

**Appendix F**  
**Mathematics Teacher Questionnaire**

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**1. (9.) Are you male or female?**

- Female  
 Male

**2. (10.) Are you of Hispanic or Latino origin?**

- Yes  
 No

**3. (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

**4. (1.) Do you have a bachelor's degree?**

[\[if no or missing, go to question 16\]](#)

- Yes  
 No

**5. (1a.) In what year did you receive your bachelor's degree?**

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**6. (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 \_\_\_\_\_

**7. (1c.) Was this degree awarded by a college/university's school or department of education?**

- Yes  
 No

**8. (1d.) What was your major field of study?**

\_\_\_\_\_

**9. (1e.) Did you have a second major or minor field of study?**

- Yes → Skip to question [4f10](#)
- No → Skip to question [211](#)

**10. (1f.) What was your second major or minor field of study?**

\_\_\_\_\_

**11. (2.) Do you have a master's degree?**

- Yes → Skip to question [2a12](#)
- No → Skip to question [316](#)

**12. (2a.) In what year did you receive your master's degree?**

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

\_\_\_\_\_

**College/University**

**14. (2b.) Was this degree awarded by a college/university's school or department of education?**

- Yes
- No

**15. (2c.) What was your major field of study?**

\_\_\_\_\_

**16. (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

**17. (5.) How many college mathematics courses have you completed?**

[if 0 or missing, go to question 19]

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**18. (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

**19. (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 [821](#)

**20. (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

**21. (8.) Did you enter teaching through an alternative certification program?**

- Yes
- No

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

- Yes
- No

**23. (12a.) Including this year, how many years in total have you taught at the elementary level (K-8)?**

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 Years

**24. (12b.) Including this year, how many years in total have you taught at the secondary level (9-12)?**

--	--

 Years

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

--	--

 Years

**26. (14.) Including this year, how many years in total have you taught in this school?**

--	--

 Years

**27. (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

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

	<b>Strongly Disagree</b>	<b>Strongly Disagree</b>	<b>Agree</b>	<b>Agree</b>
a. In this school, mathematics teachers set high standards for teaching			<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"/>
c. Mathematics teachers in this school believe all students can do well.			<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"/>
e. Mathematics teachers in this school give up on some students.			<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"/>
g. Mathematics teachers in this school expect very little from students.			<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>
h. Mathematics teachers in this school work hard to make sure all students are learning.			<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>

**For each class in which an HSLs student is enrolled: [Note: routed through preloaded link]**

**29. (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):  
\_\_\_\_\_

**30. (20.) What textbook/program is primarily used in this class?**

Publisher \_\_\_\_\_

Title \_\_\_\_\_

Edition \_\_\_\_\_

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

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**32. (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 from professional development courses

--	--	--

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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**33. (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

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

Never   Rarely   Some- Often   Always  
times

- |  |                       |                       |  |                       |                       |
|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
| 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"/> |                       |  |                       |                       |
| 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"/> |                       |  |                       |                       |
| 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"/> |                       |  |                       |                       |
| 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"/> |                       |
| 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"/> |                       |
| 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"/> |                       |
| 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"/> |                       |
| h. I will assign homework from the textbook/program.  | <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"/> |                       |

**35. (25.) For this class, what percentage of the test items you plan to use...**

Come from the primary textbook or program

--	--	--

Come from other commercially available materials

--	--	--

Come from professional development courses

--	--	--

Were developed by the school or district

--	--	--

Were developed by you

--	--	--

Come from another source (please specify)\_\_\_ [field test only]

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**36. (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)**

<b>Strongly</b>	<b>Strongly</b>			
	<b>Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree</b>
a. Advanced courses are assigned to teachers with the most seniority.	O	O		
	O	O		
b. Advanced courses are assigned to teachers with the strongest mathematics background.	O	O		
		O		
		O		
c. All or most mathematics teachers are assigned at least one section of advanced courses.	O	O		
		O		
		O		
d. Non-college prep courses are assigned to teachers new to the profession.	O	O		
	O		O	

- 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"/>	
  
- 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"/>	

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

- |  | <b>Good</b>           | <b>Excellent</b>      | <b>Poor</b>           |
|--|-----------------------|-----------------------|-----------------------|
| a. Availability of tutoring or other remedial assistance | <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"/> |

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

<b>Strongly</b>	<b>Strongly</b>	
	<b>Agree</b>	<b>Agree</b>
	<b>Disagree</b>	<b>Disagree</b>
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   | O | O |
|  | O | O |
| k. Mathematics teachers in this department provide support to new mathematics teachers   | O | O |
|  | O | O |
| l. The mathematics department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging | O | O |
|  | O | O |

**39. (17.) In general, how would you compare boys and girls in...?**

- |            | <b>Girls are<br/>Boys<br/>much<br/>are somewhat<br/>better<br/>better</b> | <b>Girls<br/>Boys<br/>are somewhat<br/>are much<br/>better<br/>better</b> | <b>Girls and boys<br/>are the<br/>same</b> |
|------------|---|---|--|
| a. Reading | O   | O   | O  |
| O          | O   |   |  |
| b. Math    | O   | O   | O  |
| O          | O   |   |  |
| c. Writing | O   | O   | O  |
| O          | O   |   |  |
| d. Science | O   | O   | O  |
| O          | O   |   |  |

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

- |                          | <b>Not<br/>Applicable<br/>A Little</b> | <b>Not<br/>At All<br/>A Lot</b> |
|--------------------------|--|---------------------------------|
| a. Student tardiness     | O                                      | O                               |
|                          | O                                      | O                               |
| b. Student absenteeism   | O                                      | O                               |
|                          | O                                      | O                               |
| c. Student truancy       | O                                      | O                               |
|                          | O                                      | O                               |
| d. Teacher absenteeism   | O                                      | O                               |
|                          | O                                      | O                               |
| e. Students dropping out | O                                      | O                               |
|                          | O                                      | O                               |

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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"/>

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

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

- |  |                       |                       |
|--|-----------------------|-----------------------|
| 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"/> |                       |



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

	<b>Strongly Strongly Agree Disagree</b>	<b>Agree Disagree</b>
a. The amount a student can learn is primarily related to family background.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
d. If parents would do more for their children, I could do more for my students.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
f. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
h. If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

- 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.
- 

**43. (30.) Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.**

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

44. (32.) Indicate the extent to which you agree or disagree with each of the following statements about the teachers at your school.

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