

Teacher Pre-Intervention Survey

Instructions:

Please complete this brief survey to help us better understand your background and your strategies for teaching math intervention classes*. This will help us better understand how teachers can best support students in math intervention classes. Note that the information you provide here falls under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183), and the data collected will be securely protected. You may opt out of responding to a question or the entire instrument at any time without any consequences. None of your responses will be individually attributed to you or your school/district. Your responses will be used for statistical purposes only.

***Please read this definition of the term, “math intervention class”, which we will use in the survey questions.** Your school may use a different name for these classes. We are defining math intervention classes broadly to include the following characteristics:

- *Provide additional math instruction and support to students.* The classes are focused solely on mathematics and not on other subjects.
- *Are specifically for students who struggle with mathematics.* Students are identified because of low math performance and other factors.
- *Have designated times that meet regularly in the school schedule.* These classes may be scheduled in different ways, including a designated intervention block, during an electives block, or during regular math classes that include a specific intervention time

District: _____

School: _____

Name: _____

1. What are your roles in the school? Select ALL that apply

- Teacher of Math Intervention Classes or Interventionist
- General Education Teacher
- Title I Teacher
- Special Education Teacher
- Mathematics Coach/Specialist
- Other

2. At which grade levels do you teach math intervention classes? Select ALL that apply.

K 1 2 3 4 5 6

3. How many **math intervention class sections** do you teach? (A **section** has the same group of students and may meet more than one time per week.)

1 2 3 4 5 6 7 8 9 10 11 12

> 12 (please specify: _____)

4. In answering the questions below, please focus on **one math intervention class** at **either grade 4 or 5**. Choose a **class section** that you think is **most typical**. Which class did you select?

___Grade 4 Math Intervention Class

___Grade 5 Math Intervention Class

4a. How many days each week does that intervention class section meet? 1 2 3 4 5

4b. How many minutes per day does that intervention class section meet? (If it meets for different times on different days, provide an average). Choose the closest number of minutes.

15 20 25 30 40 45 50 55 60 65 Other (please specify)

4c. How is the math intervention class scheduled at your school?

- The schedule has a designated block for intervention, such as a What I Need (WIN) block or a time when all students in a grade receive intervention or enrichment classes
- Students miss a “special” or “elective” to attend math intervention class
- During general education math classes there is a designated time for math intervention
- Other (please describe)

4d. How many weeks long is the math intervention class?

4 6 8 10 12 18 24 36 (full school year) Other (please specific)

4e. Do you use a published math intervention program in your class? Yes No

If yes, how frequently do you use the math intervention program?

Most or all lessons Some lessons Occasionally Rarely

If yes, please list the name of the math intervention program(s) that you use.

5. How many years of classroom teaching experience (K-12) do you have? Round to the nearest whole number.

Note: Include the current school year. Do NOT include time spent as a student teacher.

Record whole years, not fractions or months.

___ school years

6. How many years have you taught mathematics intervention classes (K-12)?

Round to the nearest whole number.

Note: Include the current school year. Do NOT include time spent as a student teacher.

Record whole years, not fractions or months.

___ school years

7. What is the highest level of education you have completed?

- Less than a bachelor’s degree
- Bachelor’s degree
- Associates degree
- Master’s degree
- Doctorate degree

8. Which of the following certifications do you have? Please select ALL that apply.

- Certification in elementary education (not specific to math)
- Certification in elementary mathematics
- Certification in K-8 education
- Certification in middle, junior high, or secondary school math
- Certification in special education
- Certification as a math specialist or coach
- Administrator certification

- I do not have a teaching certification
- Other (please specify)

For questions 9-11, on average throughout the year, approximately how often do you employ the following teaching strategies during your math lessons?

	Strongly Disagree	Disagree	Agree	Strongly Agree
9a. [Students] share ideas or solve problems with each other in small groups.				
9b. [Students] engage in hands-on mathematics activities.				
9c. [Students] work on extended mathematics investigations (a week or more in duration).				
9d. [Students] Record, represent, or analyze data.				
9e. [Teacher] uses open-ended questions.				
9f. [Teacher] requires students to explain their reasoning when giving an answer.				
9g. [Teacher] encourages students to communicate mathematically.				
9h. [Teacher] encourages students to explore alternative methods for solutions.				
9i. [Teacher] helps students see connections between mathematics and other disciplines.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
10a. [Students] engaged in debate/discussion about ways to solve problems.				
10b. [Students] restated another student's ideas in different words.				
10c. [Students] demonstrated different ways to solve a problem.				
10d. [Students] explored a problem different from any they had solved previously.				
10e. [Students] worked on an activity or problem that takes more than one period.				
10f. [Students] connected a math topic to another subject (e.g., social studies).				
10g. [Teacher] encourages students to communicate mathematically.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
11a. Proof and justification/verification (e.g., using logical argument to demonstrate correctness of mathematical relationships).				
11b. Problem solving (e.g., finding solutions)				

12l. How much can you do to adjust your lessons to the proper level for individual students in your math intervention?	
12m. How much can you use a variety of assessment strategies in your math intervention class?	
12n. To what extent can you provide an alternative explanation or example when students are confused?	
12o. How well can you implement alternative strategies in your math intervention classroom?	
12p. How well can you provide appropriate challenges for very capable students in your math intervention class?	

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-xxxx. Public reporting burden for this collection of information is estimated to average 50 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Janelle Sands at the Institute of Education Sciences (IES) at janelle.sands@ed.gov directly.