

Teacher Questionnaire 2000-2001

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This questionnaire is for all teachers in the school. We are interested in learning about teachers' work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any reports.

Marking Instructions

Please use a No. 2 pencil only

Erase unwanted marks completely

Make no stray marks

Mark only one response to a question,
unless other directions are given

Correct Marks: ■

Incorrect Marks:

Place barcode label here



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Your Perspective on the School

1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

Teachers at this school respect colleagues who are expert in their craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school trust each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school really care about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers respect other teachers who take the lead in school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many teachers openly express their professional views at faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school are willing to question one another's views on issues of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do a good job of talking through views, opinions, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are expected to continually learn and seek out new ideas in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to experiment in their classrooms in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to take risks in order to improve their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school expect students to complete every assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school encourage students to keep trying even when the work is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school set high expectations for academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school think it's important that all students do well in their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How many teachers in this school:

Mark (X) EACH item.

None Less than half About half Most Nearly All

Take responsibility for helping one another do well	<input type="checkbox"/>				
Help maintain positive student behavior in the entire school	<input type="checkbox"/>				
Take responsibility for improving the overall quality of teaching in the school	<input type="checkbox"/>				

3. Please indicate the extent to which you agree or disagree with the following statements.

Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Policies about how I should teach are often contradictory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often have difficulty choosing what to do in my classroom out of all the options I hear about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of all the information about teaching I receive, I am often unsure about how to prioritize things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate the extent to which you agree or disagree with the following statements.

Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I begin working with a new group of students, I have detailed knowledge of what those students learned previously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's easy for other teachers in this school to know what students learned in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I frequently plan and coordinate instruction with my students' other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this school, teachers who work with students at the same achievement level use similar methods and cover the same content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students at this school are expected to master the content they are working on before moving to new topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you teach reading as part of your assignment?

Mark (X) one box.

- Yes **Continue with the "Reading/Language Arts Instruction" section on page 5**
- No **Skip to the "Mathematics Instruction" section on page 12**



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Reading/Language Arts Instruction

Questions in this section ask about your reading/language arts teaching. When answering these questions, we would like you to refer to a **target reading class**. In order to determine your **target reading class**, please answer the three questions below.

Did you only teach reading to your homeroom students this year (i.e., you taught reading to a self-contained classroom)? Mark (X) ONE box.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, your target reading class is the group of students in your homeroom or self-contained classroom.
Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout the year? Mark (X) ONE box.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, your target reading class is the group of students to whom you currently teach reading.
Did you teach reading to more than one class of students each day (for example, you are a reading specialist)? Mark (X) ONE box.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, your target reading class is the first class of the week to which you teach reading (e.g., the class you teach during the 1st period on Monday).

6. How many students are in your target reading class? Print number of students in the boxes.

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Number of students

7. How are the students in your target reading class assigned to you? Mark (X) ONE box.

- All of the students in my target reading class come from my self-contained classroom
- The students in my target reading class come from two or more classrooms of the same grade in this school
- The students in my target reading class come from two or more classrooms at different grade levels in this school

8. How often does the group of students to whom you teach reading change? Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month

9. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th

10. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.



	Strongly Disagree	2	3	4	5	6	Strongly Agree
Most of the students in my target class can learn what I am supposed to teach them	<input type="checkbox"/>						
By trying different methods, I can significantly affect my students' achievement level	<input type="checkbox"/>						
I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them	<input type="checkbox"/>						

11. On a typical day, how many minutes do you teach reading/language arts to your target class?

Print number of minutes in the boxes.

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Minutes

12. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

Rarely or never A few times a month A few times a week Every day

Whole class grouping (i.e., all students are taught the same thing at the same time)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13. To what extent do you agree or disagree with the following statements about the instructional materials you use most often with your target reading class? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

They contain useful information for me about the content I am teaching

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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They provide me with useful information about how to teach particular skills, strategies, texts, or other topics

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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They provide me with useful information about what students typically know and can do and about typical difficulties they have

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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14. To what extent do you agree or disagree with the following statements about how you prepare reading lessons for your target reading class? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree Not Applicable

I frequently refer to and use information found in curriculum frameworks or standards documents

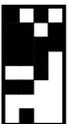
<input type="checkbox"/>				
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I frequently refer to and use information from the teachers' guides associated with the curriculum materials adopted by this school

<input type="checkbox"/>				
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I frequently refer to the content of assessments

<input type="checkbox"/>				
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15. How often were the following topics a primary focus of instruction for your target reading class this year?

Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Word analysis (e.g., decoding, word families, context cues, sight words)	<input type="checkbox"/>					
Reading fluency (e.g., repeated reading, guided oral reading)	<input type="checkbox"/>					
Listening comprehension	<input type="checkbox"/>					
Reading comprehension	<input type="checkbox"/>					
Grammar	<input type="checkbox"/>					
Spelling	<input type="checkbox"/>					
Written composition (e.g., writing sentences, paragraphs, stories)	<input type="checkbox"/>					

16. How often were the following topics a primary focus of instruction when you taught students who were not in your target reading class?

Mark (X) EACH item.

	Does not apply	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Word analysis (e.g., decoding, word families, context cues, sight words)	<input type="checkbox"/>						
Reading fluency (e.g., repeated reading, guided oral reading)	<input type="checkbox"/>						
Listening comprehension	<input type="checkbox"/>						
Reading comprehension	<input type="checkbox"/>						
Grammar	<input type="checkbox"/>						
Spelling	<input type="checkbox"/>						
Written composition (e.g., writing sentences, paragraphs, stories)	<input type="checkbox"/>						

17. How often were the following topics a primary focus of instruction for your target reading class this year?

Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Using phonics based or letter-sound relationships to read words in sentences	<input type="checkbox"/>					
Using context, pictures, and/or sentence meaning and structure to read words	<input type="checkbox"/>					
Sound segmenting, such as writing the individual sounds students hear in words	<input type="checkbox"/>					
Sound blending	<input type="checkbox"/>					
Sight word recognition	<input type="checkbox"/>					

18. How often were the following comprehension topics a primary focus of instruction for your target reading class this year? Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Activating prior knowledge or making personal connections to text	<input type="checkbox"/>					
Making predictions, previewing, or surveying text	<input type="checkbox"/>					
Students generating their own questions	<input type="checkbox"/>					
Summarizing important or critical details	<input type="checkbox"/>					
Examining literary techniques	<input type="checkbox"/>					
Identifying the author's purpose	<input type="checkbox"/>					
Using concept maps, story maps, or text structure frames	<input type="checkbox"/>					
Answering questions that have answers directly stated in the text	<input type="checkbox"/>					
Answering questions that require inferences	<input type="checkbox"/>					

19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways? Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Wrote brief answers to questions	<input type="checkbox"/>					
Wrote extensive answers to questions	<input type="checkbox"/>					
Did a think-aloud or explained how they applied a skill or strategy	<input type="checkbox"/>					
Worked on a written literature extension project	<input type="checkbox"/>					

20. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Editing the capitalization, punctuation, or spelling of their own writing	<input type="checkbox"/>					
Editing the word use, grammar, or syntax of their own writing	<input type="checkbox"/>					
Revising their writing by elaborating and extending what they wrote	<input type="checkbox"/>					
Revising their writing by reorganizing or refining what they wrote	<input type="checkbox"/>					



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21. This year, how often did the students in your target reading class write....
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Using letter strings or words (with or without illustrations)	<input type="checkbox"/>					
An individual sentence or separate sentences (with or without illustrations)	<input type="checkbox"/>					
An individual paragraph or separate paragraphs	<input type="checkbox"/>					
Two or more connected paragraphs	<input type="checkbox"/>					

22. This year, how often did your target reading class work on comprehension using...
Mark (X) EACH item.

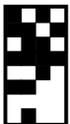
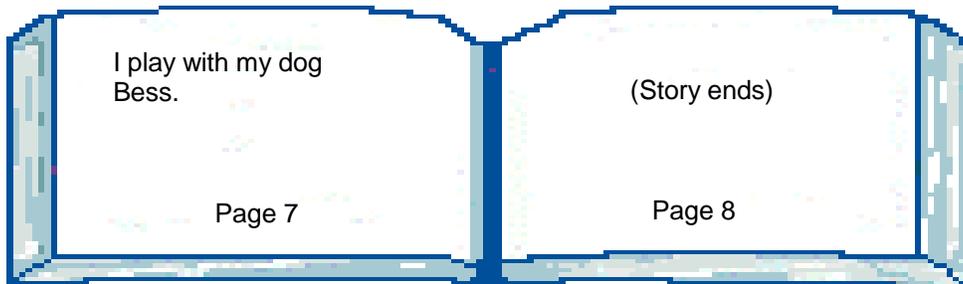
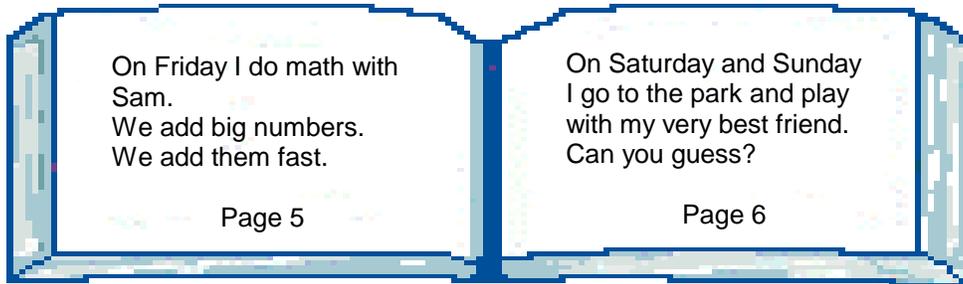
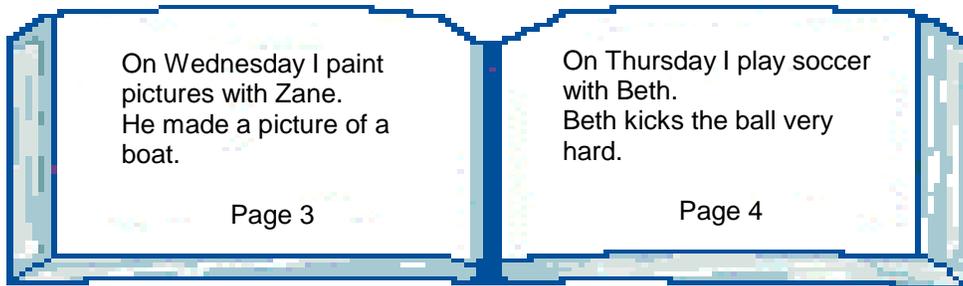
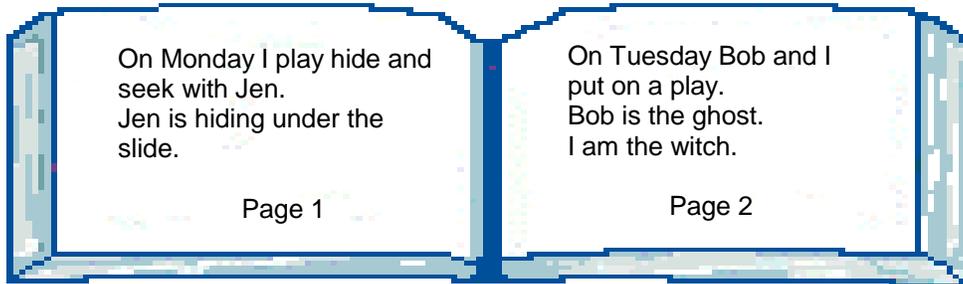
	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Informational text	<input type="checkbox"/>					
Narrative text with patterned or predictable language	<input type="checkbox"/>					
Narrative text with controlled vocabulary (sight words and/or easily sounded out words)	<input type="checkbox"/>					
Short narrative text without any attempt to control vocabulary (literature-based or thematic)	<input type="checkbox"/>					
Chapter book	<input type="checkbox"/>					

The next few questions ask you about teaching situations that draw upon your knowledge of language arts. The questions in this section are not intended to be a typical content knowledge test. Instead, they are intended to help us understand how teachers use their language arts knowledge in realistic teaching situations.

23. A teacher named Mr. Rink asked an aide to orally present each of the following words to a group of children and to have the children tell the aide how many phonemes (speech sounds) are in each word. Please create an answer key that Mr. Rink's aide could use by marking the number of phonemes contained in each word.
Mark (X) EACH item.

	Number of Phonemes						I'm not sure
	0	1	2	3	4	5	
a. battle	<input type="checkbox"/>						
b. exit	<input type="checkbox"/>						
c. ship	<input type="checkbox"/>						
d. terse	<input type="checkbox"/>						
e. nation	<input type="checkbox"/>						

The next question is about a children's book called *A Friend for a Day*. The text of the book is displayed below. In the book, each passage is accompanied by an illustration, but the illustrations are not included here due to space limitations. Please read the book below and answer the questions on the following pages.



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24. Ms. Andrews has just finished reading "A Friend For A Day" with her students. She is now considering a number of questions she might use to carry out a discussion of the story.

Ms. Andrews wants students to work on understanding details that are central to understanding the story. She also wants students to make inferences based on the information in the story. Which questions would you select for each of these purposes?

Mark (X) EACH item.

	Identify central details	Make inferences	Neither	I'm not sure
Where does Jen hide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What do you like to do with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What other kinds of things do you think the main character would like to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Bess a child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Do you teach mathematics as part of your assignment? Mark (X) ONE box.

Yes **Continue to the "Mathematics Instruction" section on page 12**

No **Skip to the "Instructional Improvement" section on page 19**

Mathematics Instruction

This section asks a number of questions about your teaching of mathematics and about the students you teach. In answering these questions, please keep the following things in mind:

- **If students at your school are periodically reassigned to different teachers for mathematics instruction** and you taught mathematics to several different groups of students over the course of the school year, please answer the questions in the next section about the students to whom you **currently** teach mathematics. We will refer to those students as your **target math class**.
- **If you teach mathematics to more than one class of students during a given school day** (for example, you are a mathematics specialist), please answer the questions in the next section about the first class of the week to which you teach mathematics (e.g., the class you teach during the 1st period on Monday). Again, we will refer to those students as your **target math class**.
- **If you teach mathematics to a single classroom of students throughout the year**, please consider those students as your **target math class**.

26. **How many students are in your target math class?** Please print number of students in the boxes.

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Number of students

27. **How are the students in your target math class assigned to you?** Mark (X) ONE box.

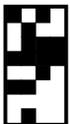
- All of the students in my math class come from my self-contained classroom
- The students in my target math class come from two or more classrooms of the same grade in this school
- The students in my target math class come from two or more classrooms at different grade levels in this school

28. **How often does the group of students to whom you teach mathematics change?** Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month

29. **What are the grade levels of the majority of the students in your target mathematics class?** Mark (X) ONE box.

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th



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30. To what extent do you agree or disagree with the following statements about your target math class? Mark (X) EACH item.



		2	3	4	5	6	
Most of the students in my target class can learn what I am supposed to teach them	<input type="checkbox"/>						
By trying different methods, I can significantly affect my students' achievement levels	<input type="checkbox"/>						
I feel a great deal of satisfaction when students learn what I am supposed to teach them	<input type="checkbox"/>						

31. On a typical day, how many minutes do you teach mathematics to your target math class?

Print number of minutes in the boxes.

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Minutes

32. When teaching your target math class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.



	Rarely or never	A few times a month	A few times a week	Every day
Whole class grouping (i.e., all students are taught the same thing at the same time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability or achievement grouping (e.g., the most proficient students are in one group, the next most proficient are in a second group, and the rest are in a third group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. To what extent do you agree or disagree with the following statements about the instructional materials you use most often with your target math class? Mark (X) EACH item.



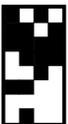
	Strongly Disagree	Disagree	Agree	Strongly Agree
They contain useful information for me about underlying mathematical ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They provide me with useful information about how to teach particular mathematical ideas and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They provide me with useful information about what students typically know, can do, or have difficulty with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. To what extent do you agree or disagree with the following statements about how you prepare mathematics lessons for your target math class?
Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I frequently refer to and use information found in curriculum frameworks or standards documents	<input type="checkbox"/>				
I frequently refer to and use information from the teachers' guides associated with the curriculum materials adopted by this school	<input type="checkbox"/>				
I frequently refer to the content of assessments	<input type="checkbox"/>				

35. This year, how often were the following topics in number concepts a primary focus of instruction with your target math class? Mark (X) EACH item.

	Did not teach this topic	1-2 lessons	3-5 lessons	6-10 lessons	11-15 lessons	More than 15 lessons
Writing, reading, or recognizing whole numbers, decimals, or fractions	<input type="checkbox"/>					
Counting	<input type="checkbox"/>					
Comparing or ordering two or more quantities	<input type="checkbox"/>					
Properties of whole numbers (e.g., even and odd, prime, square)	<input type="checkbox"/>					
Factors, multiples, or divisibility with whole numbers	<input type="checkbox"/>					
Composing or decomposing (grouping) whole numbers or decimals	<input type="checkbox"/>					
The meaning of fractions	<input type="checkbox"/>					
Relationships between decimals and fractions	<input type="checkbox"/>					
Estimating the size of quantities or rounding off numbers	<input type="checkbox"/>					



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36. This year, how often were the following topics in operations a primary focus of instruction with your target math class? Please report work on operations that used whole numbers, decimals, or fractions. Mark (X) EACH item.

Did not teach this topic 1-2 lessons 3-5 lessons 6-10 lessons 11-15 lessons More than 15 lessons

The meaning or properties of an operation	<input type="checkbox"/>					
Methods or strategies for finding answers to basic facts	<input type="checkbox"/>					
Practicing basic facts for speed or accuracy	<input type="checkbox"/>					
Why a conventional computational procedure works	<input type="checkbox"/>					
How to carry out the steps of a conventional computational procedure	<input type="checkbox"/>					
Practicing computational procedures for speed, accuracy, or ease of use	<input type="checkbox"/>					
Developing transitional, alternative, or non-conventional methods for doing computation	<input type="checkbox"/>					
Applying basic facts or computation to solve word problems	<input type="checkbox"/>					
Estimating the answer to a computation problem	<input type="checkbox"/>					

37. This year, how often were the following topics in patterns, functions, and algebra a primary focus of instruction with your target math class? Mark (X) EACH item.

Did not teach this topic 1-2 lessons 3-5 lessons 6-10 lessons 11-15 lessons More than 15 lessons

Organizing objects by size, number, or other properties	<input type="checkbox"/>					
Creating, continuing, or explaining repeating patterns or sequences (e.g., 2,1,2,1... or )	<input type="checkbox"/>					
Finding and explaining other patterns (e.g., patterns in a representation such as the hundreds chart, or patterns in a word problem)	<input type="checkbox"/>					
Understanding and using formulas and equations expressed in symbolic form	<input type="checkbox"/>					
Expressing a function or sequence as a general rule using words, tables, or formulas	<input type="checkbox"/>					

38. This year, how often did the students in your target math class do the following?
Mark (X) EACH item.

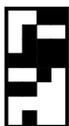
Never Less than once a month 1-3 times per month 1-2 times per week 3-4 times per week Every day

Listen to me present the definition of a term or the steps of a procedure	<input type="checkbox"/>					
Perform tasks requiring methods or ideas already introduced to students	<input type="checkbox"/>					
Assess a problem and choose a method to use from those already introduced to students	<input type="checkbox"/>					
Perform tasks requiring methods or ideas not already introduced to students	<input type="checkbox"/>					
Explain an answer or a solution method for a particular problem	<input type="checkbox"/>					
Analyze similarities and differences among representations, solutions, or methods	<input type="checkbox"/>					
Prove that a solution is valid or that a method works for all similar cases	<input type="checkbox"/>					

39. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

Never Less than once a month 1-3 times per month 1-2 times per week 3-4 times per week Every day

Work on mathematics textbook, worksheet, or board work exercises for practice or review	<input type="checkbox"/>					
Work on mathematics problems that have multiple answers or solution methods	<input type="checkbox"/>					
Discuss mathematical ideas, problems, solutions, or methods in pairs or small groups	<input type="checkbox"/>					
Write extended explanations of mathematical ideas, solutions, or methods	<input type="checkbox"/>					
Work on a mathematics investigation, problem, or project for several days	<input type="checkbox"/>					



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The next few questions ask you about teaching situations that draw upon your knowledge of mathematics. The questions in this section are not intended to be a typical content knowledge test. Instead, they are intended to help us understand how teachers use their mathematical knowledge in realistic teaching situations.

40. Ms. Dominguez was working with a new textbook and she noticed that it gave more attention to the number 0 than her old book. She came across a page that asked students to determine if a few statements about 0 were true or false. Intrigued, she showed them to her sister who is also a teacher, and asked her what she thought.

Which statements should the sisters select as being true?

Mark (X) EACH item.

Yes No I'm not sure

0 is an even number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 is not really a number. It is a placeholder in writing big numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number 8 can be written as 008	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You can't subtract a number from 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dividing any number by 0 results in an answer of 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. During a district mathematics workshop, one of the course leaders, Mr. Linden, gave the participating teachers a particularly challenging problem:

Thinking about tens and ones, 23 is usually written as 2 tens and 3 ones. But it can also be rewritten as 23 ones, or as 1 ten and 13 ones.

How many ways can 72 be written as a sum of tens and ones?

During a break a few teachers were comparing their attempts to solve the problem. Listed below are several different answers that teachers came up with. Which do you think is correct?

Mark (X) ONE box.

- 6
- 8
- 7
- 3
- I'm not sure

42. After the break, Mr. Linden asked a different problem:

Mr. Linden asked: "If we were to group by sixes instead of by tens, how would we write the number 72? More specifically, how would you write 72 in base six?"

This time he got the following answers: 12, 200, 20, and 120.

Which answer is correct? Mark (X) ONE box.

- 12
- 200
- 20
- 120
- I'm not sure

43. Mrs. Jamison was examining the new mathematics test her district had just adopted and her attention was caught by an item about decimals.

Which decimal is the largest?
(Student should circle the correct number.)

.240 .30 1.08 1.1

She thought that this question might be confusing for her students, who would be easily misled by these particular decimals.

Which answer is correct? Mark (X) ONE box.

- .240
 .30
 1.08
 1.1
 I'm not sure

44. Mr. Allen found himself a bit confused one morning as he prepared to teach. Realizing that ten to the second power equals one hundred ($10^2 = 100$), he puzzled about what power of 10 equals 1. He asked Ms. Berry, next door. What should she tell him? Mark (X) ONE box.

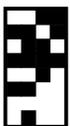
- 0
 1
 Ten cannot be raised to any power such that ten to that power equals 1
 -1
 I'm not sure

45. Imagine that you are working with your class on multiplying large numbers. Among your students' papers, you notice that some have displayed their work in the following ways:

Student A	Student B	Student C	Student D
$\begin{array}{r} 35 \\ \times 25 \\ \hline 125 \\ +75 \\ \hline 875 \end{array}$	$\begin{array}{r} 35 \\ \times 25 \\ \hline 175 \\ +700 \\ \hline 875 \end{array}$	$\begin{array}{r} 35 \\ \times 25 \\ \hline 25 \\ 150 \\ 100 \\ +600 \\ \hline 875 \end{array}$	$\begin{array}{l} 35 \times 25 = (7 \times 5) \times 25 \\ (7 \times 5) \times 25 = 7 \times (5 \times 25) \\ 7 \times (5 \times 25) = 7 \times 125 \\ 7 \times 125 = 875 \end{array}$

Which of these students is using a method that could be used to multiply any two whole numbers? Mark (X) EACH item.

	Is using a method that would work for all whole numbers	Is <u>not</u> using a method that would work for all whole numbers	I'm not sure
Student A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Instructional Improvement

Questions in this section ask about efforts to improve instruction in your school. When answering these questions, please consider all of the instructional improvement efforts in which your school is involved. We refer to such efforts as the "school improvement program."

46. Did you participate in any of the following comprehensive and/or research based models of school reform this year? Mark (X) ALL that apply

- Accelerated Schools Project
- America's Choice
- Roots and Wings
- Success for All
- I participated in a school reform program that is not listed here (please specify) _____

47. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

Strongly Disagree
Disagree
Agree
Strongly Agree

There is a detailed plan for improving instruction in our school

The steps for improving instruction are carefully staged and sequenced

Steps that teachers should take to promote classroom improvement are clearly outlined

Instructional goals for students are clearly defined

My participation has exposed me to many examples of the kinds of student work the program is aiming for

My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster

The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices

48. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

Strongly Disagree
Disagree
Agree
Strongly Agree

I am capable of making the kinds of changes called for by the school improvement program

The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement

The school improvement program in this school requires me to make major changes in my classroom practice

I strongly value the kinds of changes called for by the school improvement program

49. This year, what was the total number of hours of professional development you received?

Print number of hours in boxes.

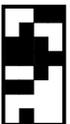
		Hours
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50. Please indicate how many professional development sessions you participated in this year that focused on the following topics: Mark (X) EACH item.

	None	1-2 Sessions	3-7 Sessions	8 or more Sessions
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum materials or frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of technology in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural or diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management and/or student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School governance (e.g., local school council, site-based management, decision making)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement planning or goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety or school climate issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent involvement and/or community relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

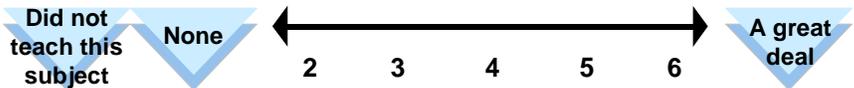
51. Considering formal and informal professional development opportunities you had in mathematics this year, how much time and effort did you devote to the following? Mark (X) EACH item.

	Did not teach this subject	None	2	3	4	5	6	A great deal
Analyzing or studying mathematics curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my skills at designing mathematics tasks for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of number concepts (e.g., even and odd numbers, divisibility, place value, fraction concepts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of how particular computational procedures work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of patterns, functions, or algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge of different representations for number concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge of different representations for operations or computation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge of different representations for patterns, functions, and algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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52. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.



	Did not teach this subject	None	2	3	4	5	6	A great deal
Analyzing or studying reading/language arts curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my skills at doing miscue analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my skills at designing reading/language arts tasks for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of phonetics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of guided reading strategies that help students use context clues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of the writing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge about different ways to help students blend and segment sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.



	Never	1-2 times	3-5 times	6-10 times	More than 10 times
Clarifying standards for student learning through in-depth discussion and analysis of students' classroom work	<input type="checkbox"/>				
Developing thematic units or other approaches to integrating instruction across curricular areas	<input type="checkbox"/>				
Examining or changing the scope or sequence of the coverage of specific curricular topics	<input type="checkbox"/>				
Examining the alignment of curricular materials and student assessments at this school	<input type="checkbox"/>				
Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)	<input type="checkbox"/>				

54. This school year, how often did the following things occur? Mark (X) EACH item.



	Never	1-2 times	3-5 times	6-10 times	More than 10 times
I watched another teacher model instruction	<input type="checkbox"/>				
Another teacher observed me teach and gave me feedback	<input type="checkbox"/>				
I watched another teacher teach and gave him or her feedback	<input type="checkbox"/>				

55. This school year, how often did the following things occur? Mark (X) EACH item.

Never 1-2 times 3-5 times 6-10 times More than 10 times

I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction

An instructional leader observed me teach and gave me feedback about improving my teaching techniques

An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials

An instructional leader studied my students' work and commented on ways I could improve their learning of subject matter

56. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

My learning experiences this year...

Gave me many opportunities to work on aspects of my teaching that I am trying to develop

Provided me with knowledge or information that is very useful to me in the classroom

Were coherently related to each other

Allowed me to focus on a problem over an extended period of time

Focused on too many topics

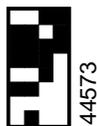
Provided me with useful feedback about my teaching

Made me pay closer attention to particular things I was doing in the classroom

Led me to seek out additional information from other teachers, an instructional leader, or some other source

Led me to think about an aspect of my teaching in a new way

Led me to try new things in the classroom



Your Background

57. **Are you:** Mark (X) ONE box.

- Female
- Male

58. **Are you:** Mark (X) ONE box.

- Hispanic, regardless of race
- Black, not of Hispanic origin
- White, not of Hispanic origin
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Biracial/Multiethnic
- Other (please specify) _____

59. **Which best describes your employment status in this school system?** Mark (X) ONE box.

- Regular full-time teaching appointment
- Regular part-time teaching appointment
- Permanent substitute teaching appointment
- Other (please specify) _____

60. **Which best describes your MAIN teaching assignment?** Mark (X) ONE box.

- Self-contained classroom teacher**
(i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)

OR

- Specialist teacher**
Mark below your primary subject area assignment this year. Mark (X) ONE box.

- | | |
|--|--|
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> Science |
| <input type="checkbox"/> Fine Arts (Art, Music, Drama, etc.) | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Social Studies, History, Government |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Speech, Communication |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Writing Specialist |
| <input type="checkbox"/> Reading Specialist | <input type="checkbox"/> Other (please specify) _____ |

61. How many years have you worked as a teacher? Record whole years, not fractions or months.
Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

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Number of years

62. How many years have you taught at THIS school? Record whole years, not fractions or months.
Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

--	--

Number of years

63. What was your undergraduate major field of study? Mark (X) ONE box.

- Do not have an undergraduate degree
- Education
- English
- Social or Behavioral Sciences (economics, history, sociology, psychology)
- Foreign Language
- Mathematics
- Natural/Physical Sciences
- Other (please specify) _____

64. What was your major field of study for your highest graduate degree?

(For example, masters degree or Ph.D.) Mark (X) ONE box.

- Do not have a graduate degree
- Education
- English
- Social Sciences (history, sociology, psychology)
- Foreign Language
- Mathematics
- Natural/Physical Sciences
- Other (please specify) _____

65. What type of teaching certification do you hold from the state where you teach? Mark (X) ALL that apply.

- Permanent or standard certification
- Probationary certification
- Temporary, provisional, or emergency certification
- Alternative certification
- Not certified



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66. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item.

	None	1-3 classes	4-6 classes	7-9 classes	11-15 classes	16 or more classes
English or a related language arts field	<input type="checkbox"/>					
Methods of teaching reading, English, and/or language arts	<input type="checkbox"/>					
Mathematics	<input type="checkbox"/>					
Methods of teaching mathematics	<input type="checkbox"/>					

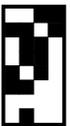
67. Over the past 5 years, about how many hours of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of: Mark (X) EACH item.

	None	1-5 hours	6-10 hours	11-15 hours	16 or more hours
Reading/language arts	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>				

**Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.**

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments:



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Thanks again for completing this questionnaire.

Your help is greatly appreciated.

Please place this questionnaire in the postage paid envelope provided
and mail to the address on the envelope.



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Please return your completed questionnaire
in the enclosed envelope to:

**The Study of Instructional Improvement
Survey Services Lab
University of Michigan
426 Thompson Street
Ann Arbor, MI 48106-1248**

If you have any questions, please feel free to
call our toll-free number at: **1-877-397-2374**

