

NORTHWESTERN UNIVERSITY
School of Education and Social Policy
Prepared by the Distributed Leadership Study for
NebraskaMATH

PRINCIPAL INVESTIGATOR:
James P. Spillane, Ph.D.
SPONSOR: National Science Foundation

Participant Informed Consent

Introduction/Purpose:

This letter is to ask for your participation in a study using a survey. This research study of content leadership practice and knowledge in mathematics education in elementary schools will be conducted by members of the Distributed Leadership Study (DLS) housed at Northwestern University. The purpose of this research study is to study the way that teachers and administrators do their job. Our goal is to understand how school leadership impacts instructional innovation efforts in your school.

Procedure:

As a participant, you will be asked to fill out a survey. The survey will be administered and completed online. To open the survey, you will need to visit a website address provided by the study staff.

Completing the survey should take approximately thirty minutes. Questions in this survey will pertain to activities and opinions related to school leadership in instructional improvement, expertise in mathematics leadership and the conditions associated with each.

Risks:

There are no known physical risks associated with taking part in this study. If you feel uncomfortable while filling out the survey, or experience any fatigue or discomfort, you may choose to discontinue the session and end the data collection at any time.

Benefits:

There may be no direct benefit to you from taking part in this research study, however, your participation may help to identify the resources and activities that influence instructional practice and help improve teaching and learning for all children.

Alternatives:

You have the option of not participating in this study.

Confidentiality:

Participation in this research study may result in a loss of privacy, since persons other than the investigators might view your data. However, you will be identified by number and not by name so that your identity and personal information will be kept as confidential as possible. Unless required by law, only the study investigator, members of the investigator's staff, and the Northwestern University Institutional Review Board will have the authority to review your data. They are required to maintain confidentiality regarding your identity. Results of this study may be used for publication or presentation at scientific meetings. If your individual results are discussed, your identity will be protected by using a study code number or a pseudonym rather than your name or other identifying information. The records will be stored in a locked storage location at Northwestern University.

Any data collected from human participants over computer networks will be transmitted in encrypted format. The highest level of data encryption will be used within the limits of availability and feasibility of the technology used for this study. A professionally administered survey server is used for the online survey. At the end of the research study, the survey data will be destroyed.

Financial Information:

In appreciation of your participation, you will receive a \$20 gift card.

Subject's Rights:

Participation in the research study is voluntary; that is, it is your right to decide. You are free to discontinue participation in this study at any time.

Contact Persons:

Any questions you have about this study may be directed to James P. Spillane, Ph.D., Principal Investigator for the Distributed Leadership Study (DLS) at telephone number (847) 467-5577. Any questions about your rights as a research subject may be directed to The Office for the Protection of Research Subjects of Northwestern University, at telephone number (312) 503-9338.

☐ **By checking this box I acknowledge that I have read the consent form and agree to participate in this research study.**

In order to compensate you for completing this survey, we need to collect the following pieces of information. Giving incomplete or incorrect information will delay or prevent you from being compensated, so please answer accurately.

What is your name, as it would appear in administrative records?

First
name

Last
name

What is the name of your current school?

--Click Here--

Adams

Anderson Grove

Arnold

Beattie

Bell

Belmont

Brownell

Calvert

Campbell

Carriage Hill

Cavett

Clinton

Dodge

Eastrige

Elliott

Engleton

Everett

Fredstrom

Gates

Golden Hills

G. Stanley

Hartley

Hickory Hill

Hill

Holmes

Howard

Humann

Huntington

Jefferson

Kahoa

Knickrehm

Kooser

Lakeview

La Vista West

Lincoln

Maxey

McPhee

Meadow Lane

Morley

Newell

Norwood Park

Parkview Heights

Patriot

Pershing

Portal

What is the name of your current school?

Pyrtle
Randolph
Riley
Roper
Rousseau
Rumsey Station
Saratoga
Seedling Mile
Sheridan
Shoemaker
Starr
Stolley Park
Tara Heights
Trumble Park
Walnut Creek
Wasmet
West Lawn
West Lincoln
Zeman

Please choose the position that best describes your primary role:

- ☐ I am the principal.
- ☐ I am an administrator or other formally designated leader (choose this even if you also have teaching responsibilities).
- ☐ I am a teacher (choose this even if you also have non-teaching responsibilities).

The first section of the survey asks for information about your job assignment and the role you play within your school. If you are a teacher, you will be asked to describe the type(s) of classes you teach. If you have non-teaching duties, you will be asked to describe those duties.

Which statement best describes your current teaching role? (Select one.)

- ☐ I instruct several classes of students in one or more subjects (specialized instruction).
- ☐ I instruct the same group of students all or most of the day in multiple subjects (core subject teacher or self-contained class).
- ☐ I instruct selected students released from their regular classes in specific skills or to address specific needs (pull-out class).

What is the room number of the classroom in which you do most of your teaching? Please enter only one room number.

What grade(s) do you teach this school year? (Select all that apply.)

- ☐ Pre-Kindergarten
- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade
- ☐ 6th grade

What subject(s) do you teach this school year? (Select all that apply.)

- ☐ Art
- ☐ Dance/Drama
- ☐ English/Reading/Writing/Language Arts
- ☐ Foreign Language
- ☐ History
- ☐ Mathematics
- ☐ Music
- ☐ Physical Education/Health
- ☐ Science
- ☐ Social Studies
- ☐ Other

Are you assigned to a leadership role such as assistant principal, curriculum coach, grade-level team leader, building math-liaison, or school-based specialist?

- ☐ Yes
- ☐ No

Which title or titles best describe your formally assigned leadership role(s)? (Select all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> Math program coordinator |
| <input type="checkbox"/> Guidance counselor | <input type="checkbox"/> Other subject area coordinator |
| <input type="checkbox"/> Whole school reform program coach or facilitator | <input type="checkbox"/> Master/mentor teacher |
| <input type="checkbox"/> Special program coordinator (e.g., Title I) | <input type="checkbox"/> Teacher consultant |
| <input type="checkbox"/> Reading, literacy or English program coordinator | <input type="checkbox"/> Other |

How much release-time from teaching, if any, do you receive for performing your leadership roles? (Select one.)

- | | |
|--|---|
| <input type="radio"/> None | <input type="radio"/> 4 to 6 hours per week |
| <input type="radio"/> Less than 2 hours per week | <input type="radio"/> 6 to 10 hours per week |
| <input type="radio"/> 2 to 4 hours per week | <input type="radio"/> More than 10 hours per week |

Please indicate how frequently you engage in each of the following types of activities as a part of your leadership role.

	Daily	Weekly	Monthly	Rarely or never
Provide administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate or model instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine and discuss student work with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine and discuss the standardized test results of students in a teacher's class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor classroom instruction to see that it reflects the school's goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share information or advice about classroom practices with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate teachers using criteria directly related to the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work directly with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents and/or other community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which title or titles best describe your position? (Select all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Assistant principal | <input type="checkbox"/> Math program coordinator |
| <input type="checkbox"/> Whole school reform program coach or facilitator | <input type="checkbox"/> Other subject area coordinator |
| <input type="checkbox"/> Special program coordinator (e.g., Title I) | <input type="checkbox"/> Master/mentor teacher |
| <input type="checkbox"/> Reading, literacy or English program coordinator | <input type="checkbox"/> Teacher consultant |
| | <input type="checkbox"/> Other |

Please indicate how frequently you engage in each of the following types of activities as a part of your administrative or leadership role.

	Daily	Weekly	Monthly	Rarely or never
Provide administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate or model instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine and discuss student work with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine and discuss the standardized test results of students in a teacher's class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor classroom instruction to see that it reflects the school's goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share information or advice about classroom practices with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate teachers using criteria directly related to the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with students about their academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with parents about their student's academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In addition to your administrative or leadership role(s), do you also have assigned teaching responsibilities?

--Click Here--

Yes
No

Please indicate the number of classes that you are assigned to teach in a typical day.

--Click Here-- ▼
0
1
2
3
4
5
6
7
8
9
10

This section of the survey will ask you about your instructional practices, your classroom strategies, your beliefs and attitudes about teaching and learning, and your professional development opportunities. Some of these items will be specific to you and some will relate to the school as a whole.

This section of the survey will ask you about your beliefs and attitudes about teaching and learning. Some of these items will be specific to you and some will relate to the school as a whole.

Please indicate the extent to which you agree or disagree with the following statements.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
Teachers in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's okay in this school to discuss feelings, worries, and frustrations with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect other teachers who take the lead in school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school respect those colleagues who are experts at their craft.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school really care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
The principal has confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the principal at his or her word.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal looks out for the personal welfare of faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal at this school is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal places the needs of children ahead of his or her personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent that you...

	None	A little	Some	A great deal
Feel respected by other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel respected by your principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent that you...

	None	A little	Some	A great deal
Feel respected by other school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel respected by your principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
When I really try, I can get through to most difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If one of my students couldn't do a class assignment, I would be able to assess accurately whether the assignment was at the correct level of difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities in this community help ensure that these students will learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are confident they will be able to motivate their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school just aren't motivated to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are able to get through to difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school come to school ready to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
The opportunities in this community help ensure that students in this school will learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are confident they will be able to motivate their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school just aren't motivated to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are able to get through to difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school come to school ready to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	A little	Some	A great deal
Hiring professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning how discretionary funds should be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining which books and instructional materials are used in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing the curriculum and instruction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining goals for improving the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often did you observe any of the following people teach?

	Daily	Weekly	Monthly	A few times	Once	Never
Another classroom teacher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An assistant principal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often did the following people observe you teach?

	Daily	Weekly	Monthly	A few times	Once	Never
Another classroom teacher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An assistant principal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often did you have in-depth discussions about your teaching with any of the following people?

	Daily	Weekly	Monthly	A few times	Once	Never
Another classroom teacher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An assistant principal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often did any of the following people review your students' work?

	Daily	Weekly	Monthly	A few times	Once	Never
Another classroom teacher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An assistant principal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With other teachers in this school, I...

	Daily	Weekly	Monthly	Rarely or never
Share ideas on teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss what you/they learned at a workshop or conference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share and discuss research on effective teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share and discuss research on effective instructional practices for English language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore new teaching approaches for under-performing students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze samples of work done by your students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop teaching materials or activities for particular classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek each other's advice about instructional issues and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss student assessment data to make decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following best describes the way your work with colleagues is organized?

- ☐ Grade-level teams (e.g., 3rd grade, 6th grade, etc.)
- ☐ Department or subject teams (e.g., math department, science teachers, etc.)

Now think about your work this year with colleagues in grade-level teams. To what extent does each of the following describe how your team works together?

	Strongl y Disag ree	Disagr ee	Neutral	Agree	Strongl y Agree
We understand the goals for grade-level teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We share a commitment to working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members attend scheduled meetings regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed effective routines for working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our interactions are mutually respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitator does a good job of guiding our work discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified areas for improving our instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have learned from one another about effective teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed good ideas to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have tried out new ideas for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have discussed what happened when we tried out new ideas for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now think about your work this year with colleagues in department or subject teams. To what extent does each of the following describe how your team works together?

	Strongl y Disag ree	Disagr ee	Neutral	Agree	Strongl y Agree
We understand the goals for grade-level teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We share a commitment to working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members attend scheduled meetings regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed effective routines for working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our interactions are mutually respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitator does a good job of guiding our work discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified areas for improving our instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have learned from one another about effective teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed good ideas to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have tried out new ideas for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have discussed what happened when we tried out new ideas for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now think about your work this year with other leaders in the school. To what extent does each of the following describe how you work together?

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
We understand the goals for the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We share a commitment to working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members attend scheduled meetings regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed effective routines for working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our interactions are mutually respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitator does a good job of guiding our work discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified areas for improving instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have learned from one another about effective teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed good ideas to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have tried out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have discussed what happened when we tried out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel loyal to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate approximately how many hours of Professional Development you participated in during the past summer and THIS school year in each of the following topics. Please treat these categories as mutually exclusive and report hours for each activity under one category only.

	Less than 4 hours	4-8 Hours	9-16 Hours	17-32 Hours	33 Hours or more
Mathematics teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading, language arts, or English teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school subject teaching (e.g., social studies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership/administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you changed the following aspects of your MATH teaching this year as a result of your professional learning opportunities (e.g., work with colleagues and formal professional development).

☐ I did not teach this subject

	Not at all1	2	3	4	5	6	A great deal7
Student assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods you use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kinds of work you have students do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kinds of questions you ask students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of the needs of individual students in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you changed the following aspects of your READING, WRITING, and LANGUAGE ARTS teaching this year as a result of your professional learning opportunities (e.g., work with colleagues and formal professional development).

☐ I did not teach this subject

	Not at all	1	2	3	4	5	6	A great deal
Student assessment								
Student grouping								
Materials used								
The topics covered								
The teaching methods you use								
The kinds of work you have students do								
The kinds of questions you ask students								
Your understanding of the needs of individual students in your class								

Please indicate the extent to which your school *principal* does each of the following.

My principal...

	Never	Rarely	Occasi onally	Often	Always
Demonstrates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses data to inform decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with individual teachers effectively to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivates a shared vision and common purpose among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages teachers to be learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates opportunities for teachers' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes improvement of student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports the development of adult learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works effectively to develop parent involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages teachers to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works effectively to develop community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which the leaders at your school (e.g., literacy coach, assistant principal, mentor teacher, etc.) ***other than your school principal*** do each of the following.

Leaders at my school...

	Never	Rarely	Occasionally	Often	Always
Demonstrate high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data to inform decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with individual teachers effectively to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivate a shared vision and common purpose among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage teachers to be learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create opportunities for teachers' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote improvement of student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of adult learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively to develop parent involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage teachers to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively to develop community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which the leaders at your school (e.g., literacy coach, assistant principal, mentor teacher, etc.), other than yourself do each of the following.

Leaders at my school...

	Never	Rarely	Occasionally	Often	Always
Demonstrate high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data to inform decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with individual teachers effectively to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivate a shared vision and common purpose among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage teachers to be learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create opportunities for teachers' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote improvement of student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of adult learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively to develop parent involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage teachers to be leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively to develop community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section of the survey will ask you about your instructional practices, classroom strategies and your beliefs and attitudes about ***MATHEMATICS*** teaching and learning.

This section of the survey will ask you about your beliefs and attitudes about MATHEMATICS teaching and learning.

How well prepared do you feel to facilitate student learning related to...?

	I do not teach these topics	Not well prepared	Somewha t prepared	Very well prepared
Representing, comparing and ordering whole numbers and joining and separating sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of whole number relationships, including grouping in tens and ones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of the base-ten numeration system and place-value concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of fractions and fraction equivalence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of decimals, including the connections between fractions and decimals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing shapes and space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composing and decomposing geometric shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing and analyzing properties of two-dimensional shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ordering objects by measurable attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of linear measurement and facility in measuring lengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding of area and determining the areas of two-dimensional shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your mathematics lessons, how often do you usually ask your students to do the following?

	Never or almost never	Some lessons	Most lessons	Every lesson
Explain the reasoning behind an idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent and analyze relationships using tables, charts, or graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on problems for which there are no immediately obvious methods of solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computers to complete exercises or solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write equations to represent relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice computational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your mathematics lessons, how often do students...?

	Never or almost never	Some lessons	Most lessons	Every lesson
Work individually without assistance from the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work individually with assistance from the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work together as a class with the teacher teaching the whole class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work together as a class with students responding to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in pairs or small groups without assistance from each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in pairs or small groups with assistance from each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements when thinking about the students you currently teach.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
Teachers should encourage students to find their own solutions to math problems even if they are inefficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students have to be shown how to solve simple word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recall of number facts should precede the development of an understanding of the related operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should master computational procedures before they are expected to understand how those procedures work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need explicit instruction on how to solve word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should allow students to figure out their own ways to solve simple word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of instruction in mathematics are best achieved when students find their own methods for solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students can figure out ways to solve many mathematics problems without any adult help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time should be spent practicing computational procedures before students are expected to understand the procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should not solve simple word problems until they have mastered some number facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn math best by attending to the teacher's explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be successful in mathematics, a student must be a good listener.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should model specific procedures for solving word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics should be presented to children in such a way that they can discover relationships for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should understand computational procedures before they master them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time should be spent practicing computational procedures before students spend much time solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students will not understand an operation until they have mastered some of the relevant number facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should allow students who are having difficulty solving a word problem to continue to try to find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements when thinking about students and teachers in your school.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
Teachers should encourage students to find their own solutions to math problems even if they are inefficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students have to be shown how to solve simple word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recall of number facts should precede the development of an understanding of the related operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should master computational procedures before they are expected to understand how those procedures work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need explicit instruction on how to solve word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should allow students to figure out their own ways to solve simple word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of instruction in mathematics are best achieved when students find their own methods for solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students can figure out ways to solve many mathematics problems without any adult help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time should be spent practicing computational procedures before students are expected to understand the procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should not solve simple word problems until they have mastered some number facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn math best by attending to the teacher's explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be successful in mathematics, a student must be a good listener.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should model specific procedures for solving word problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics should be presented to children in such a way that they can discover relationships for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should understand computational procedures before they master them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time should be spent practicing computational procedures before students spend much time solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students will not understand an operation until they have mastered some of the relevant number facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should allow students who are having difficulty solving a word problem to continue to try to find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with the following statements.

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
When a student does better than usual in mathematics, it is often because the teacher exerted extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to use manipulatives to explain to students why mathematics works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students are underachieving in mathematics, it is most likely due to ineffective mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am typically able to answer students' mathematics questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teaching mathematics, I usually welcome student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand mathematics concepts well enough to be an effective elementary mathematics teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher is generally responsible for the achievement of students in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' achievement in mathematics is directly related to their teacher's effectiveness in mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If parents comment that their child is showing more interest in mathematics at school, it is probably due to the performance of the child's teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the mathematics grades of students improve, it is often due to their teacher having found a more effective teaching approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given a choice, I would not invite the principal to observe my mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inadequacy of a student's mathematics background can be overcome by good teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a student has difficulty understanding a mathematics concept, I am usually at a loss as to how to help the student understand it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a low-achieving student shows progress in mathematics, it is usually due to extra attention given by the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not know what to do to get students more interested in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next sequence of questions focuses on professional interactions as they relate to your classroom teaching. You will be asked to name the people you consider to be your close colleagues as well as to name the people to whom you have turned for advice and/or information. Please feel free to repeat the names you list wherever necessary.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

The next sequence of questions focuses on professional interactions as they relate to your role. You will be asked to name the people you consider to be your close colleagues as well as to name the people to whom you have turned for advice and/or information. Please feel free to repeat the names you list wherever necessary.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

Who are your **CLOSEST COLLEAGUES** in your school? Please write full first and last names. You do not need to fill all the spaces.

☐ I do not have any close colleagues in my school. *Do not check this box if you provide a name(s) below.*

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

12)

For each person listed below, please describe how often you interact with her or him. Please consider all forms of communication including face-to-face, via e-mail or telephone, etc.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

	Daily	Weekly	Monthly	A few times per year
{Q52a}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52b}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52c}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52d}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52e}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52f}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52g}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52h}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52i}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52j}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52k}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q52l}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During THIS SCHOOL YEAR, to whom have you turned for advice and/or information about *CURRICULUM, TEACHING, and STUDENT LEARNING*? Please write full first and last names. You do not need to fill all the spaces.

Please consider all forms of communication including face-to-face, via e-mail or telephone, etc., and include individuals across content and school/district/outside roles. You may list people you named as your close colleagues as well.

☐ I have not sought advice from anyone. *Do not check this box if you provide a name(s) below.*

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Please Note: No names or identifying information will ever be revealed in reports produced from these data.

Please indicate the role or relationship that best describes each person you listed.

Please Note: Please be assured that *no names or identifying information* will ever be revealed in reports produced from these data.

[illegible]

When you are providing information on the nature of your interactions, if you remember another person you would like to add to the list, feel free to hit the back button ***on the bottom of the page*** and add her or him.

Please Note: Please be assured that *no names or identifying information* will ever be revealed in reports produced from these data.

Please check the boxes that accurately describe the CONTENT AREA related to the advice and/or information you sought from each person. (Select all that apply.)

	Mathematics	Reading, Writing, Language Arts	Other
{Q54a}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54b}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54c}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54d}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54e}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54f}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54g}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54h}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54i}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54j}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54k}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{Q54l}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each person listed below, please describe how often you interact with her or him about MATHEMATICS. Please consider all forms of communication including face-to-face, via e-mail or telephone, etc.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

Frequency

	Daily	Weekly	Monthly	A few times per year
{Q54a}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54b}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54c}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54d}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54e}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54f}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54g}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54h}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54i}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54j}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54k}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54l}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each person listed below, please describe how often you interact with her or him about READING, WRITING, and LANGUAGE ARTS. Please consider all forms of communication including face-to-face, via e-mail or telephone, etc.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

Frequency

		Daily	Weekly	Monthly	A few times per year
{Q54a}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54b}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54c}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54d}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54e}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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{Q54g}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54h}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54i}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54j}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54k}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54l}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each person listed below, please describe how often you interact with her or him about CURRICULUM, TEACHING and STUDENT LEARNING. Please consider all forms of communication including face-to-face, via e-mail or telephone, etc.

Please Note: No names or identifying information will ever be revealed in reports produced from these data.

Frequency

	Daily	Weekly	Monthly	A few times per year
{Q54a}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54b}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54c}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54d}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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{Q54h}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54i}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54j}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54k}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Q54l}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This final section asks you to provide information about your background and experience.

In what year were you born? (Please enter a 4-digit number.)

What is your gender?

☐ Female

☐ Male

What is your race? (Select all that apply.)

☐ African American

☐ Native American or Alaska Native

☐ Asian American

☐ Asian, including Indian subcontinent

☐ Hispanic, Latino

☐ Mexican American, Chicano

☐ Hawaiian Native or Pacific Islander

☐ Puerto Rican

☐ White or Caucasian

☐ Other

Which degrees have you acquired? (Select all that apply.)

- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ None of the above degrees

What is the name of the college or university where you earned your bachelor's degree?

Where is it located?

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State --Click Here-- ▼

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- CA
- CO
- CT
- DE
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- IN
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- NE
- NV
- NH
- NJ
- NM
- NY
- NC
- ND
- OH
- OK
- OR
- PA
- RI
- SC
- SD
- TN
- TX
- UT
- VT

State	WA
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Which teacher certifications do you have? (Select all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Regular or standard state certificate or advanced professional certificate | <input type="checkbox"/> Temporary certificate (requires some additional college coursework, student teaching and/or passage of test before regular certification can be obtained.) |
| <input type="checkbox"/> National Board Certification | <input type="checkbox"/> Waiver or emergency certificate (issued to a person with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.) |
| <input type="checkbox"/> Probationary certificate (issued after satisfying all requirements except the completion of a probationary period.) | <input type="checkbox"/> Administrative/Principal certification |
| <input type="checkbox"/> Provisional or other type of certificate given to a person who is still participating in an alternative certification program | <input type="checkbox"/> None of the above certifications |

What grade-level endorsements do you have? (Select all that apply.)

- ☐ Early childhood education endorsement
- ☐ Elementary school endorsement
- ☐ Middle school endorsement
- ☐ Secondary school endorsement

What subject-area endorsements do you have? (Select all that apply.)

	Early Childhood Education	Elementary School	Middle School	Secondary
English/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many years of teaching experience do you have? Round up to the nearest whole number and include the current school year.

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How many years have you been employed at your current school? Round up to the nearest whole number and include the current school year.

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How many years experience do you have as a school principal? Round up to the nearest whole number and include the current school year.

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How many years have you been a principal at this school? Round up to the nearest whole number and include the current school year.

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How many years of teaching experience do you have, not including years as a principal? Round up to the nearest whole number.

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How many years experience do you have as a school administrator? Round up to the nearest whole number and include the current school year.

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How many years have you been an administrator at this school? Round up to the nearest whole number and include the current school year.

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How many years of teaching experience do you have, not including years as an administrator? Round up to the nearest whole number.

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You have reached the end of our survey. Thank you very much for participating! This text box is an opportunity for you to include any additional thoughts or information that you would like to share. We would truly appreciate any feedback you may have.

Please enter any additional comments, questions, concerns, or feedback regarding this survey below:

Please note: After you click **SUBMIT below, please wait for the confirmation page before closing your browser.
This will ensure we receive your responses. Thank you.**