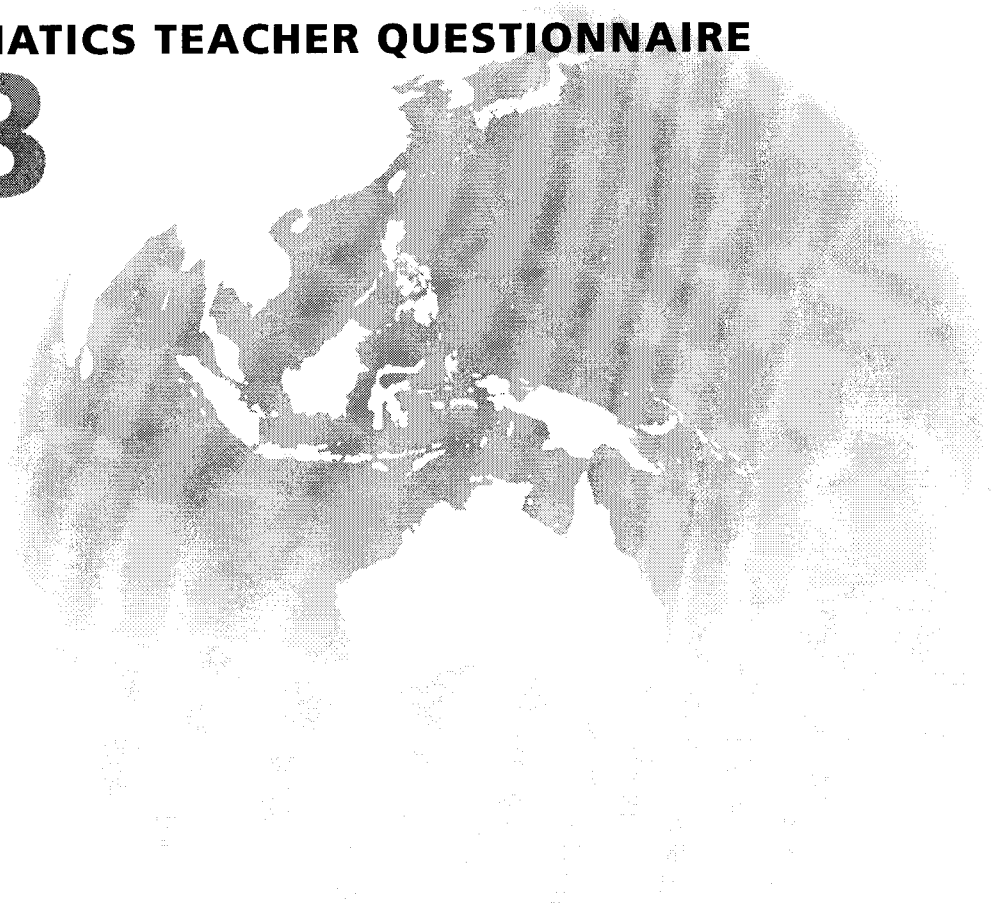


TIMSS R

VIDEO STUDY

MATHEMATICS TEACHER QUESTIONNAIRE YEAR 8

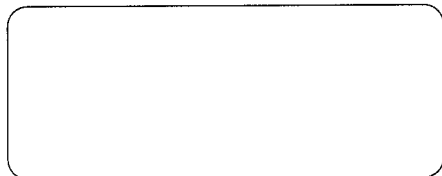


LESSONLAB

TIMSS-R Videotape Study
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DIRECTIONS:

- Please fill out this questionnaire **as soon as possible after the videotaping is completed** – preferably **on the same day as the videotaping**.
- Please include a copy of your lesson plan or notes for the videotaped lesson if available (see **Question 5**)
- **Include a copy of your lesson or unit assessment** (e. g., test, quiz, report, unit of work, lesson plan, work programs, weekly/daily planner) with your questionnaire (**See Question 20**).
- Mail the completed questionnaire, your lesson plan (or notes), and your unit assessment in one of the envelopes provided as soon as possible.
- If you will not have a lesson or unit assessment ready until later, send the questionnaire NOW in one envelope, and send the assessment later in the second envelope.
- Your payment will be sent upon receipt of the materials.

ORGANIZATION OF THE QUESTIONNAIRE:

This questionnaire is divided into 7 sections, which ask about:

- A **THE VIDEOTAPED LESSON:** The lesson we videotaped and the students in this classroom.
- B. **THE LARGER UNIT:** How this lesson fits into a larger unit or sequence of lessons.
- C. **HOW TYPICAL?** How this lesson was typical or not of what usually happens in your classroom.
- D. **YOUR IDEAS ABOUT TEACHING** asks about the ideas that influence and guide your mathematics teaching
- E **YOUR BACKGROUND:** Your teaching and educational background and teaching load.
- F **YOUR SCHOOL:** Demographic data about your school.
- G. **ATTITUDES:** Your attitudes about mathematics teaching.

TIMSS-R
VIDEOTAPE CLASSROOM STUDY
**MATHEMATICS
TEACHER
QUESTIONNAIRE
YEAR 8**

Thank you for participating in this study. Both the videotape and the questionnaire will be used only for research purposes, unless you have signed an agreement that states otherwise. All persons with access to this information will have signed a confidentiality agreement to protect your privacy.

Thank you for your careful attention to this questionnaire. We appreciate the time you are taking to help us better understand mathematics teaching.

Your name: _____ Male Female

School's name: _____ Date: _____

City/State _____

Name of videotaped course of study/pathway: _____

Number of times videotaped class meets each week _____

For how long? _____ minutes per meeting

Year level(s) of students in videotaped class: _____

Number of girls enrolled in class _____

Number of boys enrolled in class _____
(Write zero if there are none for that sex)

Phone number where we can reach you should any questions arise (_____) _____ - _____

Best time of day to call you _____ AM / PM

E mail address _____

A. THE VIDEOTAPED LESSON

1. Please describe the subject matter content of the videotaped lesson. *Tick as many as apply.*

- 1. Whole number computation
- 2. Common fraction computation
- 3. Decimal fraction computation
- 4. Properties of whole numbers
- 5. Properties of fractions
- 6. Integers
- 7. Percent
- 8. Estimation and number sense
- 9. Linear measurement
- 10. Area
- 11. Volume
- 12. Shapes and angles
- 13. Geometric congruence and similarity--applications
- 14. Geometric congruence and similarity--proofs
- 15. Symmetry, translations, rotations
- 16. Ratios and proportions
- 17. Functions, relations, and patterns
- 18. Equations and inequalities
- 19. Data and statistics
- 20. Probability
- 21. Sets and logic
- 22. Other (please specify _____)

2. Which of the following played a role in your decision to teach this content?

Please tick one item in each row.

	No Role	Small Role	Major Role
a. National, state, or school curriculum guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mandated textbook for your year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your comfort with or interest in the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Your personal assessment of the students' interests or needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Collaborative work with other teachers or consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. If you marked "Major role" for choice (a) in question 2 above, please list the curriculum guidelines or documents that you use

4. To what extent did you use the following when planning this lesson, (not necessarily materials you used during the lesson)...

	Not At All	A Little	Some	Quite A Lot	A Great Deal
a. lesson plan that you had prepared and used before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. lesson or unit plans developed by other educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. lesson you planned in collaboration with other teachers or mathematics specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. student textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher's Guide version of textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. replacement unit teacher guides (e.g., kits, modules, activity manuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. resource books (e.g., trade books, reference books, other texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. multimedia resources (video, laser disc, TV,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ideas from a workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. knowledge about your students' interests, thinking, or difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. your own school's curriculum guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. your state's version of the National Profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. For us to understand the videotaped lesson, we need to know which ideas and skills had been previously taught to this class and which were new. For each idea or skill taught in the videotaped lesson, please indicate whether it was:
- mainly review
 - mainly new.

If you need more space, continue on the back of the paper.

Please Note: If you have a written lesson plan or notes for the videotaped lesson, we would like a copy. Please enclose a copy in the envelope provided for return of the questionnaire.

Ideas and skills in videotaped lesson that were mainly review to students:

Ideas and skills in videotaped lesson that were mainly new to students:

6. What was the main thing you wanted students to learn from the videotaped lesson?

7. Are you satisfied that the videotaped lesson achieved that purpose?

YES NO

Explain why you were or were not satisfied.

8. Think about HOW you taught the videotaped lesson compared to HOW you would ideally like to teach this lesson. To what extent did any of the following limit you from reaching your ideal in this lesson?

	Not At All	A Little	Some	Quite A Lot	A Great Deal	Does Not Apply
a. your state's version of the National Profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Requirements to teach many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Insufficient student motivation or readiness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Class size (If a limitation please describe nature of limitation _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Insufficient time for lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Insufficient time to collaborate with colleagues on lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Not enough books (textbooks, trade books, reference books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Insufficient time to finish what I planned to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Lack of computers or obsolete computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Lack of appropriate software for computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Lack of necessary instructional equipment (VCR, overhead projection equipment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Lack of necessary multimedia materials (videotapes, transparency sets, slides, and laser disks.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Insufficient mathematics teaching materials and supplies, (hands-on materials, calculators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Inadequate physical facilities (room size or layout, furniture.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Insufficient training or support for using new technologies in your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Presence of the video-camera and videographer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9a. How long did you spend planning for the videotaped lesson? _____ minutes

9b. How long do you usually spend planning for this type of mathematics lesson? ____ minutes

10. Did your students work in groups for any part of the videotaped lesson?

YES NO

11. If yes, please describe the basis by which students were assigned to groups (e.g., academic ability level, gender, student choice, other).

12. Think about the availability of the following items at your school. To what extent do you have access to these items for use in your mathematics classroom?

	Enough	Too few or too little	Not at all
a. Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Computers with internet connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A/V equipment (TV, VCR, overhead projectors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaching supplies/materials (e.g. hands-on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reference materials (books, journals, magazines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do all students at the year eight level take this course of study/pathway?

YES (skip to 15) NO

14. If **no**, is the curriculum in this course of study/pathway more challenging or less challenging than the typical year 8 mathematics course in this school? Mark one of the three choices below:

More challenging A typical year 8 curriculum Less challenging

15. Did you previously assign mathematics homework that was due for the day of the videotaped lesson?

YES NO (skip to 19)

16. Please describe what students were expected to do for this homework.

17. Was the assigned homework related to this lesson or to the prior lesson?

The videotaped lesson Prior lesson Both

18. How long would it have taken the typical student in your class to complete this homework?

_____minutes.

19. Will students be formally assessed on the material they studied in the videotaped lesson (e.g., a quiz, unit test, project.)?

YES NO

20. If yes, how will they be assessed? (Also, please enclose a copy of the assessment you will use for the lesson or unit. Enclose this assessment in the return envelope).

B. THE LARGER UNIT OR SEQUENCE OF LESSONS
--

21. Was the videotaped lesson planned as part of a larger unit of work or sequence of related lessons, or was it a stand-alone lesson?

stand-alone lesson part of a unit or sequence

(If stand-alone, please explain why and then **skip to 26**)

22. Describe the unit of work or sequence of lessons with a short phrase or title:

23. What is/are the main thing(s) you want students to learn from the whole unit or sequence of lessons?

24. Approximately how many lessons are in the entire sequence or unit of work?

25. Where did the videotaped lesson fall in the sequence or unit

(e.g., number 3 out of 5)? _____

26. To help us understand what we will see on the videotape, please provide information about the videotaped lesson and about the 2 lessons before and 2 lessons after the videotaped lesson.

- Please describe the main thing you wanted students to learn from the lesson
- Please choose 1 or 2 words that most teachers in your country use to describe each type of lesson. (e.g., review lesson, introductory lesson.)

	Main thing you wanted students to learn from the lesson	Type of lesson
2 lessons before		
1 lesson before		
Videotaped lesson	DO NOT FILL IN THIS BOX	
1 lesson after		
2 lessons after		

C. HOW TYPICAL WAS THE VIDEOTAPED LESSON?

27. For this study, we are interested in capturing your typical mathematics teaching. It is important for us to know in what ways the teaching in the videotaped lesson might not have been typical.

How often do you use the teaching methods that are in the videotaped lesson?

- seldom
- sometimes
- often
- almost always

28. What, if anything, was different in the videotaped lessons from how you normally teach?
29. How would you describe your students' behavior and participation during the videotaped lesson?
- better than usual
 about the same as usual
 worse than usual
30. What, if anything, was different about the nature of the students' behavior and the amount of student participation during the videotaped lesson? Briefly describe any differences.
31. Was the content of the videotaped lesson more difficult for your students than usual, about the same, or less difficult than usual?
- more difficult for students than most lessons
 about the same as most lessons
 less difficult for students than most lessons
32. Do you think that having the camera present caused you to teach a lesson that was better than usual, worse than usual, or about the same as usual?
- better than usual
 about the same as usual
 worse than usual

D. IDEAS THAT GUIDE YOUR TEACHING

33. List the **three** most important things you would like your students to learn from studying mathematics **this year**.
1. _____

2. _____

3. _____

34. In general, I feel comfortable trying new techniques for teaching mathematics in my classroom.

- I agree
- no opinion
- I disagree

35. In general, I feel I keep up with current ideas in mathematics teaching and learning.

- I agree
- no opinion
- disagree

36. How do you usually hear about current ideas about the teaching and learning of mathematics?

37. What written materials are you aware of that describe current ideas about the teaching and learning of mathematics? Please list up to three, and indicate whether you personally have read each one.

_____ I have read: all of it
 most of it
 some of it
 none of it

_____ I have read: all of it
 most of it
 some of it
 none of it

_____ I have read: all of it
 most of it
 some of it
 none of it

38. To what extent do you feel that the videotaped lesson is in accord with current ideas about the teaching and learning of mathematics?

- a lot
- a fair amount
- a little
- not at all (skip to 41)

39. Please describe one part of the videotaped lesson that you feel exemplifies current ideas about the teaching and learning of mathematics and explain why you think it exemplifies these ideas.

40. As part of professional development activities, how often in the past year has a teacher colleague observed you teaching an entire mathematics lesson?

(do not include observations made in team teaching situations or as part of a formal evaluation).

Circle a, b, c, or d

- a. never
- b. once or twice
- c. every other month
- d. once a month or more

41. As part of professional development activities, how often in the past year have you observed a teacher colleague teaching an entire mathematics lesson?

(do not include observations made in team teaching situations or as part of a formal evaluation).

Circle a, b, c, or d

- a. never
- b. once or twice
- c. every other month
- d. once a month or more

E. YOUR TEACHING BACKGROUND AND TEACHING LOAD

42. What was the highest level of formal education you have completed?

- Teacher training without completing secondary school
- Secondary school
- Secondary school with 1 or 2 years of teacher training
- Secondary school with 3 or 4 years of teacher training
- Bachelor Degree or equivalent with no teacher training
- Bachelor Degree or equivalent with teacher training
- Masters or doctoral degree with no teacher training
- Masters or doctoral degree with teacher training

43. In what subject areas and year levels are you certified to teach?

Subjects	Year level

44. What was your undergraduate major field of study? _____

45. What was your undergraduate minor field of study (if any)? _____

46. What was your major field of study at postgraduate level? _____

47. Not applicable.

48. Counting this school year, how many years in total have you been teaching? (include part-time teaching, but not substitute teaching)

Please round to the nearest whole number. _____ years

49. Counting this year, how many years in total have you taught mathematics? (include part-time teaching, but not substitute teaching).

Please round to the nearest whole number _____ years

50. During the last two years, how many university courses have you taken in mathematics or mathematics education? (Circle one letter.)

- a. none
- b. one
- c. two
- d. three
- e. four or more

51. During the last two years, have you participated in professional development activities or taken courses in any of the following? (Circle **all** letters that apply).

- a.. use of technology, such as computers
- b. mathematics instructional techniques
- c. cooperative group instruction
- d. interdisciplinary instruction
- e. teaching higher-order thinking skills
- f. teaching students from different cultural backgrounds
- g. teaching students limited in English proficiency
- h. teaching students with special needs (e.g. visually impaired, gifted and talented)
- i. outcomes-based teaching
- j. classroom management and organization
- k. other professional issues
- l. none of the above

52. In a typical week, I spend:

a) Hours at school teaching mathematics classes. Titles of mathematics classes:

b) Hours at school teaching other classes. Titles of other classes:

c) Hours at school meeting with other teachers to work on curriculum and planning issues.

d) Hours at school doing work related to teaching mathematics (e.g., lesson planning, marking papers, etc.).

e) Hours at home doing work related to teaching mathematics (e.g., lesson planning, marking papers, etc.).

f) Hours at home or school doing other school-related activities.

F. QUESTIONS ABOUT YOUR SCHOOL.

53. List the year levels that are taught in this school: _____

54. What type of school is this?

Identify any special status or purpose of your school: *Tick as many as apply.*

- Academic accelerated school
- School with a special program
Describe type: _____
- Partnership with a university
- School within a school
- Religious or sectarian school
- Private (non-religious) school
- Single sex school
- Other, please describe: _____

55. How are students admitted to this school? (e.g., neighborhood residence, entrance test, all who want to come, other?)

56. Approximately how many mathematics teachers are in this school this year ? _____

Please turn to the next page.

G. ATTITUDES ABOUT TEACHING.

57. Please respond to each statement.

	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree
a. I have adequate materials and facilities to support my teaching of mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I actively pursue opportunities to learn how to improve my mathematics teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I especially prefer teaching low-ability students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My work as a mathematics teacher is appreciated by my teacher colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Girls in this school are not encouraged to develop an interest in mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Not applicable				
f. If I had to choose I would become a teacher again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have a strong mathematics background in the subject areas I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am often impressed with the quality of thinking of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I prefer to teach a class that has students of different ability levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am enthusiastic about teaching mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I do not like to watch TV programs about new developments in mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I enjoy students' questions about mathematics even when I do not know the answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My work as a mathematics teacher is appreciated by my students' parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I read journals and books about mathematics teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I enjoy teaching students of this age level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I do not pursue mathematics interests or issues in my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I especially prefer teaching high-ability students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Teaching mathematics is rewarding work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The number of students in my class is not appropriate to support good mathematics teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I do not have adequate opportunities during the school day to collaborate with colleagues about mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I am proud of the quality of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. I enjoy working with colleagues about mathematics curriculum and teaching, even if it means after-school meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Teaching mathematics is hard work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. I teach in an environment where I do not feel physically safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. I enjoy attending mathematics education conferences to learn about new ideas in mathematics teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. My work as a mathematics teacher is appreciated by my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. My work as a mathematics teacher is not appreciated by administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. I work hard to get girls involved in mathematics <input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. I work hard to get boys involved in mathematics <input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. I think that I am an effective teacher, I am confident that my students learn nearly all of what I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

58. How knowledgeable are you about your state's version of the Mathematics National Profiles for Australian Schools. (Circle one letter)
- a. Very knowledgeable
 - b. Knowledgeable
 - c. Somewhat knowledgeable
 - d. I have little or no knowledge
59. In what type of professional development activities have you participated which have provided you with strategies for implementing your State's version of the the Mathematics National Profiles for Australian Schools? (Circle **all** letters that apply.)
- a. Local workshop
 - b. Regional meeting
 - c. National meeting
 - d. Other
 - e. None

THANK YOU!!!
for your cooperation and thoughtfulness

Please put this questionnaire, your lesson plan or notes for the videotaped lesson, and your lesson or unit assessment in the mailing envelope and return it as soon as possible.