

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"/>

8. Which curricula are you using as your primary and as your supplemental mathematics textbooks?
(Darken one primary and all supplemental that apply.)

	Primary	Supplemental
a. Addison-Wesley School Mathematics.....	<input type="radio"/>	<input type="radio"/>
b. Saxon.....	<input type="radio"/>	<input type="radio"/>
c. SIMMS.....	<input type="radio"/>	<input type="radio"/>
d. University of Chicago School Mathematics Project.....	<input type="radio"/>	<input type="radio"/>
e. Other (Please list.)_____	<input type="radio"/>	<input type="radio"/>
f. Other (Please list.)_____	<input type="radio"/>	<input type="radio"/>

Professional Development

11. 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

		Duration				
		None	Short Term PD	Longer Term PD	Lengthy 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"/>

Classroom Environment

12. In assessing the work of the students in the class surveyed, what percent of the final grade is based on the following types of assessment? **TOTAL PERCENT MUST ADD TO 100.**

- | | |
|---|----------|
| | % |
| a. Homework assignments..... | _____ |
| b. Projects or special exercises..... | _____ |
| c. Laboratory exercises..... | _____ |
| d. The quality and willingness of students to respond in class..... | _____ |
| e. Responses to informal questioning..... | _____ |
| f. Observations of students working..... | _____ |
| g. Tests provided with textbooks or curriculum..... | _____ |
| h. Teacher-made tests..... | _____ |
| i. Other (Please describe.)_____ | _____ |

Total Percent : 100%

13. Teacher-made tests consist of:
(Darken only one.)

- a. Mostly essay.....
- b. Mostly problem solving.....
- c. Mostly hands-on manipulatives.....
- d. Mostly short answer.....
- e. Mostly multiple-choice and/or true and false.....
- f. Combination of any of the above types (Please describe.)

- g. Does not apply/I do not use teacher-made tests.....

14. In the class surveyed, about what percentage of class time is spent on the following:
(Darken one circle on each line.)

	0%	1-10%	11-30%	31-50%	51-70%	71-100%
a. Instructing the class as a whole.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students working in small groups.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students working individually.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Students from which of the following achievement levels would benefit the most from standards-based reform curricula? (Darken all that apply.)

- a. No students
- b. Low achieving students
- c. Average achieving students
- d. High achieving students

16. 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.)

How often do students:		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 own mathematics work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

17. 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

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

Yes No

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

Yes No

20. 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!