

# Teacher Questionnaire 2001-2002

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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 published 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



# 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. Please estimate the percentage of students in your classes who are:**

Mark (X) EACH item.

**Under 5%**   **5-10%**   **11-24%**   **25-50%**   **51-75%**   **76% or more**

Limited English Proficient (LEP) or use English as a Second Language (ESL)	<input type="checkbox"/>					
Severely emotionally impaired or behaviorally disordered	<input type="checkbox"/>					
Learning Disabled or Mentally Impaired	<input type="checkbox"/>					

# Reading/Language Arts Instruction

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

- Yes - Continue with the questions in this "Reading/Language Arts Instruction" section
- No - Skip to the "Mathematics Instruction" section question 27 on page 12

*This section asks a number of questions about your teaching of reading/language arts and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target reading class." In order to determine your target reading class, please answer the three questions below. Even if you taught reading/language arts to multiple groups of students this year, please refer only to your target reading class when answering this section.*

<p>7a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Go to 7b.</p>	<p>If yes, your <b>target</b> reading class is the <b>first class</b> of the week to which you teach reading (e.g., the class you teach during the 1st period on Monday). Go to Question 8.</p>
<p>7b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Go to 7c.</p>	<p>If yes, your <b>target</b> reading class is the group of students to whom you are <b>currently teaching</b> reading. Go to Question 8.</p>
<p>7c. Did you teach reading to only one class of students this year (e.g. you taught reading to a self-contained classroom)?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Choose one class as your target reading class. Go to Question 8</p>	<p>If yes, your <b>target</b> reading class is the group of students in that class. Go to question 8</p>

8. How many students are in your target reading class?

Print number of students in the boxes.

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

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

10. 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

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

- Pre-K  
  K  
  1st  
  2nd  
  3rd  
  4th  
  5th  
  6th  
  7th  
  8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

- It is well below the national average  
 It is slightly below the national average  
 It is close to the national average  
 It is slightly above the national average  
 It is well above the national average

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

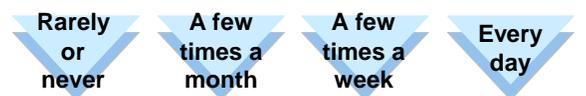


	Strongly Disagree	2	3	4	5	6	Strongly Agree
Most of the students in my target reading class can learn what I am supposed to teach them	<input type="checkbox"/>						
By trying different methods, I can significantly affect my students' achievement level	<input type="checkbox"/>						
I feel a great deal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

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class? Print number of minutes in the boxes.

Minutes

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

*This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain a "Never" category which allows you to indicate that a particular teaching practice or classroom activity does not apply to your situation.*

**16. 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 readings, 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 blending	<input type="checkbox"/>					
Sound segmenting such as writing the individual sounds students hear in words	<input type="checkbox"/>					
Common 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"/>					
Students generating their own questions	<input type="checkbox"/>					
Summarizing important or critical details	<input type="checkbox"/>					
Analyzing or evaluating text	<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 working on elaborating and extending what they wrote	<input type="checkbox"/>					
Revising their writing by reorganizing or refining what they wrote	<input type="checkbox"/>					

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 only 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 LISTENING 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"/>					
Chapter book	<input type="checkbox"/>					

23. This year, how often did your target reading class work on READING 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)	<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 draw upon your knowledge of language arts. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of language arts influences instructional decisions.*

24. Robert, a second-grade student, makes many substitutions for words while oral reading. His errors seem to preserve the meaning of text. His teacher is concerned that Robert might be reading texts that are too difficult. She checks the number of errors he is making and decides that the text he is reading is actually appropriate for Robert's instruction.

Which of the following instructional approaches are likely to help Robert notice or correct these substitutions?

Mark (X) EACH item.

	Yes	No	I'm not sure
Before he reads, remind Robert to use context to determine words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage Robert to substitute easier words for challenging ones in order to maintain reading fluency and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before he reads, have Robert predict words that he might find in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage Robert to attend carefully to meaning elements in words (e.g., beginnings, roots, common endings) when encountering a challenging word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Mr. Sloan writes the following sentences on the board:

John and Mary were worried about the cost. The operation was expensive. They called their Uncle William.

Mr. Sloan then asks students to work independently to write what these three sentences might be about. Louis responds that this is a story about an expensive operation. When pressed by Mr. Sloan to say more, Louis adds, "The operation was expensive." Mr. Sloan asks Louis to reread and then asks him again what the three sentences might be about. Louis responds, "It is about John and Mary and they were worried. They called their Uncle William." Based on this answer, do you think Louis needs help with any of the following? Mark (X) EACH item.

	Yes	No	I'm not sure
Increasing his sight-word vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying attention to details in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering literal or factual questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to decode complicated words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to integrate information across text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Ms. Dilley's fifth-grade class is reading about the explorations of Lewis and Clark. The word "portage" appears in a story that they are reading, and several children do not know what this word means. Ms. Dilley has been trying to help her students look at the structure of words to examine their "meaning elements." Which of the following options are examples of taking this approach with the word "portage?" Mark (X) EACH item.

	Yes	No	I'm not sure
Have the children look up "portage" in the glossary at the back of their textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assign the children a crossword puzzle that uses "portage" and other vocabulary related to the Lewis and Clark explorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a word-family map with words using "port" as a root, such as "import," "export," and "portable"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask students to use the word in a sentence they create	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue

## Mathematics Instruction

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

- Yes - Continue with the questions in this "Mathematics Instruction" section
- No - Skip to "Instructional Improvement" section question 47 on page 19

*This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target math class." In order to determine your target math class, please answer the three questions below. **Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.***

28a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Go to 28b.	If yes, your <b>target</b> math class is the <b>first class</b> of the week to which you teach mathematics (e.g., the class you teach during the 1st period on Monday). Go to Question 29.
28b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Go to 28c.	If yes, your <b>target</b> math class is the group of students to whom you are <b>currently teaching</b> mathematics. Go to Question 29.
28c. Did you teach mathematics to only one class of students this year (e.g. you taught mathematics to a self-contained classroom)?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Choose one class as your target class. Go to Question 29.	If yes, your <b>target</b> math class is the group of students in that class. Go to question 29.

29. How many students are in your target math class?

Print number of students in the boxes.

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

- All of the students in my target 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

31. 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

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

- Pre-K    K    1st    2nd    3rd    4th    5th    6th    7th    8th

33. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

34. To what extent do you agree or disagree with the following statements about your target math class?

Mark (X) EACH item.



	Strongly Disagree	2	3	4	5	6	Strongly Agree
Most of the students in my target math 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 math class learn what I am supposed to teach them	<input type="checkbox"/>						

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

Print number of minutes in the boxes.

--	--	--

Minutes

**36. 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 (e.g., 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, etc.)	<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"/>

*This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain "Never" and "Did not teach this topic" categories which allow you to indicate that a particular teaching practice or classroom activity does not apply to your situation.*

**37. How frequently did your instruction focus on each of 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

Only whole numbers 0-20	<input type="checkbox"/>					
Whole numbers 0-100	<input type="checkbox"/>					
Whole numbers >100	<input type="checkbox"/>					
Negative numbers	<input type="checkbox"/>					
Fractions	<input type="checkbox"/>					
Decimals	<input type="checkbox"/>					

**38. For how many lessons were the following topics a PRIMARY FOCUS of instruction for your target math class this year?**

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
Counting	<input type="checkbox"/>					
Number concepts with whole numbers	<input type="checkbox"/>					
Number concepts with fractions and decimals	<input type="checkbox"/>					
Addition	<input type="checkbox"/>					
Subtraction	<input type="checkbox"/>					
Multiplication	<input type="checkbox"/>					
Division	<input type="checkbox"/>					
Creating, continuing, or explaining patterns or sequences	<input type="checkbox"/>					
Functions or algebra	<input type="checkbox"/>					
Geometry or spatial sense	<input type="checkbox"/>					
Measurement	<input type="checkbox"/>					
Creating or using tables, tallies, graphs or charts	<input type="checkbox"/>					

**39. This year, how often were each of the following topics in operations 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
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"/>					

40. 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 for 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 the students	<input type="checkbox"/>					
Perform tasks requiring methods or ideas not already introduced to the 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 method works for all similar cases	<input type="checkbox"/>					

41. 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 problems that have multiple answers or solution methods	<input type="checkbox"/>					
Discuss mathematics ideas, problems, solutions, or methods	<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"/>					

The next few questions draw upon your knowledge of mathematics. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of mathematics influences instructional decisions.

42. Mr. Siegel and Mrs. Valencia were scoring their students' work on the practice state mathematics exam. One open-ended question on the exam asked:

Write the number that is halfway between 1.1 and 1.11.

Mr. Siegel and Mrs. Valencia were interested to see the different answers students wrote. What should the teachers accept as correct? Mark (X) ONE answer.

- 1.105
- 1.055
- 1.15
- 1.05

43. Teachers often offer students "rules of thumb" to help them remember particular mathematical ideas or procedures. Sometimes, however, these handy memory devices are not actually true, or they are not true for all numbers. For each of the following, decide whether it is TRUE FOR ALL NUMBERS or NOT ALWAYS TRUE. Mark (X) EACH item.

	True for all numbers	Not always true	I'm not sure
Multiplying a number makes it larger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A negative number plus another negative number equals a negative number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To multiply any number by 10, add a zero to the right of the number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dividing a number makes it smaller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. Ms. West's class was working on reducing fractions. She had taught them to reduce fractions by dividing the numerator and the denominator by a common factor. One of her students asks, "Why doesn't the fraction's value get smaller when we divide the numerator and the denominator by the same number?" Below are responses to the question from other students in this class. Which one provides the best evidence that the student understands why reducing a fraction produces an equivalent fraction?

Mark (X) ONE answer.

- This works because you divide the top and bottom by the same number, so the new fraction has to be the same amount
- This works because you are really just dividing the fraction by 1, so the new fraction is the same amount
- This works because you are making the numerator and denominator smaller by the same amount
- This works because, for example,  $\frac{3}{4}$  is the same amount as  $\frac{12}{16}$ , only with smaller numbers

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:

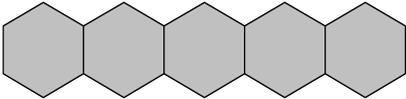
<p>Student A</p> $\begin{array}{r} 35 \\ \times 25 \\ \hline 175 \\ +700 \\ \hline 875 \end{array}$	<p>Student B</p> $\begin{array}{r} 35 \\ \times 25 \\ \hline 25 \\ 150 \\ 100 \\ +600 \\ \hline 875 \end{array}$
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Which of these students is using a 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"/>

46. Ms. Jones was preparing to use the following task with her students:

If you lined up 100 hexagons in a row this way, what would the perimeter be?



She knew how she would do it, but she wanted to anticipate what some of her students would come up with. Which of the following would work to find the correct answer? Mark (X) EACH item.

	Yes	No	I'm not sure
$(4 \times 100) + 2$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$(6 \times 100) - (2 \times 99)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$(4 \times 98) + (2 \times 5)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$6 \times 100$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 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."*

**47. Did you participate in any of the following comprehensive and/or research based models of school reform this year? Mark (X) EACH item.**

- 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) \_\_\_\_\_

**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**

There is a detailed plan for improving instruction in our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The steps for improving instruction are carefully staged and sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps that teachers should take to promote classroom improvement are clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional goals for students are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My participation has exposed me to many examples of the kinds of student work the program is aiming for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**49. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school improvement program in this school requires me to make major changes in my classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I strongly value the kinds of changes called for by the school improvement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Print number of hours in boxes.

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**Hours**

**51. 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

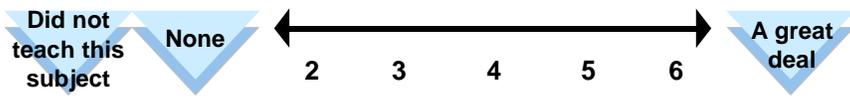
	None	1-2 Sessions	3-7 Sessions	8 or more Sessions
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum materials or frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

**52. 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      ←—————→      A great deal  
 2      3      4      5      6

	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"/>

**53. 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.**



	1	2	3	4	5	6
Analyzing or studying reading/language arts curriculum materials	<input type="checkbox"/>					
Improving my skills at doing miscue analysis	<input type="checkbox"/>					
Improving my skills at designing reading/language arts tasks for my students	<input type="checkbox"/>					
Improving my knowledge of phonetics	<input type="checkbox"/>					
Improving my knowledge of guided reading strategies that help students use context clues	<input type="checkbox"/>					
Improving my knowledge of the writing process	<input type="checkbox"/>					
Extending my knowledge about different ways to help students blend and segment sounds	<input type="checkbox"/>					
Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching	<input type="checkbox"/>					

**54. 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"/>				

**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 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"/>				

**56. 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	<input type="checkbox"/>				
An instructional leader observed me teach and gave me feedback about improving my teaching techniques	<input type="checkbox"/>				
An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials	<input type="checkbox"/>				
An instructional leader studied my students' work and commented on ways I could improve their learning of subject matter	<input type="checkbox"/>				

**57. 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
<i>My learning experiences this year...</i>				
Gave me many opportunities to work on aspects of my teaching that I am trying to develop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with knowledge or information that is very useful to me in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were coherently related to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to focus on a problem over an extended period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on too many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with useful feedback about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me pay closer attention to particular things I was doing in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to seek out additional information from other teachers, an instructional leader, or some other source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to think about an aspect of my teaching in a new way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to try new things in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Your Background

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

- Female
- Male

59. **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) \_\_\_\_\_

60. **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) \_\_\_\_\_

61. **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) _____        |

**62. 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

**63. 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.

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Number of years

**64. 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) \_\_\_\_\_

**65. 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 or Behavioral Sciences (economics, history, sociology, psychology)
- Foreign Language
- Mathematics
- Natural/Physical Sciences
- Other (please specify) \_\_\_\_\_

**66. 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

**67. 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"/>					

**68. Over the past 5 years, about how many days 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 days	6-15 days	16-25 days	26 or more days
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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**Thank you for taking the time to complete this questionnaire.**

**We greatly appreciate your contribution to the study.**

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



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

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