

Mathematics Teacher Questionnaire

**2019
Grade 8
(Pilot)**

Pilot

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

2. Are you Hispanic or Latino? Select **all** squares that apply.

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

3. Which of the following best describes you? Select **all** squares that apply.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

8. Did you enter teaching through an alternative route to certification program?
- (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)
- Ⓐ Yes
 - Ⓑ No

9. What is the highest academic degree you hold?
- Ⓐ High school diploma
 - Ⓑ Associate's degree/vocational certification
 - Ⓒ Bachelor's degree
 - Ⓓ Master's degree
 - Ⓔ Education specialist degree
 - Ⓕ Doctor of Education degree (i.e., Ed.D.)
 - Ⓖ Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
 - Ⓗ Other academic degree (Please specify): _____

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

11. Since completing your undergraduate degree, have you taken any graduate courses?

- A Yes
- B No

Pilot

VH241785

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

VH294995

13. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- A Yes, to all teachers
 B Yes, to some teachers
 C No

VH295076

14. In this school year, have you participated in training on computers or other digital devices through your school?

- A No
 B Once
 C Twice
 D Several times

15. During the last **two school years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I have not needed training in this area.	No, I have not received training from any source in this area.	Yes	
a. Basic computer training (e.g., moving files, creating folders, or using keyboard/mouse)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852920
b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852921
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852924
d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852923
e. Integration of computers and other digital devices into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH852922

16. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- A Desktop computers
- B Laptop computers (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)
- D Other digital devices (Please specify): _____

17. How well do the **desktop computers** in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

18. How well do the **laptop computers** (including Chromebooks) in your school work?

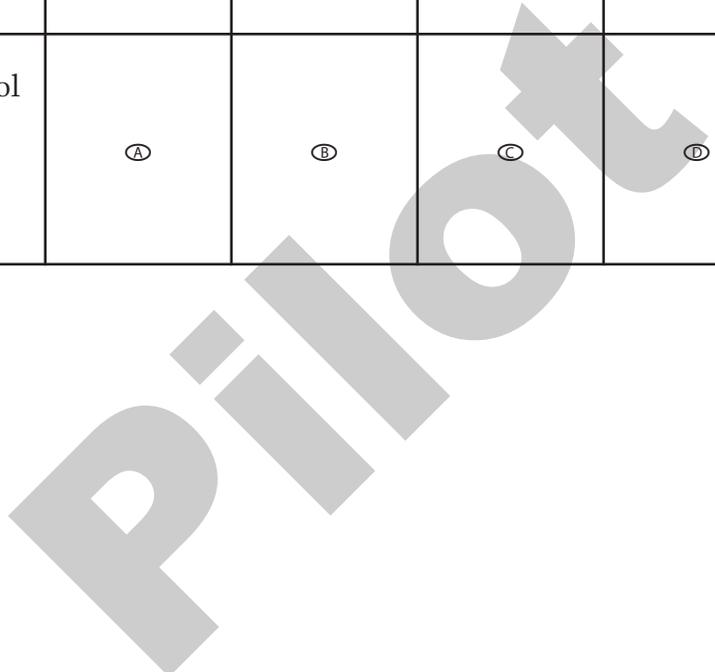
- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ I don't know.

19. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

- Ⓐ All tablets are functional and operate quickly.
- Ⓑ All tablets are functional, but some run more slowly than others.
- Ⓒ All tablets are functional, but all or almost all run slowly.
- Ⓓ Some of the tablets do not operate and cannot be used.
- Ⓔ I don't know.

20. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740



21. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	(A)	(B)	(C)	(D)	VH262653
b. Classrooms are overcrowded.	(A)	(B)	(C)	(D)	VH262654
c. Teachers have too many teaching hours.	(A)	(B)	(C)	(D)	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	(A)	(B)	(C)	(D)	VH262656
e. Teachers do not have adequate instructional materials and supplies.	(A)	(B)	(C)	(D)	VH262657

22. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
b. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
c. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
d. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

23. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

Pilot

1. Which best describes your role in teaching mathematics to this class?

- Ⓐ I do not teach mathematics to this class.
- Ⓑ I teach all or most subjects, including mathematics.
- Ⓒ The only subject I teach is mathematics.
- Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

2. Which best describes how mathematics instruction is organized for eighth-grade students at this school? Select **one** circle.

- Ⓐ Mathematics is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some mathematics instruction is integrated with other subjects, and some mathematics instruction is presented as a discrete subject.
- Ⓒ Mathematics lessons are primarily integrated with instruction in other subjects.

3. How many students are in this class? Enter the number of students.

4. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes and include in-class time only.

_____ hours and _____ minutes per week

5. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845878
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

6. How often do you use long written responses (e.g., several sentences or paragraphs) to assess student progress in mathematics?
- Ⓐ Never or hardly ever
 - Ⓑ Once or twice a year
 - Ⓒ Once or twice a month
 - Ⓓ Once or twice a week

7. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks (print or digital) provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	VH811602
b. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	VH854173
c. Physical and/or digital manipulatives	<input type="radio"/> A	<input type="radio"/> B	VH854175
d. Digital games	<input type="radio"/> A	<input type="radio"/> B	VH854178
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/> A	<input type="radio"/> B	VH854179
f. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	VH854180
g. Math software and/or apps	<input type="radio"/> A	<input type="radio"/> B	VH854182
h. Other materials provided by your district or school (e.g., math board games, math puzzles)	<input type="radio"/> A	<input type="radio"/> B	VH811624

8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269924

9. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Make assumptions using mathematical knowledge to solve a problem	(A)	(B)	(C)	(D)	(E)	VH812897
b. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617995
c. Represent a problem situation in multiple ways, including numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH270285
d. Use models to examine real-life and mathematical examples	(A)	(B)	(C)	(D)	(E)	VH549099
e. Create equations	(A)	(B)	(C)	(D)	(E)	VH270288
f. Examine patterns in tables and graphs to describe relationships	(A)	(B)	(C)	(D)	(E)	VH854203
g. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH270286
h. Evaluate the conclusions of other students	(A)	(B)	(C)	(D)	(E)	VH549107
i. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH270289

VH240058

10. Approximately how much mathematics homework do you assign to students in this class each day?
- Ⓐ None
 - Ⓑ 15 minutes
 - Ⓒ 30 minutes
 - Ⓓ 45 minutes
 - Ⓔ One hour
 - Ⓕ More than one hour

VH240059

11. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

VH240060

12. What kind of calculator do your students usually use during mathematics lessons?
- Ⓐ None
 - Ⓑ Basic four-function (addition, subtraction, multiplication, division)
 - Ⓒ Scientific (not graphing)
 - Ⓓ Graphing

VH240061

13. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

VH240850

14. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

VH240899

15. When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902
f. Provide multiple representation of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH811659

16. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	(A)	(B)	(C)	(D)	(E)	VH547462
b. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
c. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
d. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
e. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	VH547465

17. In your mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH617289
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH617290
c. I create student groups with different achievement levels.	(A)	(B)	(C)	(D)	(E)	VH888336
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH617291
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH852844

18. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

19. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

- A Never
- B About once or twice a year
- C About once or twice a month
- D About once or twice a week
- E Every day or almost every day

20. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

21. How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students lacking prerequisite knowledge or skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888067
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888068
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888069
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888070
e. English-language learners (ELLs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888071
f. Gifted and talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888072
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH888073