

## DIRECTIONS

Spring, 1988

These questionnaires refer to courses that you taught during the LAST SCHOOL YEAR (ending in Spring, 1988). Your name, the course titles and periods were provided to us by the students in your school who are participating in the LSAY.

Each questionnaire should take no more than 10 or 15 minutes to complete. If you have received more than one questionnaire in this package, it is likely that two or more of the questionnaires refer to classes that were essentially identical in terms of the kinds of students enrolled and the topics covered. If this is the case, please complete only one questionnaire for the set of identical classes. For the questionnaires that duplicate the one you have completed, please (1) write across the top of the front page "SAME AS HOUR \_\_\_" where the blank is filled in with the hour of the class for which you completed a form, and (2) write in the number of students (male and female) enrolled in the class in the space provided on page one of the questionnaire.

We do not ask that you provide exact counts of individual students or even highly specific descriptions of each course. What we want to be able to describe is the range of emphases and activities students experience in different classes and your general impressions of the students' interests and expectations.

LONGITUDINAL STUDY OF AMERICAN YOUTH

Mathematics Class Questionnaire

Questionnaire for:

Written in below is one of the mathematics classes you taught in the Fall semester. If the description of this course is incorrect, please make the appropriate changes.

PERIOD:	COURSE TITLE:
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ALL OF THE FOLLOWING QUESTIONS WILL REFER TO THIS SPECIFIC CLASS.

If your school offers multiple sections of this course, are students assigned to sections on the basis of ability or prior achievement (either as a result of student choice or school policy)? (CHECK ONE)

YES	<input type="checkbox"/>	Please answer the questions in this block
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NO	<input type="checkbox"/>	Go to the next question block
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How many different levels are there for this course?	levels
At what level is the class covered by this questionnaire?	level

How many students are enrolled in this class?	Females		Males	
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What textbook/program do you use in this class? (PLEASE PRINT)

Title:
Author(s):
Publisher:
Most recent copyright date:

What percentage of the textbook will you cover this year?	percent
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<b>About how much classroom time do you spend on each of the following with this class during a typical week?</b>					
<b>(CIRCLE ONE RESPONSE ON EACH LINE)</b>	None	30 min.	1 hr.	2 hrs.	More than 3 hrs.
Lecturing to the class	1	2	3	4	5
Leading discussions	1	2	3	4	5
Student work in small groups or laboratory	1	2	3	4	5
Having students do seatwork on homework, workbook, or text assignments	1	2	3	4	5
Providing individualized instruction	1	2	3	4	5
Having students use teaching machines or computer-assisted instruction	1	2	3	4	5

<b>Overall, what percentage of your classroom time is spent in each of the following:</b>	
<b>(WRITE PERCENT ON EACH LINE)</b>	
Daily routines (such as set up, clean up, passing out materials, taking attendance, announcements, breaks)	percent
Getting students to behave	percent
Presenting new material	percent
Review or student practice of skills	percent
Testing or other forms of evaluation	percent
<b>TOTAL</b>	<b>100% percent</b>

<b>How often do you do each of the following activities in this class?</b>	Every Day	Almost Every Day	Once a Week	Once a Month	Very Rarely
<b>(CIRCLE ONE ON EACH LINE)</b>					
Go on field trips	1	2	3	4	5
Show films, filmstrips, or videotapes	1	2	3	4	5
Have students read supplementary materials	1	2	3	4	5
Have students give oral reports	1	2	3	4	5
Use computers	1	2	3	4	5
Discuss current magazine articles or books related to mathematics	1	2	3	4	5
Discuss television programs about math	1	2	3	4	5
Require written reports on outside readings	1	2	3	4	5
Discuss career opportunities in scientific and technological fields	1	2	3	4	5

**Thinking about your plans for this mathematics class for the entire semester, how much emphasis will each of the following objectives receive?**

(CIRCLE ONE RESPONSE ON EACH LINE)	None	Minor emphasis	Moderate emphasis	Heavy emphasis
Increase students' interest in mathematics	1	2	3	4
Teach math facts and principles	1	2	3	4
Prepare students for further study in math	1	2	3	4
Develop problem solving/inquiry skills	1	2	3	4
Develop skill in computational techniques	1	2	3	4
Increase awareness of importance of mathematics in daily life	1	2	3	4
Teach applications of mathematics in science	1	2	3	4
Learning biographies of mathematicians	1	2	3	4
Learning about women in mathematics	1	2	3	4
Learning about applications of mathematics in business and industry	1	2	3	4
Develop technical writing skills	1	2	3	4

**Please indicate any other information about the composition, curriculum, or your plans for this course that you think would be helpful to the LSAY in understanding the influence of this course on the development of math skills and attitudes in the students enrolled in the class.**

How would you rate the average academic ability of the students in this class compared to all sophomores in your high school? (CIRCLE ONE)

- Ability in this class is much higher than average 1
- Ability in this class is somewhat higher ..... 2
- Ability in this class is about average ..... 3
- Ability in this class is somewhat lower ..... 4
- Ability is much lower than average ..... 5

About what percentage of the students in this class .... (WRITE PERCENTAGES IN EACH COLUMN)	Females	Males
do you expect to stay in high school and graduate?		
do you expect will graduate from college with a baccalaureate?		
are content to do less than they are capable of doing?		
are keenly interested in mathematics?		
are likely to take more than the required number of mathematics courses in high school?		
have you talked with individually regarding their college or career plans?		
Since the beginning of the school year, what percentage of the parents of the students in this class have you talked to individually about their student's classroom performance?		

How many hours of homework do you assign for this class in a typical week?

hours/week

What percentage of students usually complete their homework on time?

percent

What percentage of the homework assignments do you correct and return to students?

percent

To what extent do you feel successful in providing the kind of education you would like to provide for the students in this class? (CIRCLE ONE)

- Not very successful ..... 1
- Somewhat successful ..... 2
- Mostly successful ..... 3
- Very successful ..... 4

Are you teaching the same course at the same hour with essentially the same students this semester? (CIRCLE ALL THAT APPLY)

- Yes ..... 1
- No, different hour ..... 2
- No, substantial change in class composition ..... 3
- No, completely different ..... 4

Thank you for providing this information for us!