2000 National Survey of Science and Mathematics Education **School Mathematics Program Questionnaire**

Instructions: Please use a #2 pencil or blue or black pen to complete this questionnaire. Darken ovals completely, but do not stray into adjacent ovals. Be sure to erase or white out completely any stray marks.

- 1. What is your title? (Darken all that apply.)
 - Mathematics department chair

Mathematics lead teacher

O Principal

Q Teacher

Assistant principal

Other (please specify): _____

Don't Know

Indicate whether each of the following programs/practices is currently being implemented in your school. 2. (Darken one oval on each line.) L

				Don't Know/
		Yes	<u>No</u>	Not Applicable
a.	School-based management	Q	N	Q
b.	Common daily planning period for members of the mathematics			
	department	Ø	Q	Q
c.	Common work space for members of the mathematics department	Ø	Q	Q
d.	Teachers formally designated and serving as mathematics lead teachers	Ø	Q	Q
e.	Teachers provided with release time to help other teachers in the			
	school/district	Ø	Q	Q
f.	Interdisciplinary teams of teachers who share the same students	Ø	Q	Q
g.	Students assigned to mathematics classes by ability	Ø	Q	Q
h.	Use of vocational/technical applications in mathematics instruction	Ø	Q	Q
i.	Elementary or middle school students pulled out from self-contained			
	classes for remedial instruction in mathematics	Ø	Q	Q
j.	Elementary or middle school students pulled out from self-contained			
	classes for enrichment in mathematics	Ø	Q	Q
k.	Elementary or middle school students receiving instruction from			
	mathematics specialists in addition to their regular teacher	Ø	Q	Q
1.	Elementary or middle school students receiving instruction from			
	mathematics specialists instead of their regular teacher	Ø	Q	Q
m.	Mathematics courses offered by telecommunications	Ø	Q	Q
n.	Students going to another K-12 school for mathematics courses	Ø	Q	Q
0.	Students going to a college or university for mathematics courses	Ø	Q	Q
p.	Integration of mathematics subjects (e.g., algebra, probability,			
-	geometry, etc. all taught together each year)	Ø	@	Q

Please give us your opinion about each of the following statements in regard to the National Council of Teachers of 3. Mathematics' (NCTM) work in setting standards for mathematics curriculum, instruction, and assessment. (Darken one oval on each line.)

		Strongly <u>Disagree</u>	Disagree	No <u>Opinion</u>	Agree	Strongly <u>Agree</u>
a.	I am prepared to explain the NCTM Standards to my colleagues.	Q	Q	Q	Q	Q
b.	The <i>Standards</i> have been thoroughly discussed by teachers in this school.	Q	Q	Q	Q	Q
с.	There is a school-wide effort to make changes inspired by the <i>Standards</i> .	Q	Q	Q	Q	Q
d.	Teachers in this school have implemented the <i>Standards</i> in their teaching.	Q	Q	Q	Q	Q
e.	The principal of this school is well-informed about the <i>Standards</i> .	Q	Q	Q	Q	Q
f.	Parents of students in this school are well-informed about the Standards.	Q	Q	Q	Q	Q
g.	The superintendent of this district is well-informed about the Standards.	Q	Q	Q	Q	Q
h.	The School Board is well-informed about the Standards.	Q	Q	Q	Q	Q
i.	Our district is organizing staff development based on the Standards.	Q	Q	Q	Q	Q
j.	Our district has changed how it evaluates teachers based on the <i>Standards</i> .	Q	Q	Q	Q	Q

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4. Does your school include students in grades 6 or higher? (Darken one oval.)

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- ⁽²⁾ Yes, CONTINUE WITH QUESTION 5
- No, SKIP TO QUESTION 8
- 5. Please give the number of sections of each of the following mathematics courses currently offered in your school. (Additional course titles for these categories are shown on the enclosed "List of Course Titles.")

			GRADES 6-8		
Current number of <u>sections</u>	Code	Course Category	Current number of <u>sections</u>	Code	Course Category
	208 209 210 211 212 213	Remedial Mathematics 6 Regular Mathematics 6 Accelerated/Pre-Algebra Mathematics 6 Remedial Mathematics 7 Regular Mathematics 7 Accelerated Mathematics 7			Remedial Mathematics 8 Regular Mathematics 8 Enriched Mathematics 8 Algebra 1, Grade 7 or 8 Integrated Middle Grade Mathematics, 7 or 8 <u>ES 6-8, OTHER</u> <u>IEMATICS COURSES</u>

G		<u>GRADES 9-12</u>	2		
Current number of			Current number of		
sections	<u>Code</u>	Course Category	sections	Code	Course Category
	GRAD	ES 9-12, REVIEW MATHEMATICS			
	219	Review Mathematics Level 1			<u>ES 9-12, FORMAL</u>
		(e.g., Remedial Mathematics)			EMATICS
	220	Review Mathematics Level 2		226	Formal Mathematics Level 1
		(e.g., Consumer Mathematics)			(e.g., Algebra 1, or
	221	Review Mathematics Level 3			Integrated Math 1)
		(e.g., General Mathematics 3)		227	Formal Mathematics Level 2
	222	Review Mathematics Level 4			(e.g., Geometry, or
		(e.g., General Mathematics 4)			Integrated Math 2)
			·	228	Formal Mathematics Level 3
		ES 9-12, INFORMAL MATHEMATICS			(e.g., Algebra 2, or
	223	Informal Mathematics Level 1		220	Integrated Math 3) Formal Mathematics Level 4
	224	(e.g., Pre-Algebra) Informal Mathematics Level 2		229	
	224				(e.g., Algebra 3, or Pre-Calculus)
	225	(e.g., Basic Geometry) Informal Mathematics Level 3		230	Formal Mathematics Level 5
·	223	(e.g., after Pre-Algebra, but not Algebra 1)	·	250	(e.g., Calculus)
		(e.g., alter Fie-Algebia, but not Algebia 1)		231	Formal Mathematics Level 5, AP
				231	Format Mathematics Level 5, AF
				GRA	DES 9-12, OTHER
				MAT	HEMATICS COURSES
				232	Probability and Statistics
				233	Mathematics integrated with
					other subjects

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- 6. Please give the code number of any mathematics courses offered this year that will **not** be offered next year. If all will be offered next year, darken this oval \bigcirc and continue with question 7. Otherwise, list the code number of courses that will not be offered:
- 7. Which of the following best describes the way mathematics classes at your school are scheduled? (Darken one oval.)
 - a. All or most classes meet five days per week for one year.
 - ^(Q) b. All or most classes meet five days per week for one semester.
 - c. All or most classes meet three days one week and two days the next week for one year.
 - Other arrangement; on a separate page, please give a brief written description of how often classes meet and the number of minutes in each class session.

Please enter the number of minutes each class meets per session in the -spaces provided to the right, then darken the corresponding oval in each column: (Please enter your answer as a 3-digit number; e.g., if 30 minutes, enter 030.)

Q	Q	Q
Q	@	Q
Q	Q	Q
@	@	Q
@	Q	Q
യ	യ	Q
®	Ø	Q
Ø	Ø	Q
@	@	@
@	@	0

8. How much money was spent on mathematics equipment and consumable supplies in this school during the most recently completed budget year? Provide your answer as a *whole dollar amount*. (If you don't know the exact amounts, please provide your best estimates.) Please enter your answers in the spaces provided, then darken the corresponding oval in each column. Please right justify your answers; e.g., enter \$125 as

a.	Mathematics Equipment (non-consumable items such as calculators, but	b.	Consumable c Mathematics Supplies (manipulatives)	с.	Mathematics Software
	not computers)				
	\$		\$		\$
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	If this is an estimate, please darken this oval:		If this is an estimate, please darken this oval:		If this is an estimate, please darken this oval:

In your opinion, how great a problem is each of the following for mathematics Not a Significant Somewhat of Serious instruction in your school as a whole? (Darken one oval on each line.) Problem a Problem Problem a. Facilities Ø Q ര Q Ø 3 b. Funds for purchasing equipment and supplies c. Materials for individualizing instruction Ø Ø യ Q Q യ d. Access to computers e. Appropriate computer software Ø Ø യ f. Student interest in mathematics Ø Ø 0 Ø g. Student reading abilities Ø ര h. Student absences ത ത 0

Question 9 continues on next page...



9.

9. continued

001	umacu	Not a		
		Significant	Somewhat of	Serious
		Problem	a Problem	Problem
i.	Teacher interest in mathematics	Ø	Ø	3
j.	Teacher preparation to teach mathematics	Ø	Ø	Q
k.	Time to teach mathematics	Ø	Ø	Q
1.	Opportunities for teachers to share ideas	Ø	Ø	Q
m.	In-service education opportunities	Ø	Ø	Q
n.	Interruptions for announcements, assemblies, other school activities	Ø	Ø	0
о.	Large classes	Ø	Ø	Q
p.	Maintaining discipline	Ø	Ø	0
q.	Parental support for education	Ø	Ø	Q

10. In your opinion, how great a problem is each of the following for mathematics Not a instruction in your school as a whole? (Darken one oval on each line.) Significant Somewhat of Serious Problem a Problem Problem State and/or district curriculum frameworks Q Ø 0 a. 0 0 3 State and/or district testing policies and practices b. Q 0 0 Importance that the school places on mathematics c. 0 0 0 Public attitudes toward mathematics reform at this school d. e. Conflict between mathematics reform efforts at this school and other school/district reform efforts 0 ത 0 0 Ø 0 f. Time available for teachers to plan and prepare lessons Q 0 0 Time available for teachers to work with other teachers during the school year g. Time available for teacher professional development 0 0 0 h. i. System of managing instructional resources at the district or school level (e.g., distributing materials for mathematics activities, refurbishing materials) 0 0 0

Question 11 is being asked of all mathematics teachers in the sample. If you received a Mathematics Teacher Questionnaire in addition to this School Mathematics Program Questionnaire, please darken this oval \bigcirc and SKIP TO QUESTION 12.

- 11a. How familiar are you with the NCTM *Standards* for mathematics curriculum, instruction, and evaluation? (Darken one oval.)
- Ont at all familiar, SKIP TO QUESTION 12
- Somewhat familiar
- Fairly familiar
- Wery familiar
- 11b. Please indicate the extent of your agreement with the overall vision of mathematics education described in the NCTM
 Strongly
 N

 Standards. (Darken one oval.)
 Disagree
 Opin
- Strongly
 No
 Strongly

 Disagree
 Disagree
 Opinion
 Agree

 (1)
 (2)
 (3)
 (4)

12. If you have an email address, please write it here: _

13. When did you complete this questionnaire?

Month Dav Year

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Please make a photocopy of this questionnaire and keep it in case the original is lost in the mail. Please return the <u>original</u> to:

2000 National Survey of Science and Mathematics Education Westat 1650 Research Blvd. TB120F Rockville, MD 20850

THANK YOU!

FOR OFFICE USE ONLY Please do not write in this area.									
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Ø	0	Ø	0	Ø	0	Ø	0	Ø	0
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