# 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 |
| :--- | :--- |
| (1) | Mathematics lead teacher |
| ©() | Teacher |

Q Principal
Q Mathematics lead teacher
Q Assistant principal
© Other (please specify): $\qquad$
2. Indicate whether each of the following programs/practices is currently being implemented in your school. (Darken one oval on each line.)

|  | $\underline{\text { Yes }}$ | No | Don't Know/ Not Applicable |
| :---: | :---: | :---: | :---: |
| a. School-based management | © | (1) | Q |
| b. Common daily planning period for members of the mathematics department | (1) | (1) | (1) |
| c. Common work space for members of the mathematics department | © | (1) | © |
| d. Teachers formally designated and serving as mathematics lead teachers | © | (1) | © |
| e. Teachers provided with release time to help other teachers in the school/district | (4) | (1) | (1) |
| f. Interdisciplinary teams of teachers who share the same students | (1) | (1) | © |
| g. Students assigned to mathematics classes by ability | (1) | (1) | Q |
| h. Use of vocational/technical applications in mathematics instruction | © | (1) | Q |
| i. Elementary or middle school students pulled out from self-contained classes for remedial instruction in mathematics | (1) | (1) | Q |
| j. Elementary or middle school students pulled out from self-contained classes for enrichment in mathematics | (4) | (1) | (1) |
| k. Elementary or middle school students receiving instruction from mathematics specialists in addition to their regular teacher | (1) | (1) | (1) |
| 1. Elementary or middle school students receiving instruction from mathematics specialists instead of their regular teacher | (1) | (1) | (1) |
| m . Mathematics courses offered by telecommunications | © | (1) | Q |
| n . Students going to another K-12 school for mathematics courses | © | (1) | Q |
| o. Students going to a college or university for mathematics courses | © | (1) | Q |
| p. Integration of mathematics subjects (e.g., algebra, probability, geometry, etc. all taught together each year) | (4) | (1) | Q |

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

|  | Strongly Disagree | Disagree | $\begin{gathered} \text { No } \\ \text { Opinion } \\ \hline \end{gathered}$ | Agree | Strongly Agree |
| :---: | :---: | :---: | :---: | :---: | :---: |
| a. I am prepared to explain the NCTM Standards to my colleagues. | © | (2) | (1) | (1) | (9) |
| b. The Standards have been thoroughly discussed by teachers in this school. | (1) | (1) | (1) | (1) | (5) |
| c. There is a school-wide effort to make changes inspired by the Standards. | (1) | (1) | (1) | (1) | (9) |
| d. Teachers in this school have implemented the Standards in their teaching. | © | (2) | (1) | (1) | (1) |
| e. The principal of this school is well-informed about the Standards. | (1) | (1) | (1) | (1) | (4) |
| f. Parents of students in this school are well-informed about the Standards. | (1) | (2) | (1) | (1) | (4) |
| g. The superintendent of this district is well-informed about the Standards. | (1) | (1) | (1) | (1) | (4) |
| h. The School Board is well-informed about the Standards. | (1) | (1) | (1) | (1) | (19) |
| i. Our district is organizing staff development based on the Standards. | (1) | (2) | (2) | (1) | (1) |
| j. Our district has changed how it evaluates teachers based on the Standards. | (1) | (1) | (1) | (1) | (5) |

4. Does your school include students in grades 6 or higher?
© Yes, CONTINUE WITH QUESTION 5
(Darken one oval.)
© 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 sections | Code | Course Category | Current number of sections | Code | Course Category |
|  | 208 | Remedial Mathematics 6 |  | 214 | Remedial Mathematics 8 |
|  | 209 | Regular Mathematics 6 |  | 215 | Regular Mathematics 8 |
|  | 210 | Accelerated/Pre-Algebra |  | 216 | Enriched Mathematics 8 |
|  |  | Mathematics 6 |  | 217 | Algebra 1, Grade 7 or 8 |
|  | 211 | Remedial Mathematics 7 |  | 218 | Integrated Middle Grade Mathematics, 7 or 8 |
|  | 212 | Regular Mathematics 7 |  |  |  |
|  | 213 | Accelerated Mathematics 7 |  | GRAD | S 6-8, OTHER |
|  |  |  |  | MAT | MATICS COURSES |
|  |  |  |  |  | ـ |
|  |  |  |  |  |  |

GRADES 9-12

Current
number of sections

## Code Course Category

GRADES 9-12, REVIEW MATHEMATICS
219 Review Mathematics Level 1
(e.g., Remedial Mathematics)

220 Review Mathematics Level 2
(e.g., Consumer Mathematics)

221 Review Mathematics Level 3
(e.g., General Mathematics 3)

222 Review Mathematics Level 4
(e.g., General Mathematics 4)

GRADES 9-12, INFORMAL MATHEMATICS
223 Informal Mathematics Level 1
(e.g., Pre-Algebra)

224 Informal Mathematics Level 2
(e.g., Basic Geometry)

225 Informal Mathematics Level 3
(e.g., after Pre-Algebra, but not Algebra 1)

## Current

 number of sections
## Code Course Category

GRADES 9-12, FORMAL MATHEMATICS
226 Formal Mathematics Level 1 (e.g., Algebra 1, or Integrated Math 1)
227 Formal Mathematics Level 2
(e.g., Geometry, or Integrated Math 2)
228 Formal Mathematics Level 3
(e.g., Algebra 2, or

Integrated Math 3)
229 Formal Mathematics Level 4
(e.g., Algebra 3, or

Pre-Calculus)
230 Formal Mathematics Level 5
(e.g., Calculus)

231 Formal Mathematics Level 5, AP
GRADES 9-12, OTHER
MATHEMATICS COURSES

232
233

Probability and Statistics
Mathematics integrated with other subjects
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 $\Omega$ 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.)

Q a. All or most classes meet five days per week for one year.
© b. All or most classes meet five days per week for one semester.
$Q$ c. All or most classes meet three days one week and two days the next week for one year.

Q d. 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.)

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 $\square$


If this is an estimate, please darken this oval:
b. Consumable Mathematics Supplies (manipulatives)


If this is an estimate, please darken this oval:
c. Mathematics Software


> If this is an estimate, please darken this oval:
9. In your opinion, how great a problem is each of the following for mathematics instruction in your school as a whole? (Darken one oval on each line.)

## a. Facilities

b. Funds for purchasing equipment and supplies
c. Materials for individualizing instruction
d. Access to computers

| Significant <br> Problem | Somewhat of a Problem | Serious <br> Problem |
| :---: | :---: | :---: |
| © | (1) | (1) |
| © | (2) | (3) |
| (1) | (1) | (1) |
| (1) | (1) | (1) |


| e. Appropriate computer software | (1) | (1) | (1) |
| :---: | :---: | :---: | :---: |
| f. Student interest in mathematics | (1) | (1) | (1) |
| g. Student reading abilities | (1) | (2) | (1) |
| h. Student absences | (1) | (1) | (1) |

9. continued

|  | Not a <br> Significant <br> Problem | Somewhat of <br> a Problem | Serious <br> Problem |
| :--- | :--- | :--- | :--- |
| i. | Teacher interest in mathematics | (9) | (9) |

10. In your opinion, how great a problem is each of the following for mathematics instruction in your school as a whole? (Darken one oval on each line.)

| Not a |  |  |
| :---: | :---: | :---: |
| Significant Problem | Somewhat of a Problem | Serious <br> Problem |
| (6) | (1) | (6) |
| (1) | (1) | (3) |
| (4) | (1) | (6) |
| (6) | (2) | (6) |
| rict |  |  |
| (6) | (1) | (1) |
| (6) | (2) | (6) |
| (1) | (1) | (1) |
| (6) | (1) | (6) |
| (1) | (1) | (1) |

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 $\odot$ and SKIP TO QUESTION 12.

11a. How familiar are you with the NCTM Standards for mathematics curriculum, instruction, and evaluation? (Darken one oval.)

© Not at all familiar, SKIP TO QUESTION 12<br>(2) Somewhat familiar<br>© Fairly familiar<br>Q Very familiar

11b. Please indicate the extent of your agreement with the overall vision of mathematics education described in the NCTM
Standards. (Darken one oval.)

| Strongly <br> Disagree | No <br> Disagree | Opinion | Agree <br> (9) | Strongly <br> Agree |
| :--- | :--- | :--- | :--- | :--- |
| (ब) | (1) | (9) |  |  |

12. If you have an email address, please write it here:
13. When did you complete this questionnaire?
 Please make a photocopy of this questionnaire and keep it in case the original is lost in the mail. Please return the original to:

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