2000 National Survey of Science and Mathematics Education

Mathematics Questionnaire

You have been selected to answer questions about your <u>mathematics</u> instruction. If you do not currently teach mathematics, please call us toll-free at 1-800-937-8288.

How to Complete the Questionnaire

Most of the questions instruct you to "darken one" answer or "darken all that apply." For a few questions, you are asked to write in your answer on the line provided. 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.

Class Selection

Part of the questionnaire (sections C and D) asks you to provide information about instruction in a particular class. If you teach mathematics to more than one class, use the label at the right to determine the mathematics class that has been randomly selected for you to answer about. (If your teaching schedule varies by day, use today's schedule, or if today is not a school day, use the most recent school day.)

If You Have Questions

If you have questions about the study or any items in the questionnaire, call us toll-free at 1-800-937-8288.

Each participating school will receive a voucher for \$50 worth of science and mathematics materials. The voucher will be augmented by \$15 for each responding teacher. In addition, each participating school will receive a copy of the study's results in the spring of 2001.

Thank you very much. Your participation is greatly appreciated. Please return the completed questionnaire to us in the postage-paid envelope:

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

63 62	A.	Tea	cher Opinions								
61	1.	Ple	ease provide your	opinion about each o	of the following state	ements.					
60 59			arken one oval on		C		Strongly <u>Disagree</u>	Disagree	No <u>Opinion</u>	Agree	Strongly Agree
58		a.	Students learn ma	thematics best in cla	sses with students of	of similar abilities.	@	@	@	@	⑤
57					ct dictates what mat	hematics content I te		@	@	@	®
56			I enjoy teaching m				@	@	@	@	®
55				a "master" mathema		11	@	@	@	@	®
54 53				the regular school veculum and teaching.		ny colleagues on	@	@	@	@	(B)
52						elated to mathematics		₩	<i>(</i> 10)	Q.	4
51			teaching.	a rregularly share is	icus and materials re	orated to mathematics	.	@	@	@	®
50				hers in this school re	gularly observe eac	ch other teaching clas	ses				
49				and improving instru			@	@	@	@	©
48					ool contribute activ	ely to making decision					
47			about the mathematic	atics curriculum.			@	@	@	@	®
46 45	2a.	Ho	w familiar are you	with the NCTM Sta	andards? (Darken o	one oval.)					
44		0	Not at all familia	ar, SKIP TO QUEST	TON 3						
43		0			1011 5						
42		<u> </u>									
41		0	**								
40	2b.	Pl _e	ease indicate the ex	xtent of your agreem	ent with the overall	vision of mathematic	cs education	describe	d in the N	СТМ	
39	20.		andards. (Darken		ient with the overall	vision of manieman	cs caucatioi	describe	a iii tiic i v	CIM	
38 37			`	,	No Oninian	A 0400	Ctuomaly	A 04400			
36		Sur	ongly Disagree	Disagree	No Opinion	Agree	Strongly	Agree			
35											
34	2c.			you implemented re	ecommendations fro	om the NCTM Standa	<i>ards</i> in your	mathema	tics teach	ing?	
33		(D	arken one oval.)								
32			Not at all	To a minimal exte	ent To a modera	te extent To a g	reat extent				
31			@	@	@		0				
30	_	_									
29 28	В.	Tea	cher Backgrou	ınd							
27	3.	Plε	ease indicate how	well prepared you cu	rrently feel to do ea	ach of the					
26	٥.			thematics instruction		11- 1: \	Not Adequately	Somewhat	Fairly W	ell Ve	ery Well
25					`	,	Prepared	<u>Prepared</u>	Prepare		repared
24		a.	_	rior understanding ir	nto account when pl	anning curriculum					
23			and instruction				@	@	@		4
22		b.		s' conceptual unders			@	@	@		@
21		c.		coverage of fewer mas between mathema			@	@	@		@
19		d. e.		tudents using invest		pinies	@	@	@		@
18		О.	Lead a class of s	tadents using invest.	igutive strategies		•	•	-		•
17		f.	Manage a class of	of students engaged	in hands-on/project-	-based work	@	@	@		@
16		g.	Have students w	ork in cooperative le	earning groups		@	@	@		@
15		h.		ions as students work			@	@	@		@
14		i.		as a resource rather		nstructional tool	@	@	@		@
13 12		j.	Teach groups the	at are heterogeneous	in ability		@	@	@		@
11		k.	Teach students	who have limited En	alich proficionay		@	@	@		@
10		k. 1.		espond to student cu			©	@	@		@
9		m.		ents' interest in mathe			@	@	<u>@</u>		<u>a</u>
8		n.	_	cipation of females in			@	@	<u></u>		@
7		ο.	Encourage partic	cipation of minoritie	s in mathematics		@	@	<u>@</u>		@
6							Question 3	3 continue	es on next	page	
5				DI EL GE DO M	OT WRITE IN THIS AREA						
										1 7	
3			a a a	O O O O O O O				[S	ERIA	L]	

3. *continued...*

•		Not			
		Adequately	Somewhat	Fairly Well	Very Well
		Prepared	Prepared	Prepared	Prepared
p.	Involve parents in the mathematics education of their children	@	@	@	4
q.	Use calculators/computers for drill and practice	@	@	@	@
r.	Use calculators/computers for mathematics learning games	@	@	@	@
s.	Use calculators/computers to collect and/or analyze data	@	@	@	@
t.	Use calculators/computers to demonstrate mathematics principles	@	@	@	@
u.	Use calculators/computers for simulations and applications	@	@	@	@
v.	Use the Internet in your mathematics teaching for general reference	@	@	@	@
w.	Use the Internet in your mathematics teaching for data acquisition	@	@	@	@
х.	Use the Internet in your mathematics teaching for collaborative projects				
	with classes/individuals in other schools	@	@	@	@

4a. Do you have each of the following degrees?

Bachelors	@	Yes	O No
Masters	@	Yes	No
Doctorate	@	Yes	No

4b. Please indicate the subject(s) for each of your degrees. (Darken all that apply.)

	Bachelors	Masters	Doctorate
Mathematics	@	<u> </u>	@
Computer Science	@	@	@
Mathematics Education	@	@	@
Science/Science Education	@	@	@
Elementary Education	@	@	@
Other Education (e.g., History Education, Special Education	on) 💿	@	@
Other, please specify	@	@	@

5. Which of the following college courses have you completed? Include both semester hour and quarter hour courses, whether graduate or undergraduate level. Include courses for which you received college credit, even if you took the course in high school. (Darken all that apply.)

MATHEMATICS

- Mathematics for elementary school teachers
- Mathematics for middle school teachers
- Geometry for elementary/middle school teachers
- College algebra/trigonometry/elementary functions
- Calculus
- Advanced calculus
- Q Real analysis
- Oifferential equations
- Geometry
- Probability and statistics
- Abstract algebra
- Number theory
- Q Linear algebra
- Applications of mathematics/problem solving
- Weight in the distribution of the distribut
- Oiscrete mathematics
- Other upper division mathematics

SCIENCES/COMPUTER SCIENCES

- Biological sciences
- Chemistry
- Physics
- Physical science
- Earth/space science
- © Engineering (any)
- Computer programming
- Other computer science

EDUCATION

- General methods of teaching
- Methods of teaching mathematics
- Instructional uses of computers/other technologies
- Supervised student teaching in mathematics

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]]		Semester (Courses				<u>Qı</u>	uarter C	Courses				
]]	a. Mathematics education		. .	ව ලා ල	<u>0</u> 3	a (മ ത	ത ത	a a c	D (D) (D 3		
!]	b. Calculus	000000								D (D) (
]	c. Statistics	000000								D (D) (
) 	d. Advanced calculus	@ @ @ @ @								20 (2) (3			
) 	e. All other mathematics courses	000000								D Q			
) 	f. Computer science	@ @ @ @ @								D O			
) 	g. Science	000000								D Q			
6. 	Considering all of your undergraduat	e and graduate mathem :	atics o	courses	s. app	roxim:	atelv w	vhat ne	ercent	age we	ere cor	nplete	d at
, ,.]]	each of the following types of institut					TOATITIE	uciy w	viiai p	creent	uge we	10 001	приссе	u ai
	_		0%	10%	20%		40%	50%	60%	70%	80%	90%	1009
] 1	a. Two-year college/community co	llege/technical school	0	@	@	0	@	0	@	0	@	@	0
	b. Four-year college/university		0	@	0	0	@	@	@	@	0	Ф	0
8.	In what year did you last take a forma	al course for college cred	lit in:	(Pleas	se ente	er vou	r answ	ers in	the sr	aces n	rovide	d the	n
0.	darken the corresponding oval in each	_	*11 111.	(1 1003	,. 0110	or your	answ	~10 III	ane sp	aces p	· o viul	.a, mc	
	over the conceptions over in each												
	a. Mathematics	b. The Teaching	of	If you	ı have	e never	taken	a cou	rse in	the tea	ching	of	
		Mathematics		-		es, darl					_		9.
										J	•		
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	@ @ @	@ @ @											
0	What is the total among the Colores	have sport and Co.	m o.1 .1	1	ma ·			aa = : : '	ha +	ah:	£ 1	h a '	:
9.	What is the total amount of time you			-						_			
	the last 12 months? in the last 3 year												
	include formal courses for which you teachers.) (Darken one oval in each c	_	or tim	e you	spent	hr.ovi(mig p	ioiess	ional	ueveio	pmen	t 101, 01	шег
	teachers.) (Darken one oval in each o	oiuiiii.)											
		Last Last											
	Hours of In-service Education	12 months 3 years											
	None												
	Less than 6 hours	(a)											
	6-15 hours	0 0											
	16-35 hours	0 0											
	More than 35 hours	0 0											
		_											
	PLEASE I	OO NOT WRITE IN THIS AREA											
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		Semester Courses	Quarter Courses
a.	Mathematics education	® ® ® ® ® ® ®	
b.	Calculus	@ @ @ @ @ @ @ @	@@@@@@@@
c.	Statistics	@ @ @ @ @ @ @ @	@ @ @ @ @ @ @ @
d.	Advanced calculus	@ @ @ @ @ @ @ @	@@@@@@@ @
e.	All other mathematics courses	@ @ @ @ @ @ @ @	@@@@@@@@
f.	Computer science	@ @ @ @ @ @ @ @	@@@@@@@@
g.	Science	@ @ @ @ @ @ @ @	@ @ @ @ @ @ @

		0%	10%	20%	30%	40%	<u>50%</u>	60%	70%	80%	90%	100%
a.	Two-year college/community college/technical school	0	0	@	@	0	0	@	0	0	0	0
b.	Four-year college/university	0	@	@	@	@	@	@	0	0	0	@

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	@	@	Ф
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Hours of In-service Education	Last 12 months	Last 3 years		
None	@	@		
Less than 6 hours	@	@		
6-15 hours	@	@		
16-35 hours	@	@		
More than 35 hours	0	@		

10.	I	n the past 12 months, have you:					
	(1	Darken one oval on each line.)					
	a.		Yes	0	No		
	b.	Mentored another teacher as part of a formal arrangement that is recognized or					
		7 6 1	Yes	@	No		
	c.		Yes	0	No		
	d.	Served on a school or district mathematics curriculum committee?	Yes	@	No		
	e.	Served on a school or district mathematics textbook selection committee?	Yes	@	No		
11.	Ţ,	n the past 3 years , have you participated in any of the following activities related to mathematics	or th	e teachi	ng of		
11.		nathematics? (Darken one oval on each line.)	or th	e teueim	16 01		
	a.	Taken a formal college/university mathematics course. (Please do not include courses taken as		. . .			NT.
	1.	part of your undergraduate degree.)		Yes	(O	NO
	b.	Taken a formal college/university course in the teaching of mathematics. (Please do not include courses taken as part of your undergraduate degree.)		Yes	(No
	c.	Observed other teachers teaching mathematics as part of your own professional development					
		(formal or informal).	0	Yes	(D	No
	d.	Met with a local group of teachers to study/discuss mathematics teaching issues on a regular ba	asis. 🤇	Yes	(D	No
	e.	Collaborated on mathematics teaching issues with a group of teachers at a distance using					
		telecommunications.	C	Yes	(@	No
	f.	Served as a mentor and/or peer coach in mathematics teaching, as part of a formal arrangement	t				
		that is recognized or supported by the school or district. (Please do not include supervision of					
		student teachers.)	0	Yes	(No
	g.	Attended a workshop on mathematics teaching.		P Yes		о Ф	
	h.	Attended a national or state mathematics teacher association meeting.		P Yes		<u>ф</u>	
	i.	Applied or applying for certification from the National Board for Professional Teaching Stand		_ 100		_	110
		(NBPTS).	_	Yes	(D	No
	j.	Received certification from the National Board for Professional Teaching Standards (NBPTS).		P Yes		D	
	3	·					
0	00 4:	one 12a 12a ook about vous professional development in the last 2 years. If you have been t	-aaah:	na fau f		han	. 2
_		ons 12a-12c ask about your professional development in the last 3 years. If you have been t please answer for the time that you have been teaching.	eaciii	ng tor i	ewert	ııaıı	13
,	,]	brance and the rate and for the coordinate.					
12a	. T	Think back to 3 years ago . How would you rate your level of					
		eed for professional development in each of these areas at that					
		ime? (Darken one oval on each line.)	nor	Moder			antial
	Г		eed	Nee	<u>u</u>		eed
		Deepening my own mathematics content knowledge	_	@			5
		Understanding student thinking in mathematics		@		Q	
	L	earning how to use inquiry/investigation-oriented teaching strategies	٧	@		Q	وي
	L	earning how to use technology in mathematics instruction	D	@		Q	D .
		earning how to assess student learning in mathematics	D.	@		Q	D C
		earning how to teach mathematics in a class that includes students					
		with special needs	0	@		a	

63 62 61	12b.	Considering all the professional development you have participated in following emphasized? (Darken one oval on each line.)	during the last 3	years , ho	w muc	h wa		n of the Γο a great
				at all				extent
60 59 58 57 56		Deepening my own mathematics content knowledge		@	<u>@</u>	@	0	\bigcirc
58		Understanding student thinking in mathematics		0	<u>@</u>	0	0	@
57		Learning how to use inquiry/investigation-oriented teaching strategies		@	@	@	0	0
56 55					_	_	_	_
54		Learning how to use technology in mathematics instruction		@	@	@	@	@
53		Learning how to assess student learning in mathematics Learning how to teach mathematics in a class that includes students with	th anacial needs	.	@	0	@	<u>Ф</u>
52		Learning now to teach mathematics in a class that includes students will	in special needs	₩,	<u>w</u>	æ)	w	æ)
52 51								
50								
50 49 48 47 46 45 44 43 42 41	12c.	Considering all your professional development in the last 3 years, how	would you rate it	S				
48		impact in each of these areas? (Darken one oval on each line.)	-					
47			Little or	Confirme				l me to change
46			no impact	was alread		5	my tea	ching practice
45		Deepening my own mathematics content knowledge	@	Q				\bigcirc
44		Understanding student thinking in mathematics	@	Q				@
43		Learning how to use inquiry/investigation-oriented teaching strategies	@	Q)			@
42		I coming how to use technology in mothematics instruction	(<u> </u>	`			_
40		Learning how to use technology in mathematics instruction Learning how to assess student learning in mathematics	Ф	Q Q				@
39		Learning how to assess student learning in mathematics Learning how to teach mathematics in a class that includes	•	~	•			<u> </u>
38		students with special needs	@	Q)			0
37		otavillo il tili opootal livodo		_				
35								
36 35 34 33	13a.	Do you teach in a self-contained class ? (i.e., you teach multiple subje	cts to the same cla	iss of stud	lents al	l or 1	nost c	of the day.)
32		Wes, CONTINUE WITH QUESTIONS 13b AND 13c						
31		No, SKIP TO QUESTION 14						
29								
28								
27								
26	13b.	For teachers of self-contained classes: Many teachers feel better qual	lified to teach som	e subject	areas t	han c	others	How well
25		qualified do you feel to teach each of the following subjects at the grad		•				
24		included in your curriculum? (Darken one oval on each line.)						
23			Not Well	Adequatel			Well	
22			Qualified	Qualified	1		lified	
21		a. Life science	@	@			3	
20		b. Earth science	@	@			3)	
18		c. Physical science d. Mathematics	@	@			3) 3)	
17		d. Mathematics e. Reading/Language Arts	@	@			<u>s</u>	
16		f. Social Studies	@	@			3	
15		i. Boeiui Buudes						
14								
24 23 22 20 19 18 17 16 15 14 13 12 11 10 9								
12								
11								
10								
9								
7								

[SERIAL]

13c. *For teachers of self-contained classes*: We are interested in knowing how much time your students spend studying various subjects. In a typical week, how many days do you have lessons on each of the following subjects, and how many minutes long is an average lesson? (*Please indicate "0" if you do not teach a particular subject to this class*. Please enter your answer in the spaces provided, then darken the corresponding oval in each column. Enter the number of minutes as a 3-digit number; e.g., if 30 minutes, enter as 030.)

Mathematics		Science		Soc	ial Studies	Reading/Language Arts			
Days		Days		Days		Days			
Per	Approximate	Per	Approximate	Per	Approximate	Per	Approximate		
Week	Minutes Per Day	Week	Minutes Per Day	Week	Minutes Per Day	Week	Minutes Per Day		
@	@ @	@	@ @	@	@ @	@	@@		
@	@@@	@	@@@	@	@@@	@	@ @ @		
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NOW GO TO SECTION C, PAGE 8.

- 14. Which of these categories best describes the way **your** classes at this school are organized? (Darken one oval.)
 - a. Departmentalized Instruction—you teach subject matter courses (including mathematics, and perhaps other courses) to several different classes of students all or most of the day.
 - b. Elementary Enrichment Class—you teach only mathematics in an elementary school.
 - © c. **Team Teaching**—you collaborate with one or more teachers in teaching multiple subjects to the same class of students; your assignment includes mathematics.
- 15a. *For teachers of non-self-contained classes:* Within mathematics, many teachers feel better qualified to teach some topics than others. How well qualified do you feel to teach each of the following topics at the grade level(s) you teach, whether or not they are currently included in your curriculum? (Darken one oval on each line.)

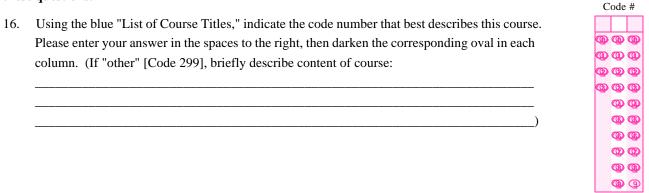
		Not Well Qualified	Adequately Qualified	Very Well <u>Qualified</u>
a.	Numeration and number theory	@	@	3
b.	Computation	@	@	@
c.	Estimation	@	@	@
d.	Measurement	@	@	@
e.	Pre-algebra	@	@	@
f.	Algebra	@	@	@
g.	Patterns and relationships	@	@	@
h.	Geometry and spacial sense	@	@	@
i.	Functions (including trigonometric functions) and pre-calculus concepts	@	@	@
j.	Data collection and analysis	@	@	@
k.	Probability	@	@	@
1.	Statistics (e.g., hypothesis tests, curve fitting and regression)	@	@	@
m.	Topics from discrete mathematics (e.g., combinatorics, graph theory, recursion)	@	@	@
n.	Mathematical structures (e.g., vector spaces, groups, rings, fields)	@	@	@
ο.	Calculus	@	@	@
p.	Technology (calculators, computers) in support of mathematics	@	@	@

- 15b. *For teachers of non-self-contained classes*: For each class period you are currently teaching, regardless of the subject, give *course title*, the *code-number* from the enclosed blue "List of Course Titles" that best describes the content addressed in the class, and the *number of students* in the class. (Please enter your answers in the spaces provided, then darken the corresponding oval in each column. If you teach more than one section of a course, record each section separately below.)
 - Note that if you have more than 39 students in any class, you will not be able to darken the ovals, but you should still write the number in the boxes.
 - If you teach more than 6 classes per day, please provide the requested information for the additional classes on a separate sheet of paper.

Cours	e Title	Course Title	e	Course Tit.	le
Code #	# of Students	Code # #	of Students	Code #	# of Students
@ @ @	@ @	@ @	@	@ @ @	@ @
@ @ @	@ @	@ @	@ @	@ @ @	@ @
@ @ @	@ @	@ @ @	@ @	@@@	@ @
@ @ @	@ @	@ @ @	@ @	@ @ @	@ @
@ @	@	@ @	@	@ @	@
®	©	®	©	® ®	®
®	®	®	®	® ®	®
@ @	@	@ @	@	@ @	@
®	®	® ®	®	® ®	®
(2) (2)	©	@ @	@	@ @	(2)
Cours		Course Title		Course Tit	
Code #	# of Students	Code # #	f of Students	Code #	# of Students
@ @ @	@ @	@ @	@ @	@ @ @	@ @
@ @ @	@ @	@ @ @	@ @	@ @ @	@ @
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@ @ @	@ @	@ @ @	@ @	@ @ @	@ @
@ @	@	(A) (A)	@	@ @	@
®	©	(B)	©	® ®	©
® ®	®	(2)	®	® ®	®
@ @	@	@ @	@	@ @	@
®	®	®	®	® ®	(2)
@	(2)	(Q) (Q)	@	(2)	@

C. Your Mathematics Teaching in a Particular Class

The questions in this section are about a particular mathematics class you teach. If you teach mathematics to more than one class per day, please consult the label on the front of this questionnaire to determine which mathematics class to use to answer these questions.

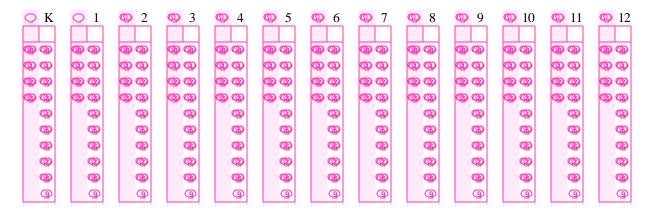


17a. Are all students in this class in the same grade?



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17b. What grades are represented in this class? (Darken all that apply.) For each grade noted, indicate the number of students in this class in that grade. Write your answer in the space provided, then darken the corresponding oval in each column. Note that if more than 39 students in this class are in a single grade, you will not be able to darken the ovals, but you should still write the number in the boxes.



18a. What is the total number of students in this class? Write your answer in the space provided, then darken the corresponding oval in each column. Note that if you have more than 39 students in this class, you will not be able to darken the ovals, but you should still write the number in the boxes.



63				the following categories.		· ·
62 61 60 59 58 57 56		spaces provided, then da		ions about how to classif g oval in each column.)	y particular students.	(Please enter your
58						
57			RACE/ET	HNICITY		
55					Native Hawaiian or	
54 53	American Indian or Alaskan Native	Asian	Black or African-American	Hispanic or Latino (any race)	Other Pacific Islander	White
52 51 50 49 48 47 46 45 41 40 39 38 37 36 36 34 33 32 31 30 29 28	Male Female Male Male Female Male Male Female Male Male Female Male Male Male Male Male Male Male Male	and skip to quest weekly schedule is nor	tion 20. What is the use mally the same, just co	Male Female Q	(in minutes) of daily c ample 1. If you are ur	lass meetings for
31					Examples	
29		Week 1	Week 2	Exa		xample 2
28						
27	Monday			Week 1	Week 2 Week	Week 2
26	Wonday		·	Week 145	Week 2 Week 3	Week 2
26 25	Tuesday			45 45	<u>90</u>	Week 2
26 25 24 23	Tuesday Wednesday			45		
26 25 24 23 22	Tuesday Wednesday Thursday			45 45	<u>90</u>	
26 25 24 23 22 21 20	Tuesday Wednesday			45 45	<u>90</u>	
26 25 24 23 22 21 20 19	Tuesday Wednesday Thursday			45		
26 25 24 23 22 21 20 19 18	Tuesday Wednesday Thursday		For of	45		
26 25 24 23 22 21 20 19 18 17 16 15 14	Tuesday Wednesday Thursday		For of 10 10 10 10 10 10 10 10 10 10 10 10 10	45 45 45 45 45 45 45 45 45 45 45 45 45 4		
26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9	Tuesday Wednesday Thursday Friday		00000000000000000000000000000000000000	45 45 45 45 45 45 45 00 45 00 00 00 00 00 00 00 00 00 00 00 00 00	90 90 90 90 90 90 90 90 90 90	
26 25 24 23 22 21 20 19 18 17 16 15 14 10 9 8 7 6 5 4 3 2	Tuesday Wednesday Thursday Friday	(3) (3)	00000000000000000000000000000000000000	45 45 45 45 45 45 45 00 45 00 00 00 00 00 00 00 00 00 00 00 00 00	90 90 90 90 90 90 90 90 90 90	

20.	Are	students assigned to this class by level of ability? (Darken one over	al.)	Yes	O N	lo	
21.		ich of the following best describes the ability of the students in this arken one oval.)	class rel	ative to oth	er students i	in this schoo	1?
	@	Fairly homogeneous and low in ability Fairly homogeneous and average in ability Fairly homogeneous and high in ability Heterogeneous, with a mixture of two or more ability levels					
22.		icate if any of the students in this mathematics class are formally crken all that apply.)	lassified	as each of t	he followin	g:	
	@	Limited English Proficiency Learning Disabled Mentally Handicapped Physically Handicapped, please specify handicap(s):					
23.	Thi	nk about your plans for this mathematics class for the entire course	. How				
		ch emphasis will each of the following student objectives receive?			Minimal	Moderate	Heavy
	(Da	rken one oval on each line.)		<u>None</u>	Emphasis	Emphasis	Emphasis
		ncrease students' interest in mathematics		@	@	@	3
		Learn mathematical concepts		@	@	@	@
		Learn mathematical algorithms/procedures		@	@	@	®
		Develop students' computational skills		@	@	@	®
		Learn how to solve problems Learn to reason mathematically		@	@	@	®
	_	Learn how mathematics ideas connect with one another		@ @	@	@ @	®
	g. I	Learn now mathematics ideas connect with one another		₩.	₩	4	@
	h. F	Prepare for further study in mathematics		@	@	@	@
		Judgestand the logical structure of mathematics			@	_	@
		Learn about the history and nature of mathematics		_ 	@	_ 	<u></u>
		Learn to explain ideas in mathematics effectively		_ 	_ 		_
		Learn how to apply mathematics in business and industry		@	@	@	@
1		Learn to perform computations with speed and accuracy		@	@	@	@
		Prepare for standardized tests		@	@	@	@
24.	Λba	out how often do you do each of the following in your		Rarely	Sometimes	Often	Allor
27.		hematics instruction? (Darken one oval on each line.)		(e.g., a few times a	(e.g., once or twice	(e.g., once or twice	almost all mathematics
	mu	memates instruction. (Barken one ovar on each line.)	Never	<u>year)</u>	a month)	a week)	lessons
	a. I	ntroduce content through formal presentations	@	@	@	@	©
		Pose open-ended questions	@	@	@	@	®
	c. E	Engage the whole class in discussions	@	@	@	@	©
	d. F	Require students to explain their reasoning when giving an answer	@	@	@	@	©
	e. A	Ask students to explain concepts to one another	@	@	@	@	©
	f. A	Ask students to consider alternative methods for solutions	@	@	@	@	@
	_	Ask students to use multiple representations (e.g., numeric,					
	_	graphic, geometric, etc.)	@	@	@	@	®
		Allow students to work at their own pace	@	@	@	@	©
		Help students see connections between mathematics and other				_	
		lisciplines	@	@	@	Q	©
	-	Assign mathematics homework	@	@	@	@	©
		Read and comment on the reflections students have written, e.g.,	@	(~	
	11	n their journals	@	@	@	@	©
		PLEASE DO NOT WRITE IN THIS AREA			[SERIA	AL]

63 62 61 60	25.		about how often do students in this mathematics class take part in the following types of activities? (Darken one oval on each line.)	<u>Never</u>	Rarely (e.g., a few times a <u>year)</u>	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice <u>a week)</u>	All or almost all mathematics <u>lessons</u>
59		a.	Listen and take notes during presentation by teacher	@	@	@	@	(B)
58		b.	Work in groups	@	<u> </u>	<u>@</u>	Q	©
57			Read from a mathematics textbook in class	@	©	@	@	©
56		C.				_	_	_
00		d.	Read other (non-textbook) mathematics-related materials in class	@	@	@	@	®
54		e.	Engage in mathematical activities using concrete materials	@	@	@	@	®
53		f.	Practice routine computations/algorithms	@	@	@	@	⑤
52		g.	Review homework/worksheet assignments	@	@	@	@	(3)
51		h.	Follow specific instructions in an activity or investigation	@	@	@	<u>a</u>	©
50		i.	Design their <i>own</i> activity or investigation	@	ø	<u> </u>	a a	©
49		j.	Use mathematical concepts to interpret and solve applied problems	@	<u> </u>	@	Q	©
48		J.	Ose mathematical concepts to interpret and solve applied problems	₩.	•	•	•	•
40		1	Annual distance of the standard of the standar	<i>(</i> **)	A	A	7	
47		k.	Answer textbook or worksheet questions	@	@	@	@	⑤
46		1.	Record, represent, and/or analyze data	@	@	@	@	®
45		m.	Write reflections (e.g., in a journal)	@	@	@	@	©
44		n.	Make formal presentations to the rest of the class	@	@	@	@	®
43		o.	Work on extended mathematics investigations or projects (a week					
42			or more in duration)	@	@	@	@	(3)
41		p.	Use calculators or computers for learning or practicing skills	@	@	@	@	®
40		q.	Use calculators or computers to develop conceptual understanding	@	@	@	@	(3)
39		r.	Use calculators or computers as a tool (e.g., spreadsheets, data					
38			analysis)	@	@	@	@	®
37			unurysis)					
35 34 33	26.		about how often do students in this mathematics class use alculators/computers to: (Darken one oval on each line.)		Rarely (e.g., a few	Sometimes (e.g., once	Often (e.g., once	All or almost all
32				Never	times a	or twice a month)	or twice a week)	mathematics lessons
32		a	Do drill and practice		times a year)	or twice a month)	or twice a week)	mathematics <u>lessons</u>
31		a.	Do drill and practice Demonstrate methometics principles	@	times a year)	or twice a month)	or twice a week)	mathematics <u>lessons</u>
32 31 30		b.	Demonstrate mathematics principles	@	times a vear) ©	or twice a month)	or twice a week)	mathematics <u>lessons</u> (5)
61 60 59 58 57 56 55 54 53 52 51 50 49 48 47 46 45 44 40 39 38 37 36 35 34 33 32 31 30 29		b. c.	Demonstrate mathematics principles Play mathematics learning games	(9)	times a year) (2) (3)	or twice a month)	or twice a week)	mathematics lessons 5 8
28		b. c. d.	Demonstrate mathematics principles Play mathematics learning games Do simulations	(B)	times a year) ② ② ② ②	or twice a month) (a) (b) (c) (d) (d) (d)	or twice a week) a a a a a a a a a a a	mathematics lessons 5 6 8 8
		b. c. d. e.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes	(B) (B) (B) (B)	times a year) (1) (2) (3) (4) (5) (6) (7) (8) (9) (9) (9) (9) (9)	or twice a month) (a) (b) (c) (d) (d) (d) (d) (d) (d) (d)	or twice a week) a a a a a a a a a a a	mathematics lessons (5) (8) (9) (9)
28		b.c.d.e.f.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data	(B)	times a year) ② ② ② ② ② ② ② ② ③ ③	or twice a month) a a a a a a a a a a a a a a a a a a	or twice a week)	mathematics lessons (5) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9
28 27 26 25		b. c. d. e. f.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations		times a year) (D) (D) (D) (D) (D) (D) (D) (D) (D) (or twice a month) a a a a a a a a a a a a a	or twice a week) a a a a a a a a a a a a a a a a a a	mathematics lessons (5) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9
28 27 26 25		b.c.d.e.f.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data	(B)	times a year) ② ② ② ② ② ② ② ② ③ ③	or twice a month) a a a a a a a a a a a a a a a a a a	or twice a week)	mathematics lessons (5) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9
28 27 26 25 24 23 22 21 20 19	27.	b. c. d. e. f. g. h.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations		times a year) (D) (D) (D) (D) (D) (D) (D) (D) (D) (or twice a month) a month a	or twice a week)	mathematics lessons S S S S S S S S S S S S S S S S S S
28 27 26 25 24 23 22 21 20 19	27.	b. c. d. e. f. g. h.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Iow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.)	(1) (2) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	times a year) (a) (b) (c) (c) (c) (c) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month	or twice a week) a week) a often (e.g., onc or twice a week)	mathematics lessons 5 6 8 8 8 8 8 4 All or almost all mathematic lessons
28 27 26 25 24 23 22 21 20 19 18	27.	b. c. d. e. f. g. h.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Iow often do you assess student progress in mathematics in each of me following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already know	(B)	times a year) (a) (b) (c) (c) (c) (c) (c) (c) (d) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) (a) (a) (a) (a) (a) (a) (a) (a) (a) (or twice a week)	mathematics lessons 5 6 6 6 6 6 6 6 6 6 6 6 6
28 27 26 25 24 23 22 21 20 19 18	27.	b. c. d. e. f. g. h.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Iow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already know Observe students and ask questions as they work individually.	(B)	times a year) (a) (b) (c) (c) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month	or twice a week) a week) a week) a week) a week) a week)	mathematics lessons (5) (8) (8) (8) (9) (9) (9) (9) (9) (10) (10) (10) (10) (10) (10) (10) (10
28 27 26 25 24 23 22 21 20 19 18 17 16	27.	b. c. d. e. f. g. h. H th a. b. c.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already know Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups.	(B)	times a year) (a) (b) (c) (c) (c) (c) (c) (d) (d) (d) (e) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month	or twice a week) a week) a week) a week) a week a week a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. Hth	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions.	(B)	times a year) (a) (b) (c) (c) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month	or twice a week) a week) a week) a week) a week) a week)	mathematics lessons (5) (8) (8) (8) (9) (9) (9) (9) (9) (10) (10) (10) (10) (10) (10) (10) (10
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. H th a. b. c.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already know Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups.	(B)	times a year) (a) (b) (c) (c) (c) (c) (c) (d) (d) (d) (e) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month	or twice a week) a week) a week) a week) a week a week a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. H. th. a. b. c. d. e.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Iow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it"	(B)	times a year) (a) (b) (c) (c) (c) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) (a) (a) (a) (a) (a) (a) (a) (a) (a) (or twice a week) a a a a a a a a a a a a a	mathematics lessons (5) (8) (8) (8) (8) (8) (9) (9) (10) (10) (10) (10) (10) (10) (10) (10
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. H. th. a. b. c. d. e. f.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Town often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework.	(B)	times a year) (a) (b) (c) (c) (c) (c) (d) (d) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) (a) (a) (a) (a) (a) (a) (a) (a) (a) (or twice a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. Hth a. b. c. d. e. f. g.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Town often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework. Review student notebooks/journals.	(B)	times a year) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	or twice a month) a month	or twice a week)	mathematics lessons (5) (8) (8) (8) (9) (9) (9) (9) (10) (10) (10) (10) (10) (10) (10) (10
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. Hth	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework. Review student notebooks/journals. Review student portfolios.	(B)	times a year) ② ② ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ Rarely (e.g., a fe times a year) ② ② ② ② ② ② ② ② ② ② ② ②	or twice a month) (a) (a) (a) (a) (a) (a) (a) (a) (a) (or twice a week) a week) a week) a week) a week) or twice a week) a week) a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. i.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework. Review student notebooks/journals. Review students do long-term mathematics projects.	(B)	times a year) ② ② ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③	or twice a month) a month a	or twice a week) a or twice a week) or twice a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16 15	27.	b. c. d. e. f. g. h. i. j.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework. Review student notebooks/journals. Review students do long-term mathematics projects. Have students present their work to the class.	(B)	times a year) ② ② ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ ③ Rarely (e.g., a fe times a year) ② ② ② ② ② ② ② ② ② ② ② ②	or twice a month) (a) (a) (a) (a) (a) (a) (a) (a) (a) (or twice a week) a week) a week) a week) a week) or twice a week) a week) a week)	mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (8) (8) (8
28 27 26 25 24 23 22 21 20 19 18 17 16	27.	b. c. d. e. f. g. h. i.	Demonstrate mathematics principles Play mathematics learning games Do simulations Collect data using sensors or probes Retrieve or exchange data Solve problems using simulations Take a test or quiz Tow often do you assess student progress in mathematics in each of the following ways? (Darken one oval on each line.) Conduct a pre-assessment to determine what students already known Observe students and ask questions as they work individually. Observe students and ask questions as they work in small groups. Ask students questions during large group discussions. Use assessments embedded in class activities to see if students are "getting it" Review student homework. Review student notebooks/journals. Review students do long-term mathematics projects.	(B)	times a year) (a) (b) (c) (c) (c) (c) (d) (d) (d) (d) (e) (e) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	or twice a month) a month a	or twice a week) (a) (a) (a) (a) (a) (a) (a) (a) (a) (mathematics lessons (5) (8) (8) (8) (8) (8) (8) (8) (9) (9) (10) (10) (10) (10) (10) (10) (10) (10

27.	C	ontinued	<u>Never</u>	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice <u>a month)</u>	Often (e.g., once or twice <u>a week)</u>	All or almost all mathematics <u>lessons</u>
	1.	Give tests requiring open-ended responses (e.g., descriptions, explanations).	@	@	@	@	⑤
	m.	Grade student work on open-ended and/or laboratory tasks using defined criteria (e.g., a scoring rubric).	@	©	®	@	®
	n.	Have students assess each other (peer evaluation).	@	©	@	@	©

28. For the following equipment, please indicate the extent to which each is available, whether or not each is needed, and the extent to which each is integrated in this mathematics class.

	C						1	USE III	runy
]	Not at al	1	Readily			Never use	specific parts	integrated
	4	Available	<u>e</u>	Available	<u>Nee</u>	ded?	in this course	of this course	into this course
a.	Overhead projector	@	@	@	@	@	@	@	3
b.	Videotape player	@	@	@	@	@	@	@	@
c.	Videodisc player	@	@	@	@	@	@	@	@
d.	CD-ROM player	@	@	@	@	@	@	@	@
e.	Four-function calculators	@	@	@	@	@	@	@	@
f.	Fraction calculators	@	@	@	@	@	@	@	@
g.	Graphing calculators	@	@	@	@	@	@	@	@
h.	Scientific calculators	@	@	@	@	@	@	@	@
i.	Computers	@	@	@	@	@	@	@	@
j.	Calculator/computer lab interfacing devices	s 🐠	@	@	@	@	@	@	@
k.	Computers with Internet connection	@	@	@	@	@	@	@	@

29. How much of your own money do you estimate you will spend for supplies for this mathematics class this school year (or semester or quarter if not a full-year course)? (Please enter your answer as a 3-digit number rounded to the nearest dollar, i.e., enter \$25.19 as 025. Enter your answer in the spaces to the right, then darken the corresponding oval in each column.)

If none, darken this oval:

How much of your own money do you estimate you will spend for your own **@** @ @ professional development activities during the period Sept. 1, 1999 - Aug. 31, 2000? **@** @ @ (Please enter your answer as a 3-digit **@ @ @** ത്ര ത്ര ത്ര number rounded to the nearest dollar, i.e., **® ® ®** enter \$25.19 as 025. Enter your answer in **@** @ @ the spaces to the right, then darken the **@** @ @ corresponding oval in each column.) **® ® ®**

If none, darken this oval:

6			
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	©	@	©
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31. How much control do you have over each of the following for this mathematics class? (Darken one oval on each line.)

		No <u>Control</u>	Ĺ			Strong Control
a.	Determining course goals and objectives	@	@	@	@	⑤
b.	Selecting textbooks/instructional programs	@	@	@	@	©
c.	Selecting other instructional materials	@	@	@	@	©
d.	Selecting content, topics, and skills to be taught	@	@	@	@	©
e.	Selecting the sequence in which topics are covered	@	@	@	@	©
f.	Setting the pace for covering topics	@	@	@	@	©
g.	Selecting teaching techniques	@	@	@	@	©
h.	Determining the amount of homework to be assigned	@	@	@	@	©
i.	Choosing criteria for grading students	@	@	@	@	©
j.	Choosing tests for classroom assessment	@	@	@	@	©
Ĭ.	Determining the amount of homework to be assigned Choosing criteria for grading students		@	©	@	®

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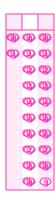
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63 62 61 60 59 58 57 56 55 54 53 52 51 50 49 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 29 20 20 21 20 20 20 20 20 20 20 20 20 20	32.	Hov	w much mather	natics homework	t do you assign to	this mathematic	s class in a ty	pical weel	? (Darken	one o	oval.)	
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60		•	0 30 11111	31 00 mm	01)0 11111	91 120 III	231	iours -	Wiore tha	11 5 11	Ours	
59												
58	33a.	Are	you using one	or more commen	rcially published	textbooks or pro	grams for tea	ching math	nematics to t	this c	lass?	
57		(Da	rken one oval.))								
56												
55		0		SECTION D, P.	AGE 14							
54		\bigcirc	Yes, CONTIN	NUE WITH 33b								
52												
51	33h	W/h	ich hast dascril	oes vour use of te	exthooks/program	ne in this class?	Darkan one	oval)				
50	330.	VV 11	Which best describes your use of textbooks/programs in this class? (Darken one oval.)									
49		0	Use one textb	ook or program a	all or most of the	time						
48		@		extbooks/program								
47				1 .8								
46												
45	34.	Ind	icate the publis	sher of the one te	xtbook/program	used most often	by students is	n this class	. (Darken o	ne ov	al.)	
44												
43		@			c/Scott Foresman	<u>Q</u>	Key Currio					
42		@	Brooks/Cole l	_		Q				_	TB/McGraw	
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27			Other, please	specify:								
26												
25										For	r office use only	y
24	35a.	Ple	ase indicate the	title, author, and	d publication year	r of the one textl	ook/program	n used mos	t often by			
23			dents in this cla		1		1 0		•	C	0000	
22										g	a a a a	
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13	35h	Anı	oroximately wh	nat nercentage of	this textbook/pro	ogram will vou "	cover" in this	course?		L	444	
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7	35c.	Hov	w would you ra	te the overall qua	ality of this textbo	ook/program? (Oarken one o	val.)				
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5		@	Very Poor	Poor	Pair	0	Good	Vei	y Good	@	Excellent	

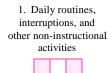
D. Your Most Recent Mathematics Lesson in This Class

Questions 36-38 refer to the last time you taught mathematics to this class. Do not be concerned if this lesson was not typical of instruction in this class. (Please enter your answers as 3-digit numbers, i.e., if 30 minutes, enter as 030. Enter your answers in the spaces provided, then darken the corresponding oval in each column.)

36a. How many minutes were allocated to the most recent mathematics lesson? Note: Teachers in departmentalized and other non-self-contained settings should answer for the entire length of the class period, even if there were interruptions.



36b. Of these, how many minutes were spent on the following: (The sum of the numbers in 1.-6. below should equal your response in 36a.)



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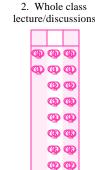
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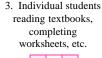
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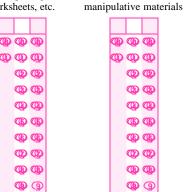
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4. Working with

hands-on or

5. Non-manipulative small gro

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Which of the following activities took place during that mathematics lesson? (Darken all that apply.)

- Contract Lecture
- Discussion
- Students completing textbook/worksheet problems

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@ @

- Students doing hands-on/manipulative activities
- Students reading about mathematics
- Students working in small groups
- Students using calculators
- Students using computers
- Students using other technologies
- Test or quiz
- None of the above

Did that lesson take place on the most recent day you met with that class?

Yes

O No

63 62	E. D	emographic Information	
61	39.	Indicate your sex:	
59 58 57		MaleFemale	
56 55 54	40.	Are you: (Darken all that apply.)	
53 52 51 50 49 48 47 46		American Indian or Alaskan Native Asian Black or African-American Hispanic or Latino Native Hawaiian or Other Pacific Islander White	
46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31	41.	In what year were you born? (Enter the last two digits of the year you were born; e.g., if you were born in 1959, enter 59. Please enter your answer in the spaces to the right, then darken the corresponding oval in each column.) 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	
33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7	42.	How many years have you taught at the K-12 level prior to this school year? (Please enter your answer in the spaces to the right, then darken the corresponding oval in each column.) 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	
20 19 18	43. 44.	If you have an email address, please write it here:	
16		Month Day Year	FOR OFFICE USE ONLY Please do not write in this area.
14 13 12	Plea orig	se make a photocopy of this questionnaire and keep it in case the inal is lost in the mail. Please return the <u>original</u> to:	000000000000000000000000000000000000000
11 10 9 8 7		2000 National Survey of Science and Mathematics Education Westat 1650 Research Blvd. TB120F	

THANK YOU!

Rockville, MD 20850