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Local Systemic Change *through* Teacher Enhancement

Mathematics (Grades K-8)

2006 Teacher Questionnaire

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Instructions: Please use a #2 pencil to complete this questionnaire. Darken ovals completely, but do not stray into adjacent ovals. Be sure to erase completely any stray marks.

A. Teacher Demographic Information

1. Are you:

- ○ Male
- ○ Female

2a. Ethnicity - Are you: (Darken one oval.)

- ○ Hispanic or Latino
- ○ Not Hispanic or Latino

2b. Race - Are you: (Choose one or more.)

- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

3. How many college mathematics courses have you completed? (Darken one oval.)

- ○ None
- ○ 1 semester
- ○ 2 semesters
- ○ 3 semesters
- ○ 4 semesters
- ○ 5 or more semesters

4. Did your college mathematics coursework include the equivalent of at least one semester of: (Darken one oval on each line.)

		Yes	No
a.	Number system concepts	○	○
b.	Concepts in algebra	○	○
c.	Concepts in geometry	○	○

5. How many years have you taught prior to this school year? (Darken one oval.)

0-2	3-5	6-10	11-15	16-20	21-25	26 or more
○	○	○	○	○	○	○

The National Science Foundation's Local Systemic Change (LSC) through Teacher Enhancement Program's Core Evaluation

You have been selected to participate in the nationwide evaluation of the federally-funded Local Systemic Change (LSC) program. LSC is a National Science Foundation Teacher Enhancement program that has funded more than 80 local projects that have offered science and/or mathematics professional development to teachers around the country. **The cover letter accompanying this questionnaire identifies the LSC project in your area, as well as the instructional materials that are the focus of that LSC project.**

Several times over the course of the LSC, each project will administer questionnaires to a sample of teachers who are targeted to participate in the local project's professional development activities. Note that you may be asked to complete this questionnaire even if you have not yet participated in the project's professional development; your response is important, regardless of whether you have already participated. A small number of randomly-selected teachers in each project is asked to provide additional information in interviews, sometimes in conjunction with a classroom visit. In order to continue receiving federal funding, each LSC project must participate in this national evaluation.

Data collection procedures have been developed to ensure high-quality data and protect teacher confidentiality. Your responses will be kept strictly confidential; they will be combined with the responses of the other teachers in your project and used only for the LSC evaluation. The name label and numbering on this questionnaire are used to help local projects deliver questionnaires to the proper teachers and follow up with teachers who have not responded; no information identifying individual teachers will be reported under any circumstances. After you complete the questionnaire, you should remove the name label and return the questionnaire as specified by your local LSC project.

B. Teacher Opinions and Preparedness

6. Please provide your opinion about each of the following statements. (Darken one oval on each line.)

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a. Students generally learn mathematics best in classes with students of similar abilities.	①	②	③	④	⑤
b. I feel supported by colleagues to try out new ideas in teaching mathematics.	①	②	③	④	⑤
c. Teachers in this school have a shared vision of effective mathematics instruction.	①	②	③	④	⑤
d. Teachers in this school regularly share ideas and materials related to mathematics.	①	②	③	④	⑤
e. Teachers in this school are well-supplied with materials for investigative mathematics instruction.	①	②	③	④	⑤
f. I have time during the regular school week to work with my peers on mathematics curriculum and instruction.	①	②	③	④	⑤
g. I have adequate access to calculators for teaching mathematics.	①	②	③	④	⑤
h. I have adequate access to computers for teaching mathematics.	①	②	③	④	⑤
i. I enjoy teaching mathematics.	①	②	③	④	⑤
j. I am well-informed about the NCTM *Standards* for the grades I teach.	①	②	③	④	⑤
k. The mathematics program in this school is strongly supported by local organizations, institutions, and/or businesses.	①	②	③	④	⑤

7. In the left section, please rate each of the following in terms of its **importance** for effective mathematics instruction in the grades you teach. In the right section, please indicate how **prepared** you feel to do each one. (Darken one oval in each section on each line.)

	Importance				**Preparation**			
	Not Important	Some-what Important	Fairly Important	Very Important	Not Adequately Prepared	Some-what Prepared	Fairly Well Prepared	Very Well Prepared
a. Provide concrete experience before abstract concepts.	①	②	③	④	①	②	③	④
b. Develop students' conceptual understanding of mathematics.	①	②	③	④	①	②	③	④
c. Take students' prior understanding into account when planning curriculum and instruction.	①	②	③	④	①	②	③	④
d. Practice computational skills and algorithms.	①	②	③	④	①	②	③	④
e. Make connections between mathematics and other disciplines.	①	②	③	④	①	②	③	④
f. Have students work in cooperative learning groups.	①	②	③	④	①	②	③	④
g. Have students participate in appropriate hands-on activities.	①	②	③	④	①	②	③	④
h. Engage students in inquiry-oriented activities.	①	②	③	④	①	②	③	④
i. Use calculators.	①	②	③	④	①	②	③	④
j. Use computers.	①	②	③	④	①	②	③	④
k. Engage students in applications of mathematics in a variety of contexts.	①	②	③	④	①	②	③	④
l. Use performance-based assessment.	①	②	③	④	①	②	③	④
m. Use portfolios.	①	②	③	④	①	②	③	④
n. Use informal questioning to assess student understanding.	①	②	③	④	①	②	③	④

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8. My principal: (Darken one oval on each line.)

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a. Encourages me to select mathematics content and instructional strategies that address individual students' learning.	①	②	③	④	⑤
b. Accepts the noise that comes with an active classroom.	①	②	③	④	⑤
c. Encourages the implementation of current national standards in mathematics education.	①	②	③	④	⑤
d. Encourages innovative instructional practices.	①	②	③	④	⑤
e. Enhances the mathematics program by providing me with needed materials and equipment.	①	②	③	④	⑤
f. Provides time for teachers to meet and share ideas with one another.	①	②	③	④	⑤
g. Encourages me to observe exemplary mathematics teachers.	①	②	③	④	⑤
h. Encourages teachers to make connections across disciplines.	①	②	③	④	⑤
i. Acts as a buffer between teachers and external pressures (e.g., parents).	①	②	③	④	⑤

9. Many teachers feel better prepared to teach some subject areas than others. How well prepared do you feel to teach each of the following subjects at the grade levels you teach, whether or not they are currently included in your curriculum? (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Science	①	②	③	④
b. Mathematics	①	②	③	④
c. Reading/Language Arts	①	②	③	④
d. Social Studies	①	②	③	④

10. Within mathematics, many teachers feel better prepared to teach some topics than others. How well prepared do you feel to teach each of the following topics at the grade levels you teach, whether or not they are currently included in your curriculum? (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Numeration and number theory	①	②	③	④
b. Computation	①	②	③	④
c. Estimation	①	②	③	④
d. Measurement	①	②	③	④
e. Pre-algebra	①	②	③	④
f. Algebra	①	②	③	④
g. Patterns and relationships	①	②	③	④
h. Geometry and spatial sense	①	②	③	④
i. Data collection and analysis	①	②	③	④
j. Probability	①	②	③	④
k. Technology (calculators, computers) in support of mathematics	①	②	③	④

11. Within the arena of mathematical processes, many teachers feel better prepared to guide and help develop student learning in some domains than others. How well prepared do you feel to provide guidance in the following, at the grade levels you teach? (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Problem solving	①	②	③	④
b. Reasoning and proof	①	②	③	④
c. Communication (written and oral)	①	②	③	④
d. Connections within mathematics and from mathematics to other disciplines	①	②	③	④
e. Multiple representations (e.g., concrete models, and numeric, graphical, symbolic, and geometric representations)	①	②	③	④

12. Please indicate how well prepared you feel to do each of the following. (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Lead a class of students using investigative strategies.	①	②	③	④
b. Manage a class of students engaged in hands-on/project-based work.	①	②	③	④
c. Help students take responsibility for their own learning.	①	②	③	④
d. Recognize and respond to student diversity.	①	②	③	④
e. Encourage students' interest in mathematics.	①	②	③	④
f. Use strategies that specifically encourage participation of females and minorities in mathematics.	①	②	③	④

13. Please rate the effect of each of the following on your mathematics instruction. (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. Quality of available instructional materials.	①	②	③	④	⑤	NA
d. Access to calculators for mathematics instruction.	①	②	③	④	⑤	NA
e. Access to computers for mathematics instruction.	①	②	③	④	⑤	NA
f. Funds for purchasing equipment and supplies for mathematics.	①	②	③	④	⑤	NA
g. System of managing instructional resources at the district or school level.	①	②	③	④	⑤	NA
h. Time available for teachers to plan and prepare lessons.	①	②	③	④	⑤	NA
i. Time available for teachers to work with other teachers.	①	②	③	④	⑤	NA
j. Time available for teacher professional development.	①	②	③	④	⑤	NA
k. Importance that the school places on mathematics.	①	②	③	④	⑤	NA
l. Consistency of mathematics reform efforts with other school/district reforms.	①	②	③	④	⑤	NA
m. Public attitudes toward reform.	①	②	③	④	⑤	NA

14. How many of your students' parents do each of the following? (Darken one oval on each line.)

	None	A Few		About 1/2		Almost All
a. Volunteer to assist with class activities.	⓪	①	②	③	④	⑤
b. Donate money or materials for classroom instruction.	⓪	①	②	③	④	⑤
c. Attend parent-teacher conferences.	⓪	①	②	③	④	⑤
d. Attend school activities such as PTA meetings and Family Mathematics nights.	⓪	①	②	③	④	⑤
e. Voice support for the use of an investigative approach to mathematics instruction.	⓪	①	②	③	④	⑤
f. Voice support for traditional approaches to mathematics instruction.	⓪	①	②	③	④	⑤

C. Your Mathematics Teaching

Questions 15-21 ask about your mathematics teaching. Please answer for your first elementary/middle school mathematics class of the day.

15. What grade level is this class? (Darken all ovals that apply.)

K	1	2	3	4	5	6	7	8
ⓚ	①	②	③	④	⑤	⑥	⑦	⑧

16. Do you teach in a self-contained classroom (i.e., you are responsible for teaching several subjects to one class)? (Darken one oval.)

⬭ Yes ⬭ No **(Skip to Question 20)**

17. How many lessons per week do you typically teach mathematics to this class? (Darken one oval.)

Number of Lessons

0	1	2	3	4	5
⓪	①	②	③	④	⑤

18. Approximately how many minutes is a typical mathematics lesson? (Darken one oval.)

Average Number of Minutes per Lesson

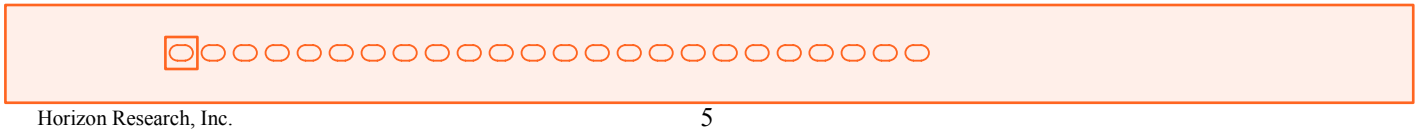
10 or fewer	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81 or more
⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭

19. In how many of the last five school days did you teach each of the following in this class? (Darken one oval on each line.)

	Number of Days					
	None	One	Two	Three	Four	Five
a. Science	⓪	①	②	③	④	⑤
b. Mathematics	⓪	①	②	③	④	⑤
c. Reading/Language Arts	⓪	①	②	③	④	⑤
d. Social Studies	⓪	①	②	③	④	⑤

20. About how often do **you** do each of the following in your mathematics instruction in this class? (Darken one oval on each line.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all mathematics lessons
a. Use the LSC-designated instructional materials (see cover letter) as the basis of mathematics lessons.	①	②	③	④	⑤
b. Introduce content through formal presentations.	①	②	③	④	⑤
c. Arrange seating to facilitate student discussion.	①	②	③	④	⑤
d. Use open-ended questions.	①	②	③	④	⑤
e. Require students to explain their reasoning when giving an answer.	①	②	③	④	⑤
f. Encourage students to communicate mathematically.	①	②	③	④	⑤
g. Encourage students to explore alternative methods for solutions.	①	②	③	④	⑤
h. Encourage students to use multiple representations (e.g., numeric, graphic, geometric, etc.).	①	②	③	④	⑤
i. Allow students to work at their own pace.	①	②	③	④	⑤
j. Help students see connections between mathematics and other disciplines.	①	②	③	④	⑤
k. Use assessment to find out what students know before or during a unit.	①	②	③	④	⑤
l. Embed assessment in regular class activities.	①	②	③	④	⑤
m. Assign mathematics homework.	①	②	③	④	⑤
n. Read and comment on the reflections students have written in their notebooks or journals.	①	②	③	④	⑤



21. About how often do **students** in this class take part in each of the following types of activities as part of their mathematics instruction? (Darken one oval on each line.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all mathematics lessons
a. Participate in student-led discussions.	①	②	③	④	⑤
b. Participate in discussions with the teacher to further mathematical understanding.	①	②	③	④	⑤
c. Work in cooperative learning groups.	①	②	③	④	⑤
d. Make formal presentations to the class.	①	②	③	④	⑤
e. Read from a mathematics textbook in class.	①	②	③	④	⑤
f. Read other (non-textbook) mathematics-related materials in class.	①	②	③	④	⑤
g. Practice routine computations/algorithms.	①	②	③	④	⑤
h. Review homework/worksheet assignments.	①	②	③	④	⑤
i. Use mathematical concepts to interpret and solve word problems.	①	②	③	④	⑤
j. Work on solving a real-world problem.	①	②	③	④	⑤
k. Share ideas or solve problems with each other in small groups.	①	②	③	④	⑤
l. Engage in hands-on mathematical activities.	①	②	③	④	⑤
m. Play mathematics games.	①	②	③	④	⑤
n. Follow specific instructions in an activity or investigation.	①	②	③	④	⑤
o. Design or implement their *own* investigation.	①	②	③	④	⑤
p. Work on models or simulations.	①	②	③	④	⑤
q. Work on extended mathematics investigations or projects (a week or more in duration).	①	②	③	④	⑤
r. Participate in field work.	①	②	③	④	⑤
s. Record, represent and/or analyze data.	①	②	③	④	⑤
t. Write a description of a plan, procedure or problem-solving process.	①	②	③	④	⑤
u. Write reflections in a notebook or journal.	①	②	③	④	⑤
v. Use calculators or computers for learning or practicing skills.	①	②	③	④	⑤
w. Use calculators or computers to develop conceptual understanding.	①	②	③	④	⑤
x. Use calculators or computers as a tool (e.g., spreadsheets, data analysis).	①	②	③	④	⑤
y. Work on portfolios.	①	②	③	④	⑤
z. Take short-answer tests (e.g., multiple choice, true/false, fill-in-the-blank).	①	②	③	④	⑤
aa. Take tests requiring open-ended responses (e.g., descriptions, justifications of solutions).	①	②	③	④	⑤
bb. Engage in performance tasks for assessment purposes	①	②	③	④	⑤

D. LSC Professional Development

Questions 22-27 refer to the NSF-supported Local Systemic Change (LSC) program. Please refer to the cover letter accompanying this questionnaire for information about the LSC project activities and designated materials in your district.
If you have not yet participated in LSC professional development, darken this oval ⬭ and skip to Question 27.

22. To what extent is each of the following true of LSC mathematics-related professional development in your district? (Darken one oval on each line.)

	Not at all				To a great extent
a. I am involved in planning my mathematics-related professional development.	①	②	③	④	⑤
b. I am encouraged to develop an individual professional development plan to address my needs and interests related to mathematics education.	①	②	③	④	⑤
c. I am given time to work with other teachers as part of my professional development.	①	②	③	④	⑤
d. I am given time to reflect on what I've learned and how to apply it to the classroom.	①	②	③	④	⑤
e. I receive support as I try to implement what I've learned.	①	②	③	④	⑤

23. Approximately how many ***total hours*** have you spent on formal, LSC-provided professional development in mathematics/mathematics education ***since the LSC project began***? (Darken one oval.)

⬭ 0	⬭ 10-19	⬭ 40-59	⬭ 80-99	⬭ 130-159	⬭ 200 or greater
⬭ 1-9	⬭ 20-39	⬭ 60-79	⬭ 100-129	⬭ 160-199	

24. Please indicate the number of times you have participated in each of the following activities **during this school year**. (Darken one oval on each line.)

	0	1-2	3-4	5-6	7 or more
a. Participated in an LSC academic year study group/discussion group.	①	②	③	④	⑤
b. Was "coached" on my teaching by an LSC teacher leader/staff person based on a classroom observation.	①	②	③	④	⑤
c. Received assistance from an LSC "teacher leader" in my school.	①	②	③	④	⑤
d. Received assistance from an LSC staff person in my district.	①	②	③	④	⑤
e. Received assistance from an LSC-designated mathematician/mathematics educator from a college/university/museum/industry.	①	②	③	④	⑤
f. Read messages in a Listserv discussion sponsored by the LSC.	①	②	③	④	⑤
g. Posted messages to a Listserv discussion sponsored by the LSC.	①	②	③	④	⑤

25. How would you rate the overall quality of the LSC professional development? (Darken one oval.)

Very Poor	Poor	Fair	Good	Very Good	Excellent
⬭	⬭	⬭	⬭	⬭	⬭

26. To what extent has participation in LSC mathematics-related professional development increased your: (Darken one oval on each line.)

	Not at all				To a great extent
a. Mathematics content knowledge.	①	②	③	④	⑤
b. Understanding of how children think about/learn mathematics.	①	②	③	④	⑤
c. Ability to implement high-quality mathematics instructional materials.	①	②	③	④	⑤

27. Have you been identified as a teacher leader for your district's NSF-sponsored LSC project? ⬭ Yes ⬭ No

Thank you very much for participating in this survey!