

63 **A. Mathematics and Science Instruction**

62 1. Please provide your opinion about each of the following statements regarding mathematics and science instruction.
61 (Darken one oval in each section on each line.)
60

Mathematics						Science				
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	
56 a. Students generally learn best in classes with students of similar abilities.										
1	2	3	4	5	1	2	3	4	5	
55 b. I am knowledgeable about current national standards in this content area.										
1	2	3	4	5	1	2	3	4	5	
54 c. I feel well-prepared to support teachers in the implementation of current national standards.										
1	2	3	4	5	1	2	3	4	5	
53 d. I am willing to accept the noise that comes with an active classroom.										
1	2	3	4	5	1	2	3	4	5	
52 e. Encouraging student questions is more important than eliciting correct answers.										
1	2	3	4	5	1	2	3	4	5	

44 2. Please provide your opinion about each of the following statements.
43 (Darken one oval on each line.)
42

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
41 a. Vocational/technology education should have a strong mathematics and science component.					
	1	2	3	4	5
40 b. Students who are not interested in science/mathematics/technology careers should be able to opt out of mathematics and science courses after the 10th or 11th grade.					
	1	2	3	4	5
39 c. Schools need to provide students who are not interested in science/mathematics/technology careers course options in mathematics and science for all of their high school years.					
	1	2	3	4	5
38 d. Specialized courses in mathematics and science should be available for college-bound students.					
	1	2	3	4	5

31 3. How would you describe your school's progress in moving toward excellence in mathematics and science education?
30 (Darken one oval on each line.)
29

	Quite far from ideal	Beginning to improve	Well along in improving	Approaching ideal			
27 a. Mathematics program							
	1	2	3	4	5	6	7
26 b. Science program							
	1	2	3	4	5	6	7

24 4. Compared to 5 years ago, which best describes the achievement of students in this school? (Darken one oval on each line.)
23

	Much worse	Somewhat worse	About the same	Somewhat improved	Much improved
22 a. Mathematics					
	1	2	3	4	5
21 b. Science					
	1	2	3	4	5

16 5. Please rate each of the following in terms of its importance for effective mathematics and science instruction.
15 (Darken one oval in each section on each line.)
14

Mathematics					Science			
Not Important	Somewhat Important	Fairly Important	Very Important	Not Important	Somewhat Important	Fairly Important	Very Important	
12 a. Provide concrete experience before abstract concepts.								
	1	2	3	4	1	2	3	4
11 b. Develop students' conceptual understanding of the subject.								
	1	2	3	4	1	2	3	4
10 c. Take students' prior understanding of subject matter into account when planning curriculum and instruction.								
	1	2	3	4	1	2	3	4

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Mathematics

Science

5. (continued)

	Not Important	Somewhat Important	Fairly Important	Very Important	Not Important	Somewhat Important	Fairly Important	Very Important
d. Make connections to other disciplines.	1	2	3	4	1	2	3	4
e. Have students work in cooperative learning groups.	1	2	3	4	1	2	3	4
f. Have students participate in appropriate hands-on activities.	1	2	3	4	1	2	3	4
g. Engage students in inquiry-oriented activities.	1	2	3	4	1	2	3	4
h. Use calculators.	1	2	3	4	1	2	3	4
i. Use computers.	1	2	3	4	1	2	3	4
j. Engage students in applications of subject matter in a variety of contexts.	1	2	3	4	1	2	3	4
k. Use performance-based assessment.	1	2	3	4	1	2	3	4
l. Use portfolios.	1	2	3	4	1	2	3	4
m. Use informal questioning to assess student understanding.	1	2	3	4	1	2	3	4

6. Please rate the effect of each of the following on *mathematics* instruction in your school.
(Darken one oval on each line.)

	Inhibits effective instruction	Neutral or mixed	Encourages effective instruction	N/A Don't Know		
a. State and/or district curriculum frameworks.	1	2	3	4	5	NA
b. State and/or district testing policies and practices.	1	2	3	4	5	NA
c. District/school grading policies and practices.	1	2	3	4	5	NA
d. District/school structures for recognizing and rewarding teachers.	1	2	3	4	5	NA
e. Counseling department policies and practices.	1	2	3	4	5	NA
f. College placement tests.	1	2	3	4	5	NA
g. Quality of available instructional materials.	1	2	3	4	5	NA
h. Access to calculators for mathematics instruction.	1	2	3	4	5	NA
i. Access to computers for mathematics instruction.	1	2	3	4	5	NA
j. Funds for purchasing equipment and supplies for mathematics.	1	2	3	4	5	NA
k. System of managing instructional resources at the district or school level.	1	2	3	4	5	NA
l. Time available for teachers to plan and prepare lessons.	1	2	3	4	5	NA
m. Time available for teachers to work with other teachers.	1	2	3	4	5	NA
n. Time available for teacher professional development.	1	2	3	4	5	NA
o. Importance that the school places on mathematics.	1	2	3	4	5	NA
p. Consistency of mathematics reform efforts with other school/district reforms.	1	2	3	4	5	NA
q. Public attitudes toward reform.	1	2	3	4	5	NA

7. Please rate the effect of each of the following on *science* instruction in your school.
(Darken one oval on each line.)

	Inhibits effective instruction	Neutral or mixed	Encourages effective instruction	N/A Don't Know		
a. State and/or district curriculum frameworks.	1	2	3	4	5	NA
b. State and/or district testing policies and practices.	1	2	3	4	5	NA
c. District/school grading policies and practices.	1	2	3	4	5	NA
d. District/school structures for recognizing and rewarding teachers.	1	2	3	4	5	NA
e. Counseling department policies and practices.	1	2	3	4	5	NA
f. College placement tests.	1	2	3	4	5	NA
g. Quality of available instructional materials.	1	2	3	4	5	NA

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