Council of Chief State School Officers
Wisconsin Center for Education Research

# SURVEYS OF ENACTED CURRICULUM©

# ENGLISH LANGUAGE LEARNER STUDY

## Survey Of Instructional Practices
## Academic Teacher Survey
## Grades K-12
## Mathematics

Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or associated initiatives from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit the project website; http://www.secsurvey.org

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

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**Reporting Period: Most recent school year (current year, if reporting after March 1st)**

**Instructions for Selecting the Target Class**

***Mathematics Instruction:*** *For all questions about classroom practices, please refer only to activities in the mathematics class that you teach. If you teach more than one mathematics class, select the first class that you teach each week. If you teach a split class (i.e., the class is split into more than one group for mathematics instruction) select the group with the most ELL's to describe as the target class .*

**Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.**

# Survey of Instructional Practices for Mathematics

## SCHOOL DESCRIPTION

1 Which of these categories best describes the way your classes at this school are organized? (Check all that apply)

① Departmentalized Instruction
② Subject-Area Specialist (non-departmental)
③ Self-Contained (i.e., teach multiple subjects)
④ Team Taught

2 If your school is departmentalized, or if you are a subject-area specialist, how many different mathematics classes do you currently teach?

⓪ ① ② ③ ④ ⑤ ⑥ ⑦
(Number of classes taught)

## CLASS DESCRIPTION

3 Which term best describes the target class, or course, you are teaching?

① Other
② Elementary Math
③ Middle School Math
④ Pre-Algebra
⑤ Algebra
⑥ Integrated Math
⑦ Geometry
⑧ Trigonometry
⑨ Advanced Math
⑩ Calculus

4 <u>During a typical week</u>, approximately how many hours will the target class spend in your subject area?

| | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of instructional hours=** | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

5 What is the average length of each class period for the target class?

⓪ Not applicable
① 30 to 40 minutes
② 41 to 50 minutes
③ 51 to 60 minutes
④ 61 to 90 minutes
⑤ 91 to 120 minutes
⑥ Varies due to block scheduling or integrated instruction

6 For how many weeks will the target class meet this school year in total?

| | ⓪ | ① | ② |
|---|---|---|---|
| **Total number of weeks=** | 1 to 12 | 13 to 24 | 25 to 36 |

## CLASS DESCRIPTION (cont.)

7 What is the grade level of most of the students in the target class?

| ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | ⑩ | ① | ② |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

8 How many students are in the target class?

⓪ 10 or fewer
① 11 to 15
② 16 to 20
③ 21 to 25
④ 26 to 30
⑤ 31 or more

9 What is the achievement level of most of the students in the target class, compared to national norms?

① High achievement levels
② Average achievement levels
③ Low achievement levels
④ Mixed achievement levels

10 What is considered <u>most</u> in scheduling students into the target class?

⓪ Ability or prior achievement
① English Language Proficiency
② Teacher recommendation
③ Parent request
④ No one factor
⑤ Student decision

11 What percentage of the students in the target class are <u>female</u>? (Mark nearest 10%)

| ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
|---|---|---|---|---|---|---|---|---|---|
| Less than 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90+ % |

12 Estimate the number of students representing the races/ethnicities identified to the right

#_____ American Indian or Alaska Native
#_____ Asian
#_____ Black or African American
#_____ Hispanic or Latino
#_____ Native Hawaiian or other Pacific Islander
#_____ White or European-American
#_____ Others, multi-ethnic/multi-racial

13 What percentage of students in the target class are English Language Learners (ELLs)? (Mark nearest 10%.)

| ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
|---|---|---|---|---|---|---|---|---|---|
| Less than 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90+% |

14 How many ELLs in the target class function at each of the following levels of language proficiency?

- Emerging #___ (The student understands or uses few or no English words.)
- Beginning #___ (The student understands or uses mostly simple phrases and sentences but requires frequent assistance.)
- Intermediate #___ (The student understands or uses simple phrases and sentences, as well as complex sentences appropriate for the social and classroom contexts, but still requires some assistance.)
- Proficient #___ (The student understands and uses simple and complex language appropriate for the social and classroom contexts and requires very little assistance.)

☐ I do not know (Check this box if you do not know or you cannot answer this question.)

15 If ELLs are pulled out of the target class for ELD services, how much time each week would you estimate they spend outside of the target class?

⓪ None
① Less than 1 hour
② 1-2 hours
③ 2-3 hours
④ 3-5 hours
⑤ More than 5 hours

## HOMEWORK (work assigned to be completed *outside of class* )

Answer the following questions with regard to your target class:

16 How often do you usually assign mathematics homework to be completed outside of class?

⓪ Never (Skip to # 25)
① Less than once per week
② Once or twice per week
③ Three to four times per week
④ Every day

17 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?

⓪ I do not assign homework
① Less than 15 minutes
② 15 to 30 minutes
③ 31 to 60 minutes
④ 61 to 90 minutes
⑤ More than 90 minutes

18 Does homework completed outside of class count toward student grades?

⓪ Never
① Usually does not
② Usually does
③ Always does

19 How often do you assign homework to be completed in a small group outside of class?

⓪ Never
① Less than once per week
② Once or twice per week
③ Three to four times per week
④ Every day

***AMOUNT OF HOMEWORK TIME***

**0 - None**
**1 - Little** *(Less than 10% of homework time outside of class)*
**2 - Some** *(10-25% of homework time outside of class)*
**3 - Moderate** *(26-50% of homework time outside of class)*
**4 - Considerable** *(More than 50% of homework time outside of class)*

| **What percentage of the time that students in the target class spend on mathematics homework done *outside of class* do you expect them to:** | | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|---|
| 20 | Complete computational exercises or procedures from a textbook or worksheet | ⓪ | ① | ② | ③ | ④ |
| 21 | Solve word problems from a textbook or worksheet | ⓪ | ① | ② | ③ | ④ |
| 22 | Explain, using several sentences, their reasoning or thinking in solving a problem | ⓪ | ① | ② | ③ | ④ |
| 23 | Work on a demonstration or proof of their mathematics work | ⓪ | ① | ② | ③ | ④ |
| 24 | Collect data as part of mathematics homework | ⓪ | ① | ② | ③ | ④ |
| 25 | Work on an assignment, report, or project that takes longer than one week to complete | ⓪ | ① | ② | ③ | ④ |
| 26 | Solve novel or non-routine mathematical problems | ⓪ | ① | ② | ③ | ④ |

# INSTRUCTIONAL ACTIVITIES IN MATHEMATICS

Listed below are questions about the types of activities **that students in the target class** may engage in during mathematics instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a school year. The activities are not necessarily mutually exclusive; across activities **your answers will probably exceed 100%**. Consider each activity on its own, estimating the range that best indicates the relative amount of mathematics instructional time that a typical student in your target class engages in over the course of a school year for that category.

*AMOUNT OF INSTRUCTIONAL TIME*

**0 - None**
**1 - Little** *(Less than 10% of instructional time for the school year)*
**2 - Some** *(10-25% of instructional time for the school year)*
**3 - Moderate** *(26-50% of instructional time for the school year)*
**4 - Considerable** *(More than 50% of instructional time for the school year)*

| **How much of the mathematics instructional time in the target class do students use to engage in the following tasks?** | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|
| 27 Watch the teacher demonstrate how to do a procedure or solve a problem | ⓪ | ① | ② | ③ | ④ |
| 28 Read about mathematics in books, magazines, or articles (**not** textbooks) | ⓪ | ① | ② | ③ | ④ |
| 29 Take notes from lectures or the textbook | ⓪ | ① | ② | ③ | ④ |
| 30 Complete *computational exercises or procedures* from a textbook or a worksheet | ⓪ | ① | ② | ③ | ④ |
| 31 Present or demonstrate solutions to a math problem to the whole class | ⓪ | ① | ② | ③ | ④ |
| 32 Use manipulatives (e.g., geometric shapes or algebraic tiles), measurement instruments (e.g., rulers or protractors), and data collection devices (e.g., surveys or probes) | ⓪ | ① | ② | ③ | ④ |
| 33 Work *individually* on mathematics exercises, problems, investigations, or tasks | ⓪ | ① | ② | ③ | ④ |
| 34 Work *in pairs or small groups* on mathematics exercises, problems, investigations, or tasks | ⓪ | ① | ② | ③ | ④ |
| 35 Do a mathematics activity with the class outside the classroom | ⓪ | ① | ② | ③ | ④ |
| 36 Use computers, calculators, or other technology to learn mathematics | ⓪ | ① | ② | ③ | ④ |
| 37 Maintain and reflect on a mathematics portfolio of their own work | ⓪ | ① | ② | ③ | ④ |
| 38 Take a quiz or test | ⓪ | ① | ② | ③ | ④ |

Listed below are some items about what students in the target class do in mathematics. For each activity pick one of the choices to indicate the relative amount of instructional time that students are engaged in each activity. Please think of a 'typical' student in the class when responding.

*AMOUNT OF INSTRUCTIONAL TIME (* ***Working individually*** *)*

**0 - None**
**1 - Little** *(Less than 10% of individual work time on mathematical exercises, problems, or tasks)*
**2 - Some** *(10-25% of individual work time on mathematical exercises, problems, or tasks* )
**3 - Moderate** *(26-50% of individual work time on mathematical exercises, problems, or tasks)*
**4 - Considerable** *(More than 50% of individual work time on mathematical exercises, problems, or tasks)*

| **When students in the target class work *individually* on mathematics exercises, problems, investigations, or tasks, how much of that time do they:** | | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|---|
| 39 | Solve *word problems* from a textbook or worksheet | ⓪ | ① | ② | ③ | ④ |
| 40 | Solve non-routine mathematical problems (e.g., problems that require novel or non-formulaic thinking) | ⓪ | ① | ② | ③ | ④ |
| 41 | Explain their reasoning or thinking in solving a problem by using several sentences orally or in writing | ⓪ | ① | ② | ③ | ④ |
| 42 | Apply mathematical concepts to "real-world" problems | ⓪ | ① | ② | ③ | ④ |
| 43 | Make estimates, predictions, or hypotheses | ⓪ | ① | ② | ③ | ④ |
| 44 | Analyze data to make inferences or draw conclusions | ⓪ | ① | ② | ③ | ④ |
| 45 | Work on a problem that takes at least 45 minutes to solve | ⓪ | ① | ② | ③ | ④ |
| 46 | Complete or conduct proofs or demonstrations of their mathematical reasoning | ⓪ | ① | ② | ③ | ④ |

*AMOUNT OF INSTRUCTIONAL TIME* ***( Working in pairs or small groups )***

**0 - None**
**1 - Little** *(Less than 10% of instructional time in pairs or small groups)*
**2 - Some** *(10-25% of instructional time in pairs or small groups)*
**3 - Moderate** *(26-50% of instructional time in pairs or small groups)*
**4 - Considerable** *(More than 50% of instructional time in pairs or small groups)*

| **When students in the target class work *in pairs or small groups* on mathematics exercises, problems, investigations, or tasks, how much of that time do they:** | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|
| 47 Solve *word problems* from a textbook or worksheet | ⓪ | ① | ② | ③ | ④ |
| 48 Solve non-routine mathematical problems (e.g., problems that require novel or non-formulaic thinking) | ⓪ | ① | ② | ③ | ④ |
| 49 Talk about their reasoning or thinking in solving a problem | ⓪ | ① | ② | ③ | ④ |
| 50 Apply mathematical concepts to "real-world" problems | ⓪ | ① | ② | ③ | ④ |
| 51 Make estimates, predictions, or hypotheses | ⓪ | ① | ② | ③ | ④ |
| 52 Analyze data to make inferences or draw conclusions | ⓪ | ① | ② | ③ | ④ |
| 53 Work on a problem that takes at least 45 minutes to solve | ⓪ | ① | ② | ③ | ④ |
| 54 Complete or conduct proofs or demonstrations of their mathematical reasoning | ⓪ | ① | ② | ③ | ④ |

*AMOUNT OF INSTRUCTIONAL TIME* ***( Use of hands-on materials in mathematics )***

**0 - None**
**1 - Little** *(Less than 10% of instructional time using hands-on materials)*
**2 - Some** *(10-25% of instructional time using hands-on materials)*
**3 - Moderate** *(26-50% of instructional time using hands-on materials)*
**4 - Considerable** *(More than 50% of instructional time using hands-on materials)*

| **When students in the target class use *hands-on materials* , how much of that time do they:** | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|
| 55 Work with manipulatives (e.g., counting blocks, geometric shapes, or algebraic tiles) to understand mathematical concepts | ⓪ | ① | ② | ③ | ④ |
| 56 Measure objects using tools such as rulers, scales, or protractors | ⓪ | ① | ② | ③ | ④ |
| 57 Build models or charts | ⓪ | ① | ② | ③ | ④ |
| 58 Collect data by counting, observing, or conducting surveys | ⓪ | ① | ② | ③ | ④ |
| 59 Present information to others using manipulatives (e.g., chalkboard, whiteboard, posterboard, or projector) | ⓪ | ① | ② | ③ | ④ |

*AMOUNT OF INSTRUCTIONAL TIME* ***( Use of calculators, computers, or other educational technology )***

**0 - None**
**1 - Little** *(Less than 10% of instructional time using calculators, computers, or other educational technology)*
**2 - Some** *(10-25% of instructional time using calculators, computers, or other educational technology)*
**3 - Moderate** *(26-50% of instructional time using calculators, computers, or other educational technology)*
**4 - Considerable** *(More than 50% of instructional time using calculators, computers, or other educational technology)*

| **When students in the target class are engaged in activities that involve the use of *calculators, computers, or other educational technology* as part of mathematics instruction, how much of that time do they:** | **None** | **Little** | **Some** | **Moderate** | **Considerable** |
|---|---|---|---|---|---|
| 60 Learn facts | ⓪ | ① | ② | ③ | ④ |
| 61 Practice procedures | ⓪ | ① | ② | ③ | ④ |
| 62 Use sensors and probes | ⓪ | ① | ② | ③ | ④ |
| 63 Retrieve or exchange data or information (e.g., using the Internet or partnering with another class) | ⓪ | ① | ② | ③ | ④ |
| 64 Display and analyze data | ⓪ | ① | ② | ③ | ④ |
| 65 Develop geometric concepts (e.g., using simulations) | ⓪ | ① | ② | ③ | ④ |

# ASSESSMENTS

**For the following items, please indicate how often you use each of the following strategies when assessing students in the target mathematics class.**

| | | Not At All | 1 - 5 times per **year** | 6-12 times per **year** | 1 - 3 times per **month** | 1 - 3 times per **week** | 4 - 5 times per **week** |
|---|---|---|---|---|---|---|---|
| 66 | Objective items (e.g., multiple choice or | ❒ | ⓪ | ① | ② | ③ | ④ |
| 67 | Short answer questions such as performing a mathematical procedure | ❒ | ⓪ | ① | ② | ③ | ④ |
| 68 | Extended response item for which student must explain or justify solution | ❒ | ⓪ | ① | ② | ③ | ④ |
| 69 | Performance tasks or events (e.g., hands-on activities) | ❒ | ⓪ | ① | ② | ③ | ④ |
| 70 | Individual or group demonstration or | ❒ | ⓪ | ① | ② | ③ | ④ |
| 71 | Mathematics projects | ❒ | ⓪ | ① | ② | ③ | ④ |
| 72 | Portfolios | ❒ | ⓪ | ① | ② | ③ | ④ |
| 73 | Systematic observation of students | ❒ | ⓪ | ① | ② | ③ | ④ |

# INSTRUCTIONAL INFLUENCES

**For the following items, please indicate the degree to which the following factors positively (support) or negatively (constrain) influence your practice in the target mathematics class.**

| | | N/A | Strong Negative Influence | Somewhat Negative Influence | Little or No Influence | Somewhat Positive Influence | Strong Positive Influence |
|---|---|---|---|---|---|---|---|
| 74 | Your state's curriculum framework or content standards | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 75 | Your district's curriculum framework, standards, or guidelines | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 76 | Textbook or instructional materials | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 77 | State test or results from test | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 78 | District test or results from test | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 79 | National mathematics education standards | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 80 | Your pre-service preparation | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 81 | Students' special needs | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 82 | Parental or community preferences | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 83 | Preparation of students for next grade or level | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 84 | Local priorities, directives, or policies | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 85 | Your professional development experiences | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 86 | Screening, diagnostic, or classroom assessment results | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 87 | State standards for ELL/ESL/ELP/ELD | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 88 | Knowledge of second language acquisition processes | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 89 | Students’ language needs/linguistic proficiency | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 90 | Students' first languages | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 91 | Previous teaching experience | ⓪ | ① | ② | ③ | ④ | ⑤ |

# CLASSROOM INSTRUCTIONAL READINESS

| | **For the following items, please indicate how well prepared you are to:** | Not Well Prepared | Somewhat Prepared | Well Prepared | Very Well Prepared |
|---|---|---|---|---|---|
| 92 | Provide mathematics instruction that meets mathematics content standards (district, state, or national). | ⓪ | ① | ② | ③ |
| 93 | Use a variety of assessment strategies. | ⓪ | ① | ② | ③ |
| 94 | Select and/or adapt instructional materials to implement the prescribed curriculum. | ⓪ | ① | ② | ③ |
| 95 | Teach students with physical disabilities. | ⓪ | ① | ② | ③ |
| 96 | Help students document and evaluate their own work. | ⓪ | ① | ② | ③ |
| 97 | Teach classes for students with diverse abilities and learning styles. | ⓪ | ① | ② | ③ |
| 98 | Teach students from a variety of cultural backgrounds. | ⓪ | ① | ② | ③ |
| 99 | Teach students who have limited English Proficiency. | ⓪ | ① | ② | ③ |
| 100 | Group students in specific ways in order to support their language development. | ⓪ | ① | ② | ③ |
| 101 | Adapt your speech to students' proficiency level. | ⓪ | ① | ② | ③ |
| 102 | Integrate the academic language development of ELLs into instruction. | ⓪ | ① | ② | ③ |
| 103 | Connect instruction to ELLs' cultural background and personal experience. | ⓪ | ① | ② | ③ |
| 104 | Define language objectives for ELLs. | ⓪ | ① | ② | ③ |
| 105 | Provide learning strategies to support language development. | ⓪ | ① | ② | ③ |
| 106 | Choose research-based curricula / interventions for ELLs. | ⓪ | ① | ② | ③ |
| 107 | Support ELLs' literacy development needs in English. | ⓪ | ① | ② | ③ |
| 108 | Support ELLs' literacy development needs in their native language. | ⓪ | ① | ② | ③ |
| 109 | Use a first language to support second language acquisition. | ⓪ | ① | ② | ③ |

## TEACHER OPINIONS AND BELIEFS

| | **For the following items, please indicate your opinion about each of the statements below:** | Strongly Disagree | Disagree | Neutral / Undecided | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 110 | ELLs need extensive practice applying specific grammar, usage, and language structure before engaging challenging mathematics content. | ⓪ | ① | ② | ③ | ④ |
| 111 | I enjoy teaching ELLs. | ⓪ | ① | ② | ③ | ④ |
| 112 | I feel successful teaching ELLs. | ⓪ | ① | ② | ③ | ④ |
| 113 | My academic expectations are the same for all students, regardless of their English language abilities. | ⓪ | ① | ② | ③ | ④ |
| 114 | The ELLs in my class affect my ability to be an effective teacher. | ⓪ | ① | ② | ③ | ④ |
| 115 | I am supported by colleagues to try out new ideas in teaching mathematics. | ⓪ | ① | ② | ③ | ④ |
| 116 | I receive support from the administration for teaching mathematics. | ⓪ | ① | ② | ③ | ④ |
| 117 | Academic and ESL teachers in this school regularly share ideas and materials. | ⓪ | ① | ② | ③ | ④ |
| 118 | Academic and ESL teachers in this school regularly observe each other teaching classes. | ⓪ | ① | ② | ③ | ④ |
| 119 | I have many opportunities to learn new things about teaching ELLs in my present job. | ⓪ | ① | ② | ③ | ④ |
| 120 | I am required to follow rules at this school that conflict with my best professional judgment about teaching. | ⓪ | ① | ② | ③ | ④ |
| 121 | Most teachers in this school contribute actively to making decisions about the curriculum. | ⓪ | ① | ② | ③ | ④ |
| 122 | I have adequate time during the regular school week to work with my peers. | ⓪ | ① | ② | ③ | ④ |
| 123 | I have adequate curriculum materials available for instruction. | ⓪ | ① | ② | ③ | ④ |
| 124 | Student absenteeism is a problem in my class. | ⓪ | ① | ② | ③ | ④ |
| 125 | Mobility of students in and out of our school is a concern. | ⓪ | ① | ② | ③ | ④ |

## PROFESSIONAL DEVELOPMENT IN MATHEMATICS

*In answering the following items, consider all the professional development activities related to mathematics content or mathematics education that you have participated in* **since June 1st of last year**. *Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.*

**Since June 1st of last year, how much time have you spent engaged in professional development activities focused on mathematics?**

**0 = N/A 1 = 1-6 hrs. 2 = 7-15 hrs. 3 = 16-35 hrs. 4 = 36-60 hrs. 5 = 60+ hrs.**

| | | Amount of Time |
|---|---|---|
| 126 | Workshops or in-service training about mathematics or mathematics education. | ⓪ ① ② ③ ④ ⑤ |
| 127 | Summer institutes or conferences about mathematics or mathematics education. | ⓪ ① ② ③ ④ ⑤ |
| 128 | College courses that supported the teaching or learning of mathematics. | ⓪ ① ② ③ ④ ⑤ |

**Since June 1st of last year, how frequently have you engaged in each of the following activities focused on the teaching and learning of mathematics?**

| | | Never | Once or twice a **year** | Once or twice a **term** | Once or twice a **month** | Once or twice a **week** | Almost **daily** |
|---|---|---|---|---|---|---|---|
| 129 | Attended conferences related to mathematics or mathematics education. | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 130 | Participated in teacher study groups, networks, or collaboratives. | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 131 | Used teacher resource centers or internet resources to enrich your knowledge and skills. | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 132 | Worked on a committee or task force focused on curriculum and instruction. | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 133 | Engaged in informal self-directed learning (e.g., discussions with colleagues about math or math education topics). | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 134 | Participated in professional development activities *related to English language learners* . | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 135 | Engaged in action research. | ⓪ | ① | ② | ③ | ④ | ⑤ |
| 136 | Participated in data retreats (e.g., looking at student data). | ⓪ | ① | ② | ③ | ④ | ⑤ |

**Thinking again about your professional development activities in mathematics or mathematics education since June 1st of last year, how often has the following occurred for you?**

| | | Never | Rarely | Sometimes | Often |
|---|---|---|---|---|---|
| 137 | Observed demonstrations of teaching techniques. | ① | ② | ③ | ④ |
| 138 | Received coaching or mentoring about my instruction from an activity leader, coach, or mentor. | ① | ② | ③ | ④ |
| 139 | Led group discussions. | ① | ② | ③ | ④ |
| 140 | Conducted a demonstration of a lesson, unit, or skill. | ① | ② | ③ | ④ |
| 141 | Developed curricula or lesson plans with others. | ① | ② | ③ | ④ |
| 142 | Reviewed student work or scored assessments. | ① | ② | ③ | ④ |
| 143 | Developed assessments or tasks. | ① | ② | ③ | ④ |
| 144 | Given a lecture or presentation to colleagues. | ① | ② | ③ | ④ |

**Still thinking about your professional development activities since June 1st of last year, indicate how often they have been:**

| | | Never | Rarely | Sometimes | Often |
|---|---|---|---|---|---|
| 145 | Designed to support the school's improvement plan. | ① | ② | ③ | ④ |
| 146 | Consistent with your department's or grade level's plan to improve teaching. | ① | ② | ③ | ④ |
| 147 | Consistent with your personal goals for your professional development. | ① | ② | ③ | ④ |
| 148 | Built on what you learned in previous professional development activities. | ① | ② | ③ | ④ |
| 149 | Supported by follow-up activities that related clearly to what you learned. | ① | ② | ③ | ④ |

**Since June 1st of last year, have you participated in professional development activities in the following ways?**

| | | No | Yes |
|---|---|---|---|
| 150 | I participated in professional development activities along with most or all of the teachers from my school. | ⓪ | ① |
| 151 | I participated in professional development activities along with most or all of the teachers from my department or grade level. | ⓪ | ① |
| 152 | I participated in professional development activities NOT attended by other staff from my school. | ⓪ | ① |
| 153 | I discussed what I learned with other teachers in my school or department who did NOT attend the activity. | ⓪ | ① |

**Since June 1st of last year, how much <u>emphasis</u> have your professional development activities placed on the following topics?**

| | | None | Minor | Moderate | Major |
|---|---|---|---|---|---|
| 154 | State content standards. | ① | ② | ③ | ④ |
| 155 | Alignment of instruction to curriculum. | ① | ② | ③ | ④ |
| 156 | Instructional approaches. | ① | ② | ③ | ④ |
| 157 | In-depth study of a specific area in mathematics or mathematics education. | ① | ② | ③ | ④ |
| 158 | Study of how children learn particular topics in mathematics. | ① | ② | ③ | ④ |
| 159 | Individual differences in student learning. | ① | ② | ③ | ④ |
| 160 | Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities). | ① | ② | ③ | ④ |
| 161 | Classroom mathematics assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests). | ① | ② | ③ | ④ |
| 162 | State or district assessment (e.g., preparing, understanding, interpreting assessment data). | ① | ② | ③ | ④ |
| 163 | Technology to support student learning. | ① | ② | ③ | ④ |
| 164 | State ESL/ELL/ELP/ELD standards. | ① | ② | ③ | ④ |
| 165 | Methods for teaching English language learners. | ① | ② | ③ | ④ |
| 166 | Study of how children learn a second language. | ① | ② | ③ | ④ |
| 167 | Adapting instruction to individual differences in student learning. | ① | ② | ③ | ④ |
| 168 | Crosscultural communication and understanding. | ① | ② | ③ | ④ |
| 169 | Testing and Assessment in ESL/ ELL/ELD. | ① | ② | ③ | ④ |
| 170 | Curriculum and materials development in ESL/ELL/ELD. | ① | ② | ③ | ④ |

## TEACHER CHARACTERISTICS

| | | Female | Male |
|---|---|---|---|
| 171 | Please indicate your gender. | ⓪ | ① |

172 Please indicate your race/ethnicity. (Indicate all that apply)

① American Indian or Alaska Native
② Asian
③ Black or African American
④ Hispanic or Latino
⑤ Native Hawaiian or other Pacific Islander
⑥ White or European-American
⑦ Others, multi-ethnic/multi-racial

| | | Less than 1 year | 1 - 2 years | 3 - 5 years | 6 - 8 years | 9 - 11 years | 12 - 15 years | More than 15 years |
|---|---|---|---|---|---|---|---|---|
| 173 | How many years have you taught mathematics prior to this year? | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 174 | How long have you been assigned to teach at your current school? | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ |

| | | N/A | BA or BS | MA or MS | Multiple MA or MS | Ph.D. or Ed.D. | Other |
|---|---|---|---|---|---|---|---|
| 175 | What is the highest degree you hold? | ⓪ | ① | ② | ③ | ④ | ⑤ |

176 What was your major field of study for the bachelor's degree?

① Elementary Education
② Middle School Education
③ Mathematics Education
④ Mathematics
⑤ Mathematics Education **and** Mathematics
⑥ Bilingual Education
⑦ Multicultural Education
⑧ Other Disciplines (includes other Education fields, Science, History, English, Foreign Languages, etc.)

177 **If applicable**, what was your **major field** of study for the **highest degree you hold** beyond a bachelor's degree?

① Elementary Education
② Middle School Education
③ Mathematics Education
④ Mathematics
⑤ Mathematics Education **and** Mathematics
⑥ Bilingual Education
⑦ Multicultural Education
⑧ Other Disciplines (includes other Education fields, Science, History, English, Foreign Languages, etc.)

178 What certifications do you currently possess? (Check all that apply)

① Emergency, provisional or temporary Certification
② Elementary/Early Childhood Certification
③ Middle School Certification
④ Secondary Certification, in a field other than mathematics
⑤ Secondary mathematics certification
⑥ ELL/ESL/ELD/bilingual enforcement/certification
⑦ National Board Certification

## FORMAL COURSE PREPARATION

**Please estimate the total number of <u>courses</u> (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:**

| | | (Number of courses) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 | 13-14 | 15-16 | 17+ |
| 179 | Refresher mathematics courses (e.g., algebra, geometry) | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| 180 | Advanced mathematics courses (e.g., calculus, statististcs) | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| 181 | Mathematics Education | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| 182 | Bilingual education, English as a second language, or related areas | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |
| 183 | Multicultural education | ⓪ | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ |

**This is the end of the Instructional Practices portion of the survey. Please continue on to complete the Instructional Content portion. Thank you.**

Please provide the following information:
(Note: Your personal information will be kept confidential.)

Name: _____

Email address: _____
(required for on-line access to individual results)

District: _____

School: _____

Date: _____

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.