

UMass Dartmouth
James J. Kaput Center for Research and Innovation in Mathematics Education

Teacher Survey

Teacher ID:

Please complete the **entire** survey, filling in each bubble completely, using a **black or blue ball point pen or a pencil**. If you fill in the incorrect bubble, simply cross it out and select the correct one.

1. Please provide your opinion about each of the following statements.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Students learn mathematics best in classes with students of similar abilities.	<input type="radio"/>				
The testing program in my state/district dictates what mathematics content I teach.	<input type="radio"/>				
I enjoy teaching mathematics.	<input type="radio"/>				
I consider myself a "master" mathematics teacher.	<input type="radio"/>				
I have time during the regular school week to work with my colleagues on mathematics curriculum and teaching.	<input type="radio"/>				
Mathematics teachers in this school regularly observe each other teaching classes as part of sharing and improving instructional strategies.	<input type="radio"/>				
Most mathematics teachers in this school contribute actively to making decisions about mathematics curriculum.	<input type="radio"/>				

2. How familiar are you with the NCTM *Standards*?

- Not at all familiar
- Somewhat familiar
- Fairly familiar
- Very familiar

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3. Please indicate how well prepared you currently feel to do each of the following in your mathematics instruction.

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Take students' prior understanding into account when planning curriculum and instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students work in cooperative learning groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the textbook as a resource rather than the primary instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach groups that are heterogeneous in ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students who have limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage participation of females in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage participation of minorities in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are about a particular mathematics class you teach. Please base your responses on the class that is involved in the study.

4. **This question applies only to teachers of non-self-contained classes. If you teach a self-contained class, please skip to question 5.** What is the usual schedule and length (in minutes) of daily class meetings for this class? If the weekly schedule is normally the same, just complete Week 1, as in Example 1. If you are unable to describe this class in the format below, please attach a separate piece of paper with your description.

	Week 1	Week 2				
Monday	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
Tuesday	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
Wednesday	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
Thursday	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
Friday	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		

Examples							
Example 1				Example 2			
Week 1		Week 2		Week 1		Week 2	
4	5			9	0		
4	5					9	0
4	5			9	0		
4	5					9	0
4	5			9	0		

5. Are students assigned to this class by level of ability? Yes No

6. Which of the following best describes the ability of the students in this class relative to other students in this school?

Fairly homogeneous and low in ability Fairly homogeneous and high in ability

Fairly homogeneous and average in ability Heterogeneous, with a mixture of two or more ability levels

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7. Think about your plans for this mathematics class for the entire course. How much emphasis will each of the following **student objectives** receive?

	None	Minimal Emphasis	Moderate Emphasis	Heavy Emphasis
Increase students' interest in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn mathematical concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn mathematical algorithms/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop students' computational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn how to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to reason mathematically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn how mathematics ideas connect with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for further study in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the logical structure of mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about the history and nature of mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to explain ideas in mathematics effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn how to apply mathematics in business and industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to perform computations with speed and accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. About how often do **you** do each of the following in your mathematics instruction?

	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
Introduce content through formal presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pose open-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage the whole class in discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Require students to explain their reasoning when giving an answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to explain concepts to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to consider alternative methods for solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to use multiple representations (e.g., numeric, graphic, geometric, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow students to work at their own pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students see connections between mathematics and other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign mathematics homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and comment on the reflections students have written, e.g., in their journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9. About how often do students in this **mathematics** class take part in the following types of activities?

	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
Listen and take notes during presentation by teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read from a mathematics textbook in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read other (non-textbook) mathematics-related materials in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in mathematical activities using concrete materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice routine computations/algorithms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review homework/worksheet assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow specific instructions in an activity or investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design their <i>own</i> activity or investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use mathematical concepts to interpret and solve applied problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer textbook or worksheet questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record, represent, and/or analyze data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write reflections (e.g., in a journal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make formal presentations to the rest of the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on extended mathematics investigations or projects (a week or more in duration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use calculators or computers for learning or practicing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use calculators or computers to develop conceptual understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use calculators or computers as a tool (e.g., spreadsheets, data analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. About how often do students in this mathematics class use **calculators/computers** to:

	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
Do drill and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate mathematics principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play mathematics learning games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect data using sensors or probes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retrieve or exchange data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems using simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a test or quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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11. Please indicate how strongly you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
Technology can make mathematics easier to understand.	<input type="radio"/>				
I enjoy using a computer when teaching mathematics.	<input type="radio"/>				
When learning to use a new educational technology for teaching mathematics, I feel like I am in my own private world.	<input type="radio"/>				
I am not comfortable using technology in my math class.	<input type="radio"/>				

12. How much mathematics homework do you assign to this mathematics class in a typical **week**?

- 0 - 30 min 31 - 60 min 61 - 90 min 91 - 120 min 2 - 3 hours More than 3 hours

13. Approximately what percentage of your textbook do you "cover" in this course?

- <25% 25 - 49% 50 - 74% 75 - 90% >90%

14. How would you rate the overall quality of this textbook/program?

- Very Poor Poor Fair Good Very Good Excellent

15. Which of the following activities, in general, are the three most common practices in your mathematics classroom?

- Lecture
- Discussion
- Students completing textbook/worksheet problems
- Students doing hands-on/manipulative activities
- Students reading about mathematics
- Students working in small groups
- Students using calculators
- Students using computers
- students using other technologies
- Test or quiz
- None of these activities took place

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