





6. How much **influence do teachers in your school** have over school policy in the areas below?  
(Darken one circle on each line.)

	No Influence		Some Influence		A Great Deal of Influence
a. Determining the content of in-service programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Establishing school curriculum.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Determining the school's schedule (including teacher prep periods).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hiring new professional personnel.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Planning school building budgets.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Determining specific professional and teaching assignments (e.g., Algebra I, Geometry, Calculus, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Selecting textbooks and other instructional materials.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	Few	Some	About Half	Almost All	Not Applicable
a. Attend parent-teacher conferences.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Express their support for the use of investigative approaches to mathematics instruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Express their support for traditional (textbook/back-to-basics) approaches to mathematics instruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participate in reflective discussions related to curriculum and instruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceptions**

8. To what extent are the following true of mathematics-related policies and procedures in your district?  
(Darken one circle on each line.)

	Not at all	Some extent	Great extent
<b>Policies and Procedures:</b>			
a. Require that every student be enrolled in high quality and rigorous mathematics programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Strengthen the emphasis on mathematics, science, and technology.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Require alignment/coordination among curriculum, instruction, assessment, and professional development.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please rate the impact of the following on your mathematics instruction.  
(Darken one circle on each line.)

	Substantial Negative Impact	Slight Negative Impact	No Clear Impact	Slight Positive Impact	Substantial Positive Impact	Not Applicable
a. State and/or district policies, requirements, or standards.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Local school board.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. District/school structures for recognizing and rewarding teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. An externally sponsored school reform initiative in which your school participates (e.g., SIMMS, LaSIP, CONNECT).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional organizations (e.g., NCTM, NCTE, NRC).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Faculty at colleges or universities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Available instructional materials.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Local organizations, institutions, and/or businesses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **Professional Development**

10. Please indicate below the duration of any professional development (PD) sessions that you have participated in during the past two years. (Darken all that apply.)

**Duration Categories:**

- ◆ **None** - I have not had this type of PD
- ◆ **Short term PD** of less than 2 weeks
- ◆ **Longer term PD** of 2-3 weeks
- ◆ **Lengthy PD** of 4-6 weeks or more
- ◆ **Continuing Contact PD** where contact was maintained after initial session for a minimum of 6 months

	<b>Duration</b>				
	None	Short Term PD	Longer Term PD	Continuing Lengthy Contact PD	Continuing Contact PD
a. Immersion: Immersion into solving mathematical problems or experience in the day-to-day work of a mathematician.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum or Instruction Implementation: Learning, using, and refining use of a particular set of instructional materials in the classroom.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Curriculum or Instruction Development: Creating new instructional materials and strategies to better meet the learning needs of students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Examining Practice: Case discussions of classroom scenarios or examining student work or developing and scoring assessments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Collaborative work: Study groups, coaching, mentoring, or classroom observation and feedback.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



14. How often do students in a typical class take part in each of the following types of activities as part of their mathematics instruction? (Darken one circle on each line.)

<b>How often do students:</b>		Rarely or Never	Once a month	Once a week	2-3 times a week	Daily
a.	Participate in student-led discussions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Participate in discussions to deepen mathematics understanding.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Make formal presentations to the class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Read from a mathematics textbook in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Read other (non-textbook) mathematics-related materials in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Work on solving real-world problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Share ideas or solve problems with each other in small groups.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Engage in hands-on mathematics activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Model or work on simulations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	Record, represent, and/or analyze data.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	Complete worksheets that emphasize mastery of essential skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	Prepare written mathematics reports of at least three pages in length.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m.	Write reflections in a notebook or journal.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n.	Describe what they know about a topic before it is taught.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o.	Use community resources in the classroom (e.g., materials from museums, business people).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p.	Use calculators or computers to solve mathematical problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q.	Document and evaluate their <b>own</b> mathematics work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Demographics**

15. What is the highest level of formal education you have completed?  
(Check only one.)

- Bachelor's degree, but without specific teacher training or teacher certification courses
- Bachelor's degree, with specific teacher training and/or teacher certification courses
- Master's or Doctorate, but without specific teacher training or teacher certification courses
- Master's or Doctorate, with specific teacher training and/or teacher certification courses

16. Do you have a degree in the field in which you are teaching (mathematics or mathematics education)?

- Yes     No

17. Are you a specialist, lead teacher, or department head?

- Yes     No

18. Including this year, how many years have you been:  
(Darken one circle on each line.)

	1	2	3	4	5	6-10	11-20	More than 20
a. Teaching mathematics.....	<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. Teaching mathematics in this school district.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teaching mathematics at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for filling out this survey!**