

LONGITUDINAL STUDY OF AMERICAN YOUTH

Mathematics Teacher Questionnaire

Questionnaire for:

Counting this year, how many years have you taught full time? _____ years
 ...in this school district? _____ years
 ...in this school? _____ years

Over your total teaching career, how many years have you taught mathematics?
 _____ years

How many hours per week are you assigned to teach?
 _____ hours/week

During regular school hours, about how many hours per week do you have free for lesson planning and class preparation?
 _____ hours/week

How many hours per week do you spend doing background reading in mathematics?
 _____ hours/week

Since the beginning of last school year (1986-87), how many half-days have you spent in inservice programs? (CIRCLE ONE RESPONSE)

- None 1
- 1-2 half-days 2
- 3-4 3
- 5-6 4
- 7-8 5
- More than 8 half-days 6

To what extent has each of the following helped you improve your teaching of mathematics?

(CIRCLE ONE RESPONSE FOR EACH LINE)

	Doesn't Apply	Hindrance	No Help	Extremely Helpful
	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Inservice programs (mathematics specific)	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Inservice programs (not mathematics specific)	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Principal or school head	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Department Chair	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Other school level administrators.	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Other teachers	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Post-baccalaureate course work in mathematics	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Post-baccalaureate course work not in mathematics	9	7	1 2 3 4 5 6	1 2 3 4 5 6
Mathematics workshops/colloquia (outside of school)	9	7	1 2 3 4 5 6	1 2 3 4 5 6

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (CIRCLE ONE RESPONSE FOR EACH LINE)

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6
The learning environment in this school is not conducive to school achievement for most students.	1	2	3	4	5	6
The principal deals effectively with pressures from outside the school that might interfere with my teaching.	1	2	3	4	5	6
The principal sets priorities, makes plans, and sees that they are carried out.	1	2	3	4	5	6
Staff are involved in making decisions that affect them.	1	2	3	4	5	6
The school administration's behavior toward the staff is supportive and encouraging.	1	2	3	4	5	6
Teachers in this school are continually learning and seeking new ideas.	1	2	3	4	5	6
The principal seldom consults with staff members before he/she makes decisions that affect us.	1	2	3	4	5	6
Goals and priorities for the school are clear.	1	2	3	4	5	6
There is a great deal of cooperative effort among staff.	1	2	3	4	5	6
Staff members maintain high standards of performance.	1	2	3	4	5	6
I usually look forward to each working day at this school.	1	2	3	4	5	6
The principal lets staff know what is expected of them.	1	2	3	4	5	6
I sometimes feel it is a waste of time to try to do my best as a teacher.	1	2	3	4	5	6
I am familiar with the content and specific goals of the courses taught by other teachers in my department.	1	2	3	4	5	6
Most students in this school work up to their ability.	1	2	3	4	5	6
The teachers in this school push the students pretty hard in their academic subjects.	1	2	3	4	5	6
In this school, there is really very little a teacher can do to insure that all of his/her students achieve at a high level.	1	2	3	4	5	6
In this school, the mathematics curriculum is well-coordinated.	1	2	3	4	5	6

Thinking of all of the 7th grade students in your school, about what percentage of these students do you think will have the intellectual ability to get a "C" or better in the following high school courses if they worked reasonably hard and had completed the necessary prerequisite courses? (WRITE NUMBERS ON LINES)

	Earn A or B	Earn C
First-year Algebra	percent	percent
Geometry	percent	percent
Advanced Algebra	percent	percent
Calculus	percent	percent
American History	percent	percent

How much influence do teachers in your school have over policy in each of the areas below?

(CIRCLE ONE RESPONSE FOR EACH LINE)

NONE

A
GREAT
DEAL

	1	2	3	4	5	6
Determining student behavior codes	1	2	3	4	5	6
Determining the content of inservice programs	1	2	3	4	5	6
Setting policy on grouping students in classes by ability	1	2	3	4	5	6
Establishing the school curriculum	1	2	3	4	5	6

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching?

(CIRCLE ONE RESPONSE FOR EACH LINE)

NONE

COMPLETE
CONTROL

	1	2	3	4	5	6
Selecting textbooks and other instructional materials	1	2	3	4	5	6
Selecting content, topics, and skills to be taught	1	2	3	4	5	6
Selecting teaching techniques	1	2	3	4	5	6
Disciplining students	1	2	3	4	5	6
Determining the amount of homework to be assigned	1	2	3	4	5	6

To what extent is each of the following a problem in your school?

(CIRCLE ONE RESPONSE FOR EACH LINE)

Serious Moderate Minor None

	1	2	3	4
Student absenteeism/class cutting	1	2	3	4
Parents' lack of interest	1	2	3	4
Teachers' lack of commitment or motivation	1	2	3	4
Teacher morale	1	2	3	4
Robbery, theft, or vandalism	1	2	3	4
Student use of drugs or alcohol	1	2	3	4
Fighting or assault	1	2	3	4
Verbal abuse of teachers	1	2	3	4
Racial or ethnic relations	1	2	3	4

There are a lot of issues in the news and it is hard to keep up with every area. For each issue area listed below, please indicate how interested and how informed you are about that issue.

For each issue, circle one answer in each column to the right >>>>>>>	How interested are you in each area?			How well informed are you about each area?		
	NOT AT ALL	MODER-ATELY	VERY	NOT AT ALL	MODER-ATELY	VERY
International and foreign policy issues	1	2	3	1	2	3
Space exploration	1	2	3	1	2	3
Agricultural and farming issues	1	2	3	1	2	3
Issues about new scientific discoveries	1	2	3	1	2	3
Economic issues and business conditions	1	2	3	1	2	3
Minority rights issues	1	2	3	1	2	3
Issues about the use of new inventions and technologies	1	2	3	1	2	3
Women's rights issues	1	2	3	1	2	3
Defense and military issues	1	2	3	1	2	3
Energy policy issues	1	2	3	1	2	3
The 1988 Presidential election	1	2	3	1	2	3

Which of the following magazines do you read on a regular basis?
(CHECK ALL THAT APPLY)

Time			Journal for Research in Mathematics Education	
Newsweek			School Science & Mathematics	
U. S. News & World Report			The Arithmetic Teacher	
National Geographic			The Mathematics Teacher	
Smithsonian			American Mathematical Monthly	
Air and Space			Mathematics Magazine	
Scientific American				

Other magazines (Please list below):

To which of the following professional mathematics teacher organizations do you currently belong? (CIRCLE ALL THAT APPLY)

- No memberships 1
- National Council of Teachers of Mathematics 2
- State or local mathematics education organization. 3
- School Science and Mathematics Association 4
- Mathematical Association of America 5
- Association for Supervision and Curriculum Development..... 6
- Other (please specify) _____ 7

Below is a list of factors that may cause problems in mathematics instruction. For each factor, please indicate the extent to which it is a problem in your school.
(CIRCLE ONE RESPONSE ON EACH LINE)

	Serious	Moderate	Minor	None
Insufficient funds for equipment and supplies	1	2	3	4
Inadequate access to computers, printers, and related equipment	1	2	3	4
Inadequate access to television sets, VCR's, and related instructional equipment	1	2	3	4
Inadequate access to films and video tapes for instructional use	1	2	3	4
Poor quality or out-of-date textbooks	1	2	3	4
Lack of student interest in mathematics	1	2	3	4
Many students believe that mathematics is not important	1	2	3	4
Some teachers are inadequately trained to teach mathematics	1	2	3	4
Lack of teacher planning time	1	2	3	4
Class sizes too large	1	2	3	4
Students with different abilities and interests taking the same mathematics classes	1	2	3	4
Too little coordination or articulation between classes in the mathematics curriculum	1	2	3	4
Too few advanced mathematics courses in the curriculum	1	2	3	4
Too many students are not ready to learn the material we are supposed to teach them	1	2	3	4

Please assess your own computer skills and experiences and check each box that describes a skill you have or an experience you have had.

I can:		I have:	
install most software packages.	<input type="checkbox"/>	access to a computer at school.	<input type="checkbox"/>
do word processing with a computer.	<input type="checkbox"/>	my own computer at home.	<input type="checkbox"/>
write programs in BASIC or FORTRAN.	<input type="checkbox"/>	completed one or more non-credit computer courses.	<input type="checkbox"/>
write programs in PASCAL or "C".	<input type="checkbox"/>	completed one or more college-level (credit) computer courses.	<input type="checkbox"/>
teach computer programming.	<input type="checkbox"/>	taught a class in computer use.	<input type="checkbox"/>

Please use the code numbers listed below to indicate your major(s) and minor(s) for each degree you have completed. Enter more than one code number on the same line only if you had a double major or double minor.

Degree	Circle all that apply	Specify Area Code No.		Year Awarded
		Major(s)	Minor(s)	
Associate	1			
Bachelor's	2			
Master's	3			
Specialist or 6-yr cert	4			
Doctorate	5			

MAJOR /MINOR AREA CODE NUMBERS

<p>EDUCATION</p> <p>11 Elementary education 12 Middle school education 13 Secondary education 14 Mathematics education 15 Science education 16 Educational administration 17 Other education</p> <p>MATHEMATICS/COMPUTER</p> <p>21 Mathematics 22 Computer Science</p>	<p>SCIENCE</p> <p>31 Biology or life sciences 32 Chemistry 33 Physics 34 Physical Sciences 35 Earth/Space Sciences</p> <p>OTHER DISCIPLINES</p> <p>41 Please specify:</p>
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How many college courses have you taken in the following subjects?

	<u>Undergraduate</u>		<u>Graduate</u>	
	Semester Courses	Quarter Courses	Semester Courses	Quarter Courses
Mathematics				
Chemistry				
Physics				
Biology/Biological Science				
Earth Science				
Elementary Math Education				
Secondary Math Education				
Elementary Science Education				
Secondary Science Education				

Thank you for completing this questionnaire for the Longitudinal Study of American Youth. It is only through cooperation from teachers, students, and parents that we will be able to study how our young people develop an interest in mathematics and science.

We will undoubtedly need you help again in the future. Please know how very much we appreciate your help.