

63 **Instructions:** Please use a #2 pencil to complete this questionnaire. Darken ovals completely, but do not stray
62 into adjacent ovals. Be sure to erase completely any stray marks.
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60 **A. Teacher Demographic Information**
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- 58
- 57 1. Are you: Male Female
- 56 2a. Ethnicity - Are you: (Darken one oval.) Hispanic or Latino Not Hispanic or Latino
- 55
- 54 2b. Race - Are you: (Choose one or more.) American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White
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- 49 3. Describe your educational background: (Darken all ovals that apply.)
- 48 Undergraduate major in mathematics or mathematics education
- 47 Undergraduate minor in mathematics or mathematics education
- 46 Graduate-level major or minor in mathematics or mathematics education
- 45 Certification to teach mathematics
- 44 None of the above
- 43
- 42
- 41 4. How many years have you taught prior to this school year? (Darken one oval.)
- 40 0-2 3-5 6-10 11-15 16-20 21-25 26 or more
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- 36 5. When did you last complete a mathematics course for college credit? (Darken one oval.)
- 35 In the last 5 years 6-10 years ago 11-20 years ago More than 20 years ago
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- 32 6. Have you taught one or more classes of advanced mathematics in the last three years, e.g., algebra II / trigonometry, pre-calculus, calculus, discrete mathematics, abstract or linear algebra? (Darken one oval.)
- 31 Yes No
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27 **The National Science Foundation's Local Systemic Change (LSC) through Teacher Enhancement Program's Core Evaluation**
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25 You have been selected to participate in the nationwide evaluation of the federally-funded Local Systemic Change (LSC) program. LSC is a National Science Foundation Teacher Enhancement program that has funded more than 80 local projects that have offered science and/or mathematics professional development to teachers around the country. **The cover letter accompanying this questionnaire identifies the LSC project in your area, as well as the instructional materials that are the focus of that LSC project.**
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23 Several times over the course of the LSC, each project will administer questionnaires to a sample of teachers who are targeted to participate in the local project's professional development activities. Note that you may be asked to complete this questionnaire even if you have not yet participated in the project's professional development; your response is important, regardless of whether you have already participated. A small number of randomly-selected teachers in each project is asked to provide additional information in interviews, sometimes in conjunction with a classroom visit. In order to continue receiving federal funding, each LSC project must participate in this national evaluation.
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21 Data collection procedures have been developed to ensure high-quality data and protect teacher confidentiality. Your responses will be kept strictly confidential; they will be combined with the responses of the other teachers in your project and used only for the LSC evaluation. The name label and numbering on this questionnaire are used to help local projects deliver questionnaires to the proper teachers and follow up with teachers who have not responded; no information identifying individual teachers will be reported under any circumstances. After you complete the questionnaire, you should remove the name label and return the questionnaire as specified by your local LSC project.
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B. Teacher Opinions and Preparedness

7. Please provide your opinion about each of the following statements.
(Darken one oval on each line.)

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a. Students generally learn mathematics best in classes with students of similar abilities.	1	2	3	4	5
b. I feel supported by colleagues to try out new ideas in teaching mathematics.	1	2	3	4	5
c. Mathematics teachers in this school have a shared vision of effective mathematics instruction.	1	2	3	4	5
d. Mathematics teachers in this school regularly share ideas and materials related to mathematics.	1	2	3	4	5
e. Mathematics teachers in this school are well-supplied with materials for investigative mathematics instruction.	1	2	3	4	5
f. I have time during the regular school week to work with my peers on mathematics curriculum and instruction.	1	2	3	4	5
g. I have adequate access to calculators for teaching mathematics.	1	2	3	4	5
h. I have adequate access to computers for teaching mathematics.	1	2	3	4	5
i. I enjoy teaching mathematics.	1	2	3	4	5
j. I am well-informed about the NCTM <i>Standards</i> for the grades I teach.	1	2	3	4	5
k. The mathematics program in this school is strongly supported by local organizations, institutions, and/or businesses.	1	2	3	4	5

8. In the left section, please rate each of the following in terms of its **importance** for effective mathematics instruction in the grades you teach. In the right section, please indicate how **prepared** you feel to do each one.
(Darken one oval in each section on each line.)

	Importance				Preparation			
	Not Important	Some-what Important	Fairly Important	Very Important	Not Adequately Prepared	Some-what Prepared	Fairly Well Prepared	Very Well Prepared
a. Provide concrete experience before abstract concepts.	1	2	3	4	1	2	3	4
b. Develop students' conceptual understanding of mathematics.	1	2	3	4	1	2	3	4
c. Take students' prior understanding into account when planning curriculum and instruction.	1	2	3	4	1	2	3	4
d. Practice computational skills and algorithms.	1	2	3	4	1	2	3	4
e. Make connections between mathematics and other disciplines.	1	2	3	4	1	2	3	4
f. Have students work in cooperative learning groups.	1	2	3	4	1	2	3	4
g. Have students participate in appropriate hands-on activities.	1	2	3	4	1	2	3	4
h. Engage students in inquiry-oriented activities.	1	2	3	4	1	2	3	4
i. Have students prepare project/laboratory/research reports.	1	2	3	4	1	2	3	4
j. Use calculators.	1	2	3	4	1	2	3	4
k. Use computers.	1	2	3	4	1	2	3	4
l. Engage students in applications of mathematics in a variety of contexts.	1	2	3	4	1	2	3	4
m. Use performance-based assessment.	1	2	3	4	1	2	3	4
n. Use portfolios.	1	2	3	4	1	2	3	4
o. Use informal questioning to assess student understanding.	1	2	3	4	1	2	3	4

PLEASE DO NOT WRITE IN THIS AREA



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63	9. My principal: (Darken one oval on each line.)		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
62							
61		a. Encourages me to select mathematics content and instructional strategies that address individual students' learning.	1	2	3	4	5
60		b. Accepts the noise that comes with an active classroom.	1	2	3	4	5
59		c. Encourages the implementation of current national standards in mathematics education.	1	2	3	4	5
58		d. Encourages innovative instructional practices.	1	2	3	4	5
57		e. Enhances the mathematics program by providing me with needed materials and equipment.	1	2	3	4	5
56		f. Provides time for teachers to meet and share ideas with one another.	1	2	3	4	5
55		g. Encourages me to observe exemplary mathematics teachers.	1	2	3	4	5
54		h. Encourages teachers to make connections across disciplines.	1	2	3	4	5
53		i. Acts as a buffer between teachers and external pressures (e.g., parents).	1	2	3	4	5

- 48
- 47 10. Are you the mathematics department chair for your school? (Darken one oval.)
- 46
- 45 No (continue with Question 11)
- 44 Yes (skip to Question 12)
- 43 Our school does not have a mathematics department chair (skip to Question 12)
- 42

41	11. My department chair: (Darken one oval on each line.)		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
40							
39		a. Encourages me to select mathematics content and instructional strategies that address individual students' learning.	1	2	3	4	5
38		b. Accepts the noise that comes with an active classroom.	1	2	3	4	5
37		c. Encourages the implementation of current national standards in mathematics education.	1	2	3	4	5
36		d. Encourages innovative instructional practices.	1	2	3	4	5
35		e. Enhances the mathematics program by providing me with needed materials and equipment.	1	2	3	4	5
34		f. Provides time for teachers to meet and share ideas with one another.	1	2	3	4	5
33		g. Encourages me to observe exemplary mathematics teachers.	1	2	3	4	5
32		h. Encourages teachers to make connections across disciplines.	1	2	3	4	5
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30	12. Many teachers feel better prepared to teach some mathematics topics than others. How well prepared do you feel to teach each of the following topics at the grade levels you teach, whether or not they are currently included in your curriculum? (Darken one oval on each line.)		Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
29						
28		a. Estimation	1	2	3	4
27		b. Measurement	1	2	3	4
26		c. Pre-algebra	1	2	3	4
25		d. Algebra	1	2	3	4
24		e. Patterns and relationships	1	2	3	4
23		f. Geometry and spatial sense	1	2	3	4
22		g. Functions (including trigonometric functions) and pre-calculus concepts	1	2	3	4
21		h. Data collection and analysis	1	2	3	4
20		i. Probability	1	2	3	4
19		j. Statistics (e.g., hypothesis tests, curve fitting and regression)	1	2	3	4
18		k. Topics from discrete mathematics (e.g., combinatorics, graph theory, recursion)	1	2	3	4
17		l. Mathematical structures (e.g., vector spaces; groups, rings, fields)	1	2	3	4
16		m. Calculus	1	2	3	4
15		n. Technology (calculators, computers) in support of mathematics	1	2	3	4

13. Within the arena of mathematical processes, many teachers feel better prepared to guide and help develop student learning in some domains than others. How well prepared do you feel to provide guidance in the following, at the grade levels you teach? (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reasoning and proof	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication (written and oral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Connections within mathematics and from mathematics to other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Multiple representations (e.g., concrete models, and numeric, graphical, symbolic, and geometric representations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate how well prepared you feel to do each of the following. (Darken one oval on each line.)

	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Lead a class of students using investigative strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Manage a class of students engaged in hands-on/project-based work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Help students take responsibility for their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recognize and respond to student diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Encourage students' interest in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Use strategies that specifically encourage participation of females and minorities in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Involve parents in the mathematics education of their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate the effect of each of the following on your mathematics instruction. (Darken one oval on each line.)

	Inhibits Effective Instruction	Neutral or Mixed	Encourages Effective Instruction	N/A / Don't Know
a. State and/or district curriculum frameworks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. State and/or district testing policies and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Counseling department policies and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. College placement tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Quality of available instructional materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Access to calculators for mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Access to computers for mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Funds for purchasing equipment and supplies for mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. System of managing instructional resources at the district or school level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Time available for teachers to plan and prepare lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Time available for teachers to work with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Time available for teacher professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Importance that the school places on mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Consistency of mathematics reform efforts with other school/district reforms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Public attitudes toward reform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	A Few	About 1/2	Almost All
a. Volunteer to assist with class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Donate money or materials for classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Attend parent-teacher conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attend school activities such as PTA meetings and Family Mathematics nights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Voice support for the use of an investigative approach to mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Voice support for traditional approaches to mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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20. (continued)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all mathematics lessons
s. Record, represent and/or analyze data.	1	2	3	4	5
t. Write a description of a plan, procedure or problem-solving process.	1	2	3	4	5
u. Write reflections in a notebook or journal.	1	2	3	4	5
v. Use calculators or computers for learning or practicing skills.	1	2	3	4	5
w. Use calculators or computers to develop conceptual understanding.	1	2	3	4	5
x. Use calculators or computers as a tool (e.g., spreadsheets, data analysis).	1	2	3	4	5
y. Work on portfolios.	1	2	3	4	5
z. Take short-answer tests (e.g., multiple choice, true/false, fill-in-the-blank).	1	2	3	4	5
aa. Take tests requiring open-ended responses (e.g., descriptions, justifications of solutions).	1	2	3	4	5
bb. Engage in performance tasks for assessment purposes.	1	2	3	4	5

D. LSC Professional Development

Questions 21-27 refer to the NSF-supported Local Systemic Change (LSC) program. Please refer to the cover letter accompanying this questionnaire for information about the LSC project activities and designated materials in your district. **If you have not yet participated in LSC professional development, darken this oval and skip to Question 26.**

21. To what extent is each of the following true of LSC mathematics-related professional development in your district? (Darken one oval on each line.)

	Not at all				To a great extent
a. I am involved in planning my mathematics-related professional development.	1	2	3	4	5
b. I am encouraged to develop an individual professional development plan to address my needs and interests related to mathematics education.	1	2	3	4	5
c. I am given time to work with other teachers as part of my professional development.	1	2	3	4	5
d. I am given time to reflect on what I've learned and how to apply it to the classroom.	1	2	3	4	5
e. I receive support as I try to implement what I've learned.	1	2	3	4	5

22. Approximately how many **total hours** have you spent on formal, LSC-provided professional development in mathematics/mathematics education **since the LSC project began?** (Darken one oval.)

- 0 10-19 40-59 80-99 130-159 200 or greater
 1-9 20-39 60-79 100-129 160-199

23. Please indicate the number of times you have participated in each of the following activities **during this school year.** (Darken one oval on each line.)

	0	1-2	3-4	5-6	7 or more
a. Participated in an LSC academic year study group/discussion group.	1	2	3	4	5
b. Was "coached" on my teaching by an LSC teacher leader/staff person based on a classroom observation.	1	2	3	4	5
c. Received assistance from an LSC "teacher leader" in my school.	1	2	3	4	5
d. Received assistance from an LSC staff person in my district.	1	2	3	4	5
e. Received assistance from an LSC-designated mathematician/mathematics educator from a college/university/museum/industry.	1	2	3	4	5
f. Read messages in a Listserv discussion sponsored by the LSC.	1	2	3	4	5
g. Posted messages to a Listserv discussion sponsored by the LSC.	1	2	3	4	5

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