

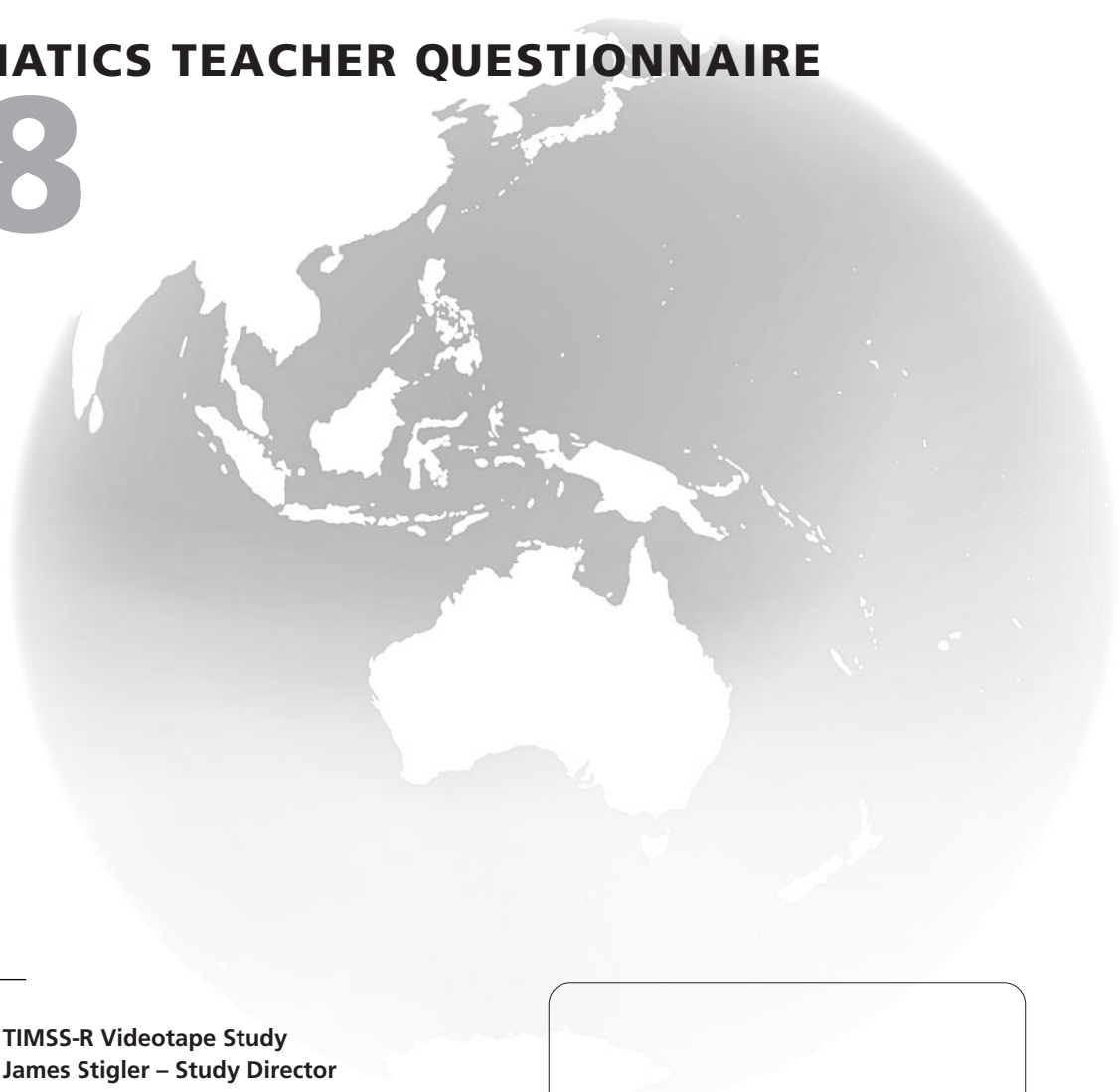


# TIMSS R

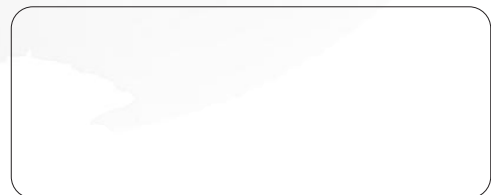
V I D E O S T U D Y

## MATHEMATICS TEACHER QUESTIONNAIRE

# GRADE 8



**TIMSS-R Videotape Study**  
**James Stigler – Study Director**  
**LessonLab, Inc.**  
**12436 Santa Monica Blvd.**  
**Los Angeles, CA 90025**



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## Directions

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- 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 or portfolio guidelines) 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

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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**

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



## MATHEMATICS TEACHER QUESTIONNAIRE GRADE 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 be licensed 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: \_\_\_\_\_

Name of videotaped course: \_\_\_\_\_

City/State: \_\_\_\_\_

Number of times videotaped class meets each week: \_\_\_\_\_

For how long? \_\_\_\_\_ minutes per meeting.

Grade level(s) of students in videotaped class: \_\_\_\_\_

# of girls enrolled in class: \_\_\_\_\_

# 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

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

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

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

**NOTE:** Please check one item in each row.

	No Role	Small Role	Major Role
a. National, State, District, or School curriculum guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. External examinations or standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mandated textbook for your grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Your comfort with or interest in the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Your personal assessment of the students' interests or needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. 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. 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, etc)	<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. Local curriculum guidelines (e.g., school, district)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. State or national curriculum guidelines or standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. External examinations or standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. 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***

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

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

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7. Are you satisfied that the videotaped lesson achieved that purpose?  YES  NO  
Explain why you were or were not satisfied.

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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	Do Not Apply
a. Official curricular guidelines and/or standardized tests	<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"/>
<hr/>						
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 work 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 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 needed instructional equipment (VCR, overhead projection equipment, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Lack of needed multimedia materials (videotapes, transparency sets, slides, and laser discs)	<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, etc.)	<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, etc.)	<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"/>

9. 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 sufficient access to these items for use in your mathematics classroom?

	Enough	Too Few or 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 materials)	<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 in the school take this course?  YES (skip to 15)  NO

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

More challenging  A typical 8th grade 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.

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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 evaluated on the material they studied in the videotaped lesson (e.g., a quiz, unit test, project, etc.)?

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).

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## **B The Larger Unit or Sequence of Lessons**

21. Was the videotaped lesson planned as part of a larger unit 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 skip to 26)

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

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

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24. Approximately how many lessons are in the entire sequence or unit? \_\_\_\_\_

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, etc.)

	Main thing you wanted students to learn from the lesson	Type of lesson
2 Lessons Before	_____	_____
	_____	_____
1 Lesson Before	_____	_____
	_____	_____
Videotaped Lesson	<b>Do Not Fill In This Box</b>	_____
		_____
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 lesson from how you **normally teach**?

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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.

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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**

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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
- I disagree

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

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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.

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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).

- 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).

- 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 high school
- High school
- High school with 1 or 2 years of teacher training
- High school with 3 or 4 years of teacher training
- BA or equivalent with no teacher training
- BA 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 grade levels are you certified to teach?

Subjects	Grade level
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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 in graduate school? \_\_\_\_\_
47. What was your minor field of study in graduate school (if any)? \_\_\_\_\_
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 college or university courses have you taken in mathematics or mathematics education? (Check 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? (Check **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 limited English proficient students
  - h. Teaching students with special needs (eg. visually impaired, gifted and talented)
  - i. Standards-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, grading papers, etc.).
  - e. \_\_\_\_\_ Hours at home doing work related to teaching mathematics  
(e.g., lesson planning, grading papers, etc.).
  - f. \_\_\_\_\_ Hours at home or school doing other school-related activities.

## **F** Questions About Your School

53. List the grade levels that are taught in this school: \_\_\_\_\_

54. **THIS QUESTION WILL VARY BY COUNTRY:** What type of school is this?

### **BELOW IS U. S. VERSION OF 54:**

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

- Academic accelerated school
- Vocational school
- Magnet school (Describe type): \_\_\_\_\_
- Charter school
- Partnership with a university
- Laboratory School
- 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, lottery, all who want to come, other)? \_\_\_\_\_

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

## 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 a mathematics interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 my students can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I prefer to teach a class that has students of all 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 teacher 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

58. How knowledgeable are you about the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics? (Check one letter.)

- a. Very knowledgeable
- b. Knowledgeable
- c. Somewhat knowledgeable
- d. I have little or no knowledge

59. What type of professional development activities have you participated in that have provided you with strategies for implementing the 1989 NCTM Curriculum and Evaluation Standards for School Mathematics? (Check **all** letters that apply.)

- a. Local workshop
- b. Regional NCTM meeting
- c. National NCTM meeting
- d. Other
- e. None

# **THANK YOU!!!**

**for your cooperation and thoughtfulness**

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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.