MPR), along with SRI International, is conducting the study for the U.S. Department of Education's Institute of Education Sciences. As part of the study, we are gathering information about your experiences with the curriculum you are piloting and the training and support you have received.

We greatly appreciate your participation in this study, and, as part of that participation, we ask you to complete the enclosed spring questionnaire. This is the second of two surveys we are asking you to complete this school year; the first you completed in the fall.

All of the information you provide will be kept confidential and used for research purposes only. No one at your school will see your responses, and you will not be identified in any report or presentation. While your participation in this study is voluntary, it is very important that you complete the questionnaire. With only a few hundred teachers in the study this year, every response is critical in understanding teachers' classroom experiences.

As a thank you, you will receive a check for \$10 once you have returned this set of completed questionnaires. Please use the enclosed envelope to mail your responses by **April 30, 2009**.

If you have any questions, please contact Melissa Thomas toll-free at 866-869-3187, or by e-mail at mthomas@mathematica-mpr.com.

Thank you for your help with this important study.

Sincerely,

A handwritten signature in black ink that reads 'Roberto Agodini'.

Roberto Agodini
Study Director

SPRING 2009 TEACHER SURVEY

NATIONAL EVALUATION OF ELEMENTARY MATHEMATICS CURRICULA

U.S. DEPARTMENT OF EDUCATION

**TEACHERS: IF ABOVE INFORMATION IS INCORRECT,
PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL**

<p>Please return the completed form to:</p> <p>Evaluation of Elementary Mathematics Curricula Mathematica Policy Research 707 Alexander Road, Building 3, Suite 304 Princeton, NJ 08540</p>	<p>If you have questions, please contact:</p> <p>Alisa Ainbinder Phone: 866-869-3187 Fax: 202-863-1763 E-mail: aaibinder@mathematica-mpr.com</p>
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This survey is authorized by the U.S. Department of Education (P.L. 20 U.S.C. 1221e-1) and the Confidential Information Protection and Statistical Efficiency Act of 2002. These laws require that the survey sponsor treat all information you provide as confidential. The information you provide will be used only for research and statistical purposes by the survey sponsor, its contractors, and collaborating researchers for the purpose of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a form that does not personally identify you. Your response is voluntary. 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 number. The OMB control number for this survey is 1850-0813. The time required to complete this survey is estimated to average 20 minutes. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this questionnaire, contact Melissa Thomas (phone: 866-869-3187, e-mail: mthomas@mathematica-mpr.com).

OMB NO: 1850-0813
EXPIRATION DATE: xx/xx/xxxx



INSTRUCTIONS

Many of the questions on this survey ask for information about the **assigned curriculum**. This refers to the math curriculum you were assigned to use this year as a participant in the *Evaluation of Elementary Mathematics Curricula*. (Your assigned curriculum is indicated on the label of the survey cover.)

Some of the questions on this survey ask for information about your **target class**.

- If you teach math to one class or one group of first-, second-, and/or third-grade students, this is your target class.
- If you teach math to more than one class or to multiple groups of first-, second, and/or third-grade students, please answer questions about your target class for ONE of these classes. You will be mailed additional forms that allow you to provide class-specific information for your other first-, second-, and/or third-grade math classes.

This survey is designed to collect information from teachers who provide either primary math instruction or supplemental math instruction (e.g., as a resource teacher or as someone who works with English language learners, students with special learning needs, etc.) to first-, second-, and/or third-grade students.

On questions that ask about the extent to which you are implementing features of the assigned curriculum or using instructional materials provided by the publisher, please reflect in your responses what you are truly implementing. As you complete the survey, do not worry about whether your practices are consistent with instructions from the publisher. This will help us more fully understand teachers' experiences with, and implementation of, each curriculum.



Important note:

Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box.

Sample: Right Wrong

Use block printing when you complete any text or numeric responses.

If you wish to change a response, please mark the correct response and CIRCLE it.



YOUR ROLE IN MATH INSTRUCTION

1. Do you teach math to first-, second-, and/or third-grade students at this school?

Yes

No → If you do not teach math to first-, second-, and/or third-grade students, you do not need to complete this survey. Please describe your duties at the school or district, and return the survey in the enclosed envelope.

2a. Have you been teaching math to the same class(es) of first-, second-, and/or third-grade students at this school since the beginning of this school year (2008-09)?

Yes → SKIP to Question 3a

No

2b. If you replaced a teacher mid-year, please indicate below who you replaced, the month you took over the class, and whether you expect to lead the class through the end of the year.

I replaced the following teacher(s):

Month when I took over the class:

Aug Sep Oct Nov Dec Jan Feb Mar Apr

I expect to lead the class through the end of the year: Yes No

PUBLISHER-PROVIDED CURRICULUM TRAINING, RESOURCES, AND SUPPORT

3a. Since the start of this school year, has any in-person follow-up training or on-site support from the publisher of the assigned curriculum been available to assist you in teaching math?

Yes

No → SKIP to Question 4a

Don't know → SKIP to Question 4a



3b. Since the start of this school year, have you participated in any in-person follow-up training or on-site support from the publisher of the assigned curriculum?

Yes

No → SKIP to Question 4a

3c. Since the start of this school year, how many hours have you spent participating in this in-person follow-up training or on-site support from the publisher of the assigned curriculum?

hours

4a. Are the following types of support available from the publisher of the assigned curriculum to assist you in teaching math? *Mark (X) one box for each row.*

	Yes	No	Don't know
a. Phone support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Online support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. CD or DVD-based or printed reference materials (not including textbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other support → Please specify in the box below:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4b. How often have you used each type of support from the publisher of the assigned curriculum? *Mark (X) one box for each row.*

	Never	Less than once a month	Once a month	2-3 times a month	Weekly or more	Not applicable
a. Phone support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Online support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. CD or DVD-based or printed reference materials (not including textbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other support → Please specify below:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



OTHER PROFESSIONAL DEVELOPMENT IN MATH THIS SCHOOL YEAR

5. Since the start of this school year, have you participated in any math professional development activities NOT provided by the publisher of the assigned curriculum?

Yes

No → SKIP to Question 8

6. Since the start of this school year, have you participated in any professional development activities on the following math topics that were NOT provided by the publisher of the assigned curriculum (COLUMN A)? If yes, how many hours did you spend on these activities (COLUMN B)? This includes but is not limited to courses you have taken for recertification or advanced certification, workshops sponsored by your school or district, conferences, or other training that is relevant to your teaching of math.

For each row, mark (X) one box in Column A. If you answer "Yes," then mark (X) one box in Column B for that row.

Professional development topic	COLUMN A: Participation		COLUMN B: Number of hours of participation				
			8 or fewer	9-16	17-32	33-40	More than 40
a. Math instruction	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math content	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance standards in math education	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other math-focused professional development	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Since the start of this school year, what have been the sources of your professional development in math? Mark (X) all that apply.

Math-focused workshops or training provided by your school or district

Math-focused coursework taken toward a credential for teaching

University coursework in math or math instruction, not including coursework for a credential

Activities such as conferences or working groups about math

Meeting with colleagues on a regular basis about math (e.g., to discuss instructional approaches, assessment, etc.)

Other professional development in math → Please specify:



MATH INSTRUCTION IN YOUR TARGET CLASS

8. Which of the following best describes the grade(s) you teach in your target class?

If you teach more than one target class, please think of ONE of these classes.

Mark (X) only one box.

- | | |
|---|--|
| <input type="checkbox"/> Kindergarten and Grade 1 | <input type="checkbox"/> Grade 3 only |
| <input type="checkbox"/> Grade 1 only | <input type="checkbox"/> Grade 3 and Grade 4 |
| <input type="checkbox"/> Grade 1 and Grade 2 | <input type="checkbox"/> Other → Please specify: |
| <input type="checkbox"/> Grade 2 only | |
| <input type="checkbox"/> Grade 2 and Grade 3 | |

9. How many first-, second-, and/or third-grade students are currently enrolled in your target class? If you teach more than one target class, please also specify on the line provided the name of the class you are considering your target class on this survey (e.g., Period 1 math, or Mrs. Tanaka's class).

first-grade students
 second-grade students
 third-grade students

→ Name of target class:

10. Approximately how many first-, second-, and/or third-grade students in your target class are:

High math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
Average math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
Low math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>

11. Approximately how many first-, second-, and/or third-grade students in your target class have an Individualized Education Plan (IEP)?

Students with an IEP: first-grade second-grade third-grade

12. Approximately how many first-, second-, and/or third-grade students in your target class are:

Limited English proficient:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
English proficient or native English speakers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>



13. On average, how many minutes per week do you spend preparing to teach math to your target class, using the assigned curriculum (including lesson planning, grading student work, etc.)?

minutes per week

14. On average, how many days per week do you teach math to your target class?

days per week

15. For approximately how many minutes each day do you teach math to your target class (on the days that you teach math)?

minutes per day (on the days you teach math)

16a. Are you using the assigned curriculum as your core math curriculum?

Yes → SKIP to Question 17a

No → If no, please specify the name and publisher of your core curriculum:

16b. If you are not using the assigned curriculum as your core math curriculum, please explain why:



17a. Do you use other math materials in addition to the core curriculum with your target class?

This can include materials that are teacher-created or not yet published.

No → SKIP to Question 18

Yes → Please specify the name(s) and publisher(s) of the materials:

17b. For what purpose(s) are the materials specified in Question 17a being used with your target class? Mark (X) all that apply.

Remediation with a small group of students

Remediation with the entire class

Enrichment with a small group of students

Enrichment with the entire class

As a replacement for selected units or lessons in the assigned curriculum

As a supplement to units or lessons in the assigned curriculum

To address state standards not otherwise covered by the assigned curriculum

Other → Please specify:

17c. How often do you supplement the core curriculum with materials or math problems from other sources? Mark (X) only one box.

Almost daily

Once or twice a week

Once or twice a month

Less than once a month

Never



18. So far this year with your target class, approximately how many lessons have you taught that cover each of the following topics? We are interested in your best estimate of the number of lessons you have spent on the following topics up to this point in the school year. Include all lessons, regardless of whether you used the assigned curriculum.

Mark (X) one box for each row.

Approximate number of lessons on...	None - I did not teach this topic	1-5 lessons	6-10 lessons	11-15 lessons	More than 15 lessons
a. Counting, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understanding numbers less than 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adding and subtracting, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Addition and subtraction facts, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Multiplying and dividing, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Multiplication and division facts, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Place value, with whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Decimals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Percents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Geometric shapes or spatial relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating, continuing, or predicting patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Word problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Collecting or analyzing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Measurement of length or capacity with standard tools (e.g., rulers, measuring cups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Non-standard measurement of length or capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



19. So far this year, approximately what percentage of the lessons from the assigned curriculum have you used with your target class? *Mark (X) only one box.*

- Less than 20%
- 20-49%
- 50-79%
- 80-100%

20. How often do you use the following materials from the assigned curriculum with your target class? *Mark (X) one box for each row.*

	Never	Less than once a month	Once or twice a month	1-2 times a week	3-4 times a week	Daily
a. Student worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student workbooks or textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lesson plans or lesson scripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supplemental <u>student</u> materials recommended by the publisher (math literature, calculators, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Supplemental <u>classroom</u> materials recommended by the publisher (number line, calendar, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate the extent to which you agree or disagree with the following statements about the assigned curriculum. Mark (X) one box for each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I have had adequate opportunities to learn about the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can explain to other teachers how to use the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The curriculum corresponds well with the math understandings I want my students to demonstrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The curriculum is aligned well with our state curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The curriculum conflicts with my preferred approach to math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The curriculum assumes major changes in the way I teach math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The curriculum has prompted me to change some of my teaching practices in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The curriculum is more trouble than it is worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am committed to the implementation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. All first- and second-grade teachers in my school are committed to the implementation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Administrators at my school are committed to the implementation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I believe my students will score better on required accountability tests because of their experience with the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Please indicate the extent to which you agree or disagree with the following statements about the response of your target class to math instruction. For each row, choose the option that best reflects your experience. Mark (X) one box for each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Students frequently misbehave during math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students seem excited about learning math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students are attentive during math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students seldom make errors during math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



23. Please indicate how strongly you agree or disagree with the following general statements about teaching math. Mark (X) one box for each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Whenever students ask how to solve a math problem, teachers should provide a thorough explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Formative assessments are an important means of documenting students' learning (e.g., observations of student work to gauge student progress).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is important that students <i>not</i> have mathematical misconceptions at the end of a lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students learn from one another when they work together on math problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students should demonstrate mastery of one math concept before proceeding to the next concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students learn math best when they share their reasoning about a math problem with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. It is important that teachers observe and listen to how students think about math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A math concept is learned best if it grounded in real life when it is first introduced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teachers should emphasize computational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teachers should clearly model to students how to solve a type of problem they have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students should primarily work individually in math to ensure that they master skills and are able to work on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



24. About how often do students in your target class take part in the following activities? (Include only activities that take place during math instruction.)

Mark (X) one box for each row.

	Never	Less than once a month	Once or twice a month	1-2 times a week	3-4 times a week	Daily
a. Work in small groups or with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Practice or take tests on computational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work individually on math problems from worksheets, or a textbook/workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on investigations or problems that extend for several days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Write about how to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do problems that have more than one correct solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discuss different ways of solving a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reference other students' ideas in their contributions to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Explain a math concept or procedure to the other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Ask mathematical questions of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use manipulatives, pictures, or diagrams to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Use manipulatives, pictures, or diagrams to support explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Work on activities that integrate math with other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Write in math journals (e.g., explain their mathematical reasoning or create their own math problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Take part in activities designed to develop rapid recall of math facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Practice math facts using manipulatives, pictures, or diagrams for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



25. How often do you do the following with your target class? Mark (X) one box for each row.

	Never	Less than once a month	Once or twice a month	Once or twice a week	1-2 times a day	3 or more times a day
a. Prompt students to explain their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Invite students to use multiple strategies or solutions to a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ask students to demonstrate a procedure or concept to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ask students to explore a concept or procedure before it is modeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrate or model math concepts or procedures for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Differentiate math instruction for students at different ability levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26a. What strategies do you use to respond to students' errors during math instruction?

Mark (X) all that apply.

- Correct the student's mistake as soon as possible.
- Ask the student questions that guide him/her to the correct answer.
- Ask another student for the correct answer.
- Use the incorrect response as a basis for an exercise or class discussion about the misconception.
- Re-teach the procedure and/or concept.
- Other → Please specify:



26b. Of the strategies selected in Question 26a (above), which one do you use the most often?
Mark (X) only one box.

- Correct the student's mistake as soon as possible.
- Ask the student questions that guide him/her to the correct answer.
- Ask another student for the correct answer.
- Use the incorrect response as a basis for an exercise or class discussion about the misconception.
- Re-teach the procedure and/or concept.
- Other → Please specify:

27. What percentage of math instructional time do students in your target class spend practicing math procedures and the recall of math facts?

		%	of math instructional time
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28. If given your choice of math curriculum to use next year, how likely are you to choose the assigned curriculum over other curricula available in your district? Mark (X) only one box.

- Very likely
- Likely
- Not at all likely

29. Please enter today's date (MM/DD/YYYY):

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 /

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 /

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30. If your name is not printed on the label on the cover of this survey, please write your name in the spaces below

First name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Last name

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SCOTT FORESMAN-ADDISON WESLEY CURRICULUM IMPLEMENTATION

31. **How often do you do the following activities with your target class?** Please note that not all of the activities listed are meant to be done every day, and consider your practices over the course of the year. *Mark (X) one box for each row.*

	Never	Less than once a month	Once or twice a month	1-2 times a week	3-4 times a week	Daily
a. Do the <i>Spiral Review</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do the <i>Investigating the Concept</i> activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use manipulatives during the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Group students into small groups for collaborative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State the objective of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do the <i>Warm Up</i> activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use the <i>Talk About It</i> questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Provide the recommended <i>Error Intervention</i> for struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Use the <i>Think About It</i> questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Introduce the vocabulary specified in the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provide step-by-step instructions and guidance to students on how to complete the practice page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provide additional activities for "early finishers"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Ask students to complete the Learn! section of student worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Use the <i>Leveled Practice</i> provided for students at varying levels (below, on level, above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Provide reading assistance to students as they complete the practice page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Use <i>Instant Check Mat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Provide opportunities for students to use online materials or other supplemental materials provided by SFAW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Ask students to complete the journal activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Ask students to complete the test-taking practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Administer SFAW assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



THANK YOU VERY MUCH FOR COMPLETING THE SURVEY.
If you have additional comments, please feel free to write them below.

