

# Mathematics Teacher Questionnaire

## Part I. School Climate and Practices

Several questions in this section refer to your subject area's department and department chair. If your school is not organized into formal departments, or if you are not part of a department, please answer these questions about your subject area or grouping.

If you do not have a designated department chair, please answer these questions about your subject area's curricular advisor or lead teacher.

If you teach classes in more than one subject area, please answer only in terms of your mathematics classes.

**How much influence do teachers in your school have over policy in each of the areas below? (Circle one on each line)**

|   | None |   |   |   |   | Great Deal |
|---|------|---|---|---|---|------------|
| Determining student behavior codes                        | 1    | 2 | 3 | 4 | 5 | 6          |
| Determining the content of inservice programs             | 1    | 2 | 3 | 4 | 5 | 6          |
| Setting policy on grouping students in classes by ability | 1    | 2 | 3 | 4 | 5 | 6          |
| Establishing the school curriculum                        | 1    | 2 | 3 | 4 | 5 | 6          |

**How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (Circle one on each line)**

|   | No Control |   |   |   |   | Complete Control |
|---|------------|---|---|---|---|------------------|
| Selecting textbooks and other instructional materials | 1          | 2 | 3 | 4 | 5 | 6                |
| Selecting content, topics, and skills to be taught    | 1          | 2 | 3 | 4 | 5 | 6                |
| Selecting teaching techniques                         | 1          | 2 | 3 | 4 | 5 | 6                |
| Disciplining students                                 | 1          | 2 | 3 | 4 | 5 | 6                |
| Determining the amount of homework to be assigned     | 1          | 2 | 3 | 4 | 5 | 6                |

**How often does your department/subject area hold staff meetings? (Circle one)**

|                     |   |
|---------------------|---|
| Never               | 0 |
| 1-3 times per term  | 1 |
| 1-3 times per month | 2 |
| Once a week         | 3 |
| 2-3 times per week  | 4 |

| <b>To what extent do you agree that each of the following statements describes either a characteristic or an enforced policy of your department or subject area? (Circle one on each line)</b> |                          |   |   |   |   |                       |
|--|--------------------------|---|---|---|---|-----------------------|
|  | <b>Strongly disagree</b> |   |   |   |   | <b>Strongly agree</b> |
| There is a great deal of cooperative effort among my department's members  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The teachers in my department maintain high standards of performance for themselves  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The teachers in my department push the students pretty hard  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| I am familiar with the content and specific goals of the courses taught by other teachers in my department   | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The teachers in my department work together to develop common exams for particular courses   | 1                        | 2 | 3 | 4 | 5 | 6                     |
| If another teacher took over the courses I teach, the basic content would stay the same  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| I make a conscious effort to coordinate the content of my courses with teachers in my department   | 1                        | 2 | 3 | 4 | 5 | 6                     |
| I make a conscious effort to coordinate the content of my courses with teachers outside my department  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| Teachers' courses and other departmental assignments are frequently rotated  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| There is a strong commitment to AP and Honors courses in my department/subject area  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| My department offers special support for low-achieving students  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| Goals and priorities for this department are clear   | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The department chair is interested in innovation and new ideas   | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The department chair sets priorities, makes plans, and sees that they are carried out  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The department chair usually consults with staff members before he/she makes decisions that affect us  | 1                        | 2 | 3 | 4 | 5 | 6                     |
| The teachers in my department are continually learning and seeking new ideas   | 1                        | 2 | 3 | 4 | 5 | 6                     |

**To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator? (Circle one on each line)**

|  | Strongly disagree |   |   |   |   | Strongly agree |
|--|-------------------|---|---|---|---|----------------|
| The principal sets priorities, makes plans, and sees that they are carried out                               | 1                 | 2 | 3 | 4 | 5 | 6              |
| The principal lets staff members know what is expected of them   | 1                 | 2 | 3 | 4 | 5 | 6              |
| There is broad agreement among the entire school faculty about the central mission of the school             | 1                 | 2 | 3 | 4 | 5 | 6              |
| Grading practices are consistent and fair  | 1                 | 2 | 3 | 4 | 5 | 6              |
| The academic standards at this school are too low  | 1                 | 2 | 3 | 4 | 5 | 6              |
| The principal seldom consults with staff members before he/she makes decisions that affect us                | 1                 | 2 | 3 | 4 | 5 | 6              |
| The school administration's behavior toward the staff is supportive and encouraging                          | 1                 | 2 | 3 | 4 | 5 | 6              |
| The principal deals effectively with pressures from outside the school that might interfere with my teaching | 1                 | 2 | 3 | 4 | 5 | 6              |
| Rules against cheating are actively enforced   | 1                 | 2 | 3 | 4 | 5 | 6              |

**To what extent is each of the following a problem in your school? (Circle one on each line)**

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Student tardiness                                | 1 | 2 | 3 | 4 |
| Cutting classes                                  | 1 | 2 | 3 | 4 |
| Student absenteeism                              | 1 | 2 | 3 | 4 |
| Student cheating on tests or written assignments | 1 | 2 | 3 | 4 |
| Parents' lack of interest                        | 1 | 2 | 3 | 4 |
| Teachers' lack of commitment or motivation       | 1 | 2 | 3 | 4 |
| Teacher morale                                   | 1 | 2 | 3 | 4 |
| Robbery, theft, or vandalism                     | 1 | 2 | 3 | 4 |
| Gang activities                                  | 1 | 2 | 3 | 4 |
| Possession of weapons                            | 1 | 2 | 3 | 4 |
| Student use of drugs or alcohol                  | 1 | 2 | 3 | 4 |
| Fighting or assault                              | 1 | 2 | 3 | 4 |
| Verbal abuse of teachers                         | 1 | 2 | 3 | 4 |
| Racial or ethnic relations                       | 1 | 2 | 3 | 4 |

Please indicate the importance you give to each of the following in setting grades for students in your classes (excluding special education students). (Circle one on each row)

|  | Not important | Somewhat important | Very important |
|--|---------------|--------------------|----------------|
| Achievement relative to the rest of the class            | 1             | 2                  | 3              |
| Absolute level of achievement                            | 1             | 2                  | 3              |
| Individual improvement or progress over past performance | 1             | 2                  | 3              |
| Effort   | 1             | 2                  | 3              |
| Class participation                                      | 1             | 2                  | 3              |
| Completing homework assignments                          | 1             | 2                  | 3              |
| Consistently attending class                             | 1             | 2                  | 3              |

Thinking of all of the students in your school, about what percentage of the students do you think have the intellectual ability to get an "A," "B," or "C" in the following high school courses if they worked reasonably hard and had completed the necessary prerequisite courses? (Write numbers on lines)

|                     | Earn A or B   | Earn C, but NOT A or B |
|---------------------|---------------|------------------------|
| First-year Algebra: | _____ percent | _____ percent          |
| Advanced Algebra:   | _____ percent | _____ percent          |
| Geometry:           | _____ percent | _____ percent          |
| Calculus:           | _____ percent | _____ percent          |
| American History:   | _____ percent | _____ percent          |

On the scale below, indicate the extent to which you agree or disagree with each of the following statements. (Circle one on each line)

|   | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| If I try really hard, I can get through even to the most difficult or unmotivated students              | 1                 | 2        | 3     | 4              |
| I feel that it's part of my responsibility to keep students from dropping out of school                 | 1                 | 2        | 3     | 4              |
| If some students in my class are not doing well, I feel that I should change my approach to the subject | 1                 | 2        | 3     | 4              |
| There is really very little I can do to ensure that most of my students achieve at a high level         | 1                 | 2        | 3     | 4              |
| I usually look forward to each working day at this school   | 1                 | 2        | 3     | 4              |
| I sometimes feel it is a waste of time to try to do my best as a teacher                                | 1                 | 2        | 3     | 4              |

**Below is a list of factors that may cause problems in mathematics instruction. For each factor, please indicate the extent to which it is a problem in your school. (Circle one on each line)**

|   | Serious | Moderate | Minor | None |
|---|---------|----------|-------|------|
| Inadequate access to computers  | 1       | 2        | 3     | 4    |
| Inadequate access to calculators  | 1       | 2        | 3     | 4    |
| Poor quality or out-of-date textbooks   | 1       | 2        | 3     | 4    |
| Many students believe that math is not important                                      | 1       | 2        | 3     | 4    |
| Some teachers are inadequately trained to teach mathematics                           | 1       | 2        | 3     | 4    |
| Lack of teacher planning time   | 1       | 2        | 3     | 4    |
| Class sizes are too large   | 1       | 2        | 3     | 4    |
| Students with different abilities and interests taking the same math classes          | 1       | 2        | 3     | 4    |
| Too little coordination or articulation between classes in the mathematics curriculum | 1       | 2        | 3     | 4    |
| Too few advanced mathematics courses in the curriculum                                | 1       | 2        | 3     | 4    |
| Too many students are not ready to learn the material we are supposed to teach them   | 1       | 2        | 3     | 4    |

**Please indicate the extent to which you agree or disagree with the following statements about your subject area. (Circle one on each line)**

|  | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| There is a well-defined body of knowledge and skills to be taught in my subject area | 1                 | 2        | 3     | 4              |
| Thinking creatively is an important part of the subject matter I teach               | 1                 | 2        | 3     | 4              |
| Knowledge in my subject is always changing   | 1                 | 2        | 3     | 4              |
| The subject I teach is rather cut and dry  | 1                 | 2        | 3     | 4              |
| There is little disagreement about what should be taught in my subject area          | 1                 | 2        | 3     | 4              |

## Part II. Teacher Background and Activities

What is your sex? (Circle one) Male.....1 Female.....2

What is the year of your birth?

Please write the numbers in the boxes. 19

Counting this year, how many years have you taught (Write one number on each line):

Full time? \_\_\_\_\_ years

In this school district? \_\_\_\_\_ years

In this school? \_\_\_\_\_ years

Over your total teaching career, how many years have you taught mathematics? (Write number on line)

\_\_\_\_\_ years

How many hours per week are you assigned to teach? (Write number on line)

\_\_\_\_\_ hours per week

How many undergraduate and graduate courses have you taken in each of the following areas?  
A course is one that meets 2-5 classroom hours per week during one semester or quarter.  
If you don't know, please give your best estimate. (Circle one on each line)

|  | Number of Undergraduate Courses |   |   |    | Number of Graduate Courses |   |   |    |
|--|---------------------------------|---|---|----|----------------------------|---|---|----|
| <b>Education</b>   |                                 |   |   |    |                            |   |   |    |
| Methods of teaching secondary mathematics                                  | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Remedial or developmental mathematics instruction or diagnostic strategies | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Use of calculators and/or computers in mathematics instruction             | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| <b>Mathematics</b>   |                                 |   |   |    |                            |   |   |    |
| College algebra, trigonometry, elementary functions                        | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Number systems and numeration  | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Geometry   | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Probability/statistics   | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Calculus   | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Applied mathematics (discrete mathematics, differential equations, etc.)   | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| <b>Computer Science</b>  |                                 |   |   |    |                            |   |   |    |
| Computer science (a general course)  | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |
| Computer programming   | 0                               | 1 | 2 | 3+ | 0                          | 1 | 2 | 3+ |

**What academic degree(s) do you hold? (Circle all that apply)**

- 1 No degree
- 2 Associate degree
- 3 Bachelor's
- 4 Master's
- 5 Educational specialist or professional diploma at least one year  
of work beyond master's level
- 6 Doctorate
- 7 First professional degree (e.g., M.D., D.D.S.)

**What were your major and minor fields of study for your bachelor's degree? (Circle all that apply)**

- 1 Education
- 2 Mathematics
- 3 Natural/Physical sciences
- 4 Life/Biological sciences
- 5 Computer science
- 6 Foreign language
- 7 English
- 8 History (or Social studies/Social science)
- 9 Other

**What were your primary and secondary fields of study for your highest graduate degree? (Circle all that apply)**

- 1 Education
- 2 Mathematics
- 3 Natural/Physical sciences
- 4 Life/Biological sciences
- 5 Computer science
- 6 Foreign language
- 7 English
- 8 History (or Social studies/Social science)
- 9 Other

**What type of math teaching certification do you hold from the state where you teach? (Circle one)**

- 1 I am not certified
- 2 Regular or Standard Certification offered in your state
- 3 Probationary Certification (the initial certification issued after  
satisfying all requirements except the completion of a probationary period)
- 4 Temporary, provisional, or emergency certification (require additional  
coursework before regular certification can be obtained)

**To which of the following professional mathematics teacher organizations do you currently belong? (Circle all that apply)**

- 1 National Council of Teachers of Mathematics (NCTM)
- 2 State-level mathematics education organization
- 3 School Science and Mathematics Association
- 4 Mathematical Association of America
- 5 Association for Supervision and Curriculum Development (ASCD)
- 6 Other
- 7 No memberships

