



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 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 feasability 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.

is your name, as it wou	ld appear in administrative records?
	s your name, as it wou

What is the name of your current school?



'
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
O I am the princ
C I am an admi
teaching resp
C I am a teache

What is the name of your current school?

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.

vnich statement best describes your current teaching role? (Select one.)	
C I instruct several classes of students in one or more subjects (specialized instruction).	
C I instruct the same group of students all or most of the day in multiple subjects (core subject teacher or self-contained class).	:t
C 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 eaching? Please enter only one room number.	
Vhat 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	

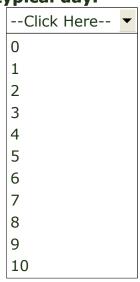
What subject(s) do you teach this school	year? (Select all that apply.)
☐ Art	
☐ Dance/Drama	
English/Reading/Writing/Language Arts	
Foreign Language	
History	
Music	
Physical Education/Health	
Science	
Social Studies	
Other	
Are you assigned to a leadership role sucleoach, grade-level team leader, building respecialist? O Yes No	
Which title or titles best describe your for (Select all that apply.)	mally assigned leadership role(s)?
Assistant Principal	☐ Math program coordinator
☐ Guidance counselor	Other subject area coordinator
☐ Whole school reform program coach or	☐ Master/mentor teacher
facilitator	Teacher consultant
Special program coordinator (e.g., Title I)Reading, literacy or English program coordinator	Other
How much release-time from teaching, if your leadership roles? (Select one.)	any, do you receive for performing
○ None	C 4 to 6 hours per week
C Less than 2 hours per week	C 6 to 10 hours per week
C 2 to 4 hours per week	More than 10 hours per week

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

	Daily	Weekly	Monthly	Rarely or never
Provide administrative support	\bigcirc	O	\odot	\bigcirc
Demonstrate or model instructional practices	<u>O</u>	$lue{\mathbb{C}}$	<u>()</u>	$lue{oldsymbol{\circ}}$
Observe classroom instruction	0	0	0	\bigcirc
Examine and discuss student work with teachers	<u>()</u>		<u>(</u>	lacksquare
Examine and discuss the standardized test results of students in a teacher's class	\bigcirc	0	0	\bigcirc
Monitor classroom instruction to see that it reflects the school's goals	0	O	0	<u>C</u>
Share information or advice about classroom practices with a teacher	0	0	\odot	O
Evaluate teachers using criteria directly related to the school's improvement efforts	0	0	0	<u></u>
Praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	\odot	0	O	0
Work directly with students	$lue{oldsymbol{\circ}}$	C	lacktriangle	0
Work with parents and/or other community members	\bigcirc	\odot	\bigcirc	\bigcirc

Which title or titles best describe your position	on? (Se	lect all that	apply.)		
Assistant principal	_ `	rogram coord			
Whole school reform program coach or facilitator	Other subject area coordinator				
Special program coordinator (e.g., Title I)	_	r/mentor teach er consultant	ner		
Reading, literacy or English program coordinator	Other	er consultant			
Please indicate how frequently you engage in activities as a part of your administrative or			ing types	of	
	Daily	Weekly	Monthly	Rarely or never	
Provide administrative support	\bigcirc	O	0	0	
Demonstrate or model instructional practices	\bigcirc	0	<u>O</u>	0	
Observe classroom instruction	\odot	0	\bigcirc	\bigcirc	
Examine and discuss student work with teachers	<u>(</u>	lacktriangle	<u>C</u>	<u>C</u>	
Examine and discuss the standardized test results of students in a teacher's class	lacktriangle	lacktriangle	lacktriangle	\bigcirc	
Monitor classroom instruction to see that it reflects the school's goals	O	<u>C</u>	O	$lue{\mathbb{C}}$	
Share information or advice about classroom practices with a teacher	$lue{\mathbb{C}}$	\bigcirc	lacktriangle	\bigcirc	
Evaluate teachers using criteria directly related to the school's improvement efforts	$lue{\mathbb{C}}$	<u>C</u>	O	$lue{\mathbb{C}}$	
Praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	0	0	0	O	
Talk with students about their academic work	<u>(</u>	\bigcirc	lacktriangle	lacksquare	
Talk with parents about their student's academic work	0	\odot	0	C	
In addition to your administrative or leaders assigned teaching responsibilites? Click Here Yes No	hip role	e(s), do you	also have	•	

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



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 exten	t to which you	ı agree or disa	gree with the	following
statements.				

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y
Teachers in this school trust each other.		(C)	()	Agree	agree
reachers in this school trust each other.					
It's okay in this school to discuss feelings, worries, and frustrations with other teachers.		0	0	$lue{oldsymbol{\circ}}$	0
Teachers respect other teachers who take the lead in school improvement efforts.		lacktriangle	0	\bigcirc	0
Teachers at this school respect those colleagues who are experts at their craft.		0	0	$lue{oldsymbol{\circ}}$	O
Teachers at this school really care about each other.	0	\bigcirc	\bigcirc	0	\bigcirc

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.					
I trust the principal at his or her word.	$lue{}$	<u>O</u>	\bigcirc	<u>O</u>	
It is okay in this school to discuss feelings, worries, and frustrations with the principal.	0	0	0	0	0
The principal takes a personal interest in the professional development of teachers.	0	0	0	0	0
The principal looks out for the personal welfare of faculty members.	0	0	0	0	0
The principal at this school is an effective manager who makes the school run smoothly.	0	0	0	0	0
The principal places the needs of children ahead of his or her personal interests.	O	\bigcirc	O	\bigcirc	0

Feel respected by other teachers.	None	A little	Some	deal		
	0	0	0	0		
Feel respected by your principal. Please indicate the extent that you						
East respected by other school staff	None	A little	Some	A great deal		
Feel respected by other school staff. Feel respected by your principal.	0	0	0	0		
reer respected by your principal.						
Please indicate the extent to which statements.	you ag	ree or di	isagree v	with the	followin	g
		Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
When I really try, I can get through to m	ost difficu student	ult 🔿	0	C	O	©
If a student did not remember information a previous lesson, I would know how his/her retention in the r	to increas	se	0	C	lacktriangle	0
If a student in my class becomes dis noisy, I feel assured that I know some te redirect him/	chniques	to	O	0	lacktriangle	0
If one of my students couldn't do a class a I would be able to assess accurately was assignment was at the correct level of	vhether th	ne	•	O	lacktriangle	•
If I really try hard, I can get through most difficult or unmotivate			$lue{\mathbb{C}}$	0	\bigcirc	\bigcirc
The opportunities in this community help these student			O	0	$lue{\mathbb{C}}$	$lue{\mathbb{C}}$
Teachers in this school are confident they to motivate the			0	\odot	\bigcirc	\bigcirc
Students in this school just aren't motivate	ed to lear	n. O	\odot	\odot	0	$lue{oldsymbol{\circ}}$
Teachers in this school are able to get difficu	through It student		$lue{\mathbb{C}}$	0	\bigcirc	\bigcirc
Students in this school come to scho	ool ready		0	0	$lue{oldsymbol{\circ}}$	0

Please indicate the extent that you...

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.	Ö	O	0	0
Teachers in this school are confident they will be able to motivate their students.	0	C	0	0
Students in this school just aren't motivated to learn.	\bigcirc	lacktriangle	\odot	\bigcirc
Teachers in this school are able to get through to difficult students.	lacktriangle	\bigcirc	$lue{\mathbb{C}}$	0
Students in this school come to school ready to learn.	$lue{\mathbb{C}}$	lacktriangle	\bigcirc	0

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

Hiring professional staff	None	A little	Some	A great deal
Planning how discretionary funds should be used	$lue{}$	O	\odot	lacktriangle
Determining which books and instructional materials are used in classrooms	\odot	0	\odot	0
Establishing the curriculum and instruction program	\odot	$lue{oldsymbol{\circ}}$	\odot	$lue{oldsymbol{\circ}}$
Determining the content of in-service programs	\bigcirc	$lue{\mathbb{C}}$	\bigcirc	\bigcirc
Setting standards for student behavior	$lue{}$	O	\odot	lacktriangle
Determining goals for improving the school	0	lacktriangle	\bigcirc	\bigcirc

coach, master/mentor teacher, facilitator, etc.)	(·)	\mathbf{C}	\odot	\odot	0	0
The principal	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
An assistant principal	0	$lue{oldsymbol{\circ}}$	$lue{oldsymbol{\circ}}$	$lue{oldsymbol{\circ}}$	\odot	<u>C</u>
This school year, how often did the follow	wing	people o	bserve	you tea	ch?	
This school year, how often did the follow	wing	people o Weekl	bserve Month	you tea A few	ich?	
-	wing Daily			-	Once	Never
-		Weekl	Month	A few	_	Never
	Daily	Weekl y	Month ly	A few times	Once	
Another classroom teacher A specialist or teacher leader (e.g., literacy	Daily	Weekl y	Month ly	A few times	Once	0

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

Another classroom teacher

Daily

Weekl

У

0

Month

ly

0

A few

times

0

Once

0

Never

0

This school year,	how often	did the f	following	people giv	e you feedba	ck after
observing you tea	ach?					

Daily	Weekl y	Month ly	A few times	Once	Never
	0	<u>C</u>	$lue{\mathbb{C}}$	0	<u>•</u>
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
0	O	\bigcirc	\bigcirc	O	O
	0	Daily y C C C C C	Daily y ly C C C C C	Daily y ly times C C C C C C C	Daily y ly times Once C C C C C C C

te	eaching with any of the following peopl	le?					
		Daily	Weekl y	Month ly	A few times	Once	Never
	Another classroom teacher	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
(A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)		O	0	$lue{\mathbb{C}}$	O	$lue{m{C}}$
	The principal	\odot	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
	An assistant principal	\bigcirc	<u>O</u>	<u>C</u>	\bigcirc	\odot	\odot

This school year, how often did you have in-depth discussions about your

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

Another classroom teacher	Daily	Weekl y	Month ly	A few times	Once	Never
A specialist or teacher leader (e.g., literacy coach, master/mentor teacher, facilitator, etc.)	0	0	0	0	O	0
The principal		\odot	\odot	\odot	\bigcirc	\odot
An assistant principal	$lue{lue{}}$	O	$lue{}$	O	$lue{\mathbb{C}}$	O

With other teachers in this school, I...

	Daily	Weekly	Monthly	Rarely or never
Share ideas on teaching.	\bigcirc	\bigcirc	\bigcirc	\odot
Discuss what you/they learned at a workshop or conference.	0	0	\odot	O
Share and discuss research on effective teaching methods.	O	O	lacktriangle	0
Share and discuss research on effective instructional practices for English language learners.	0	0	\odot	lacktriangle
Explore new teaching approaches for under- performing students.	\bigcirc	0	\odot	0
Analyze samples of work done by your students.	\odot	$lue{\mathbb{C}}$	\odot	$lue{oldsymbol{\circ}}$
Develop teaching materials or activities for particular classes.	\bigcirc	0	0	\bigcirc
Seek each other's advice about instructional issues and problems.	$lue{m{C}}$	0	0	lacktriangle
Discuss student assessment data to make decisions about instruction.	0	O	\odot	O

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

	Grade-level teams	(en	3rd	arade	6th	arade	etc \	١
レン	Grade-lever tearris	, (c.y.,	JIU	yı auc,	OUL	graue,	CLC.	,

C 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?

	trongl Disag ree	Disagr ee	Neutral	Agree	Strongl y Agree
We understand the goals for grade-level teams.	\bigcirc	$lue{\mathbb{C}}$	$lue{lue{C}}$	0	O
We share a commitment to working together.	<u>C</u>	\bigcirc	\mathbf{C}	\mathbf{C}	\odot
Team members attend scheduled meetings regularly.	\odot	\bigcirc	\odot	\odot	\bigcirc
We have developed effective routines for working together.	<u>(</u>	0	<u>C</u>	\bigcirc	<u>O</u>
Our interactions are mutually respectful.	\bigcirc	\bigcirc	\odot	0	\bigcirc
Our facilitator does a good job of guiding our work discussions.	0	0	0	\bigcirc	<u>O</u>
We have identified areas for improving our instruction.	0	0	0	\bigcirc	0
We have learned from one another about effective teaching strategies.	C			<u></u>	0
We have developed good ideas to improve instruction.	\bigcirc	0	0	\bigcirc	0
We have tried out new ideas for instruction.	<u>C</u>	\bigcirc	\mathbf{C}	\mathbf{C}	\odot
We have discussed what happened when we tried out new ideas for instruction.	\bigcirc	0	0	\bigcirc	0

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	. 0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
We share a commitment to working together	. •	$lue{oldsymbol{\circ}}$	0	$lue{\mathbb{C}}$	<u>C</u>
Team members attend scheduled meetings regularly	. 0	\bigcirc	0	0	0
We have developed effective routines for working together		0	0	0	0
Our interactions are mutually respectful	. 0	0	\odot	0	0
Our facilitator does a good job of guiding our worl discussions		O	\bigcirc	\bigcirc	0
We have identified areas for improving ou instruction		\bigcirc		\bigcirc	0
We have learned from one another about effective teaching strategies		\bigcirc	\bigcirc	\bigcirc	0
We have developed good ideas to improve instruction		\bigcirc	\bigcirc	\bigcirc	0
We have tried out new ideas for instruction	. 0	0	O	O	\odot
We have discussed what happened when we tried out new ideas for instruction		lacktriangle	$lue{\mathbb{C}}$	\bigcirc	0

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.		0	C	C	©
We share a commitment to working together.		\mathbf{C}	O	\mathbf{C}	$lue{C}$
Team members attend scheduled meetings regularly.	. 0	0	0	\circ	0
We have developed effective routines for working together.		$lue{\mathbb{C}}$	lacktriangle	\bigcirc	<u>•</u>
Our interactions are mutually respectful.	. 0	0	\odot	0	0
Our facilitator does a good job of guiding our work discussions.		$lue{m{C}}$	0	\bigcirc	0
We have identified areas for improving instruction.	. 0	0	\odot	0	\circ
We have learned from one another about effective teaching stragegies.		<u>•</u>		\bigcirc	<u>•</u>
We have developed good ideas to improve instruction.		\bigcirc	0	\bigcirc	0
We have tried out new ideas.	. 0	0	$lue{\mathbb{C}}$	0	\mathbf{C}
We have discussed what happened when we tried out new ideas.		0	0	\bigcirc	0

Please indicate the ex	tent to which you	u agree or disagre	e with the following
statements.			

	Strongl y disag ree	Disagr ee	Neutral	Agree	Strongl y agree
school.					
I wouldn't want to work in any other school.	\odot	0	O	<u>•</u>	0
I feel loyal to this school.	0	\bigcirc	0	\bigcirc	0
I would recommend this school to parents seeking a place for their child.	$lue{m{C}}$	0	0	•	0

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	\bigcirc	$lue{\mathbb{C}}$	lacktriangle	$lue{\mathbb{C}}$	lacktriangle
Reading, language arts, or English teaching	<u>C</u>	•	0	0	$lue{\mathbb{C}}$
Science teaching	\bigcirc	lacktriangle	\odot	lacktriangle	lacktriangle
Other school subject teaching (e.g., social studies)	<u>C</u>	•	lacktriangle	0	$lue{\mathbb{C}}$
Student assessment	\bigcirc	lacktriangle	\odot	lacktriangle	lacktriangle
Classroom management	\odot	$lue{\mathbb{C}}$	O	C	O
School leadership/administration	\bigcirc	$lue{\mathbb{C}}$	lacktriangle	lacktriangle	©
Other	O	$lue{\mathbb{C}}$	<u>C</u>	0	O

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).

$oxedsymbol{\square}$ I did not teach this subject	ct						
Student assessment	Not at all1	2 ①	3	4	5	6 ©	A great deal7
Student grouping	$lue{}$	0	\odot	\odot	lacksquare	lacksquare	<u>(</u>
Materials used	0	0	\bigcirc	\bigcirc	0	0	0
The topics covered	\mathbf{C}	0	lacktriangle	\odot	<u>C</u>	0	$lue{oldsymbol{\circ}}$
The teaching methods you use	\bigcirc	\odot	\bigcirc	\bigcirc	\odot	\bigcirc	\bigcirc
The kinds of work you have students do	0	•	0	0	$lue{oldsymbol{\circ}}$	$lue{m{C}}$	0
The kinds of questions you ask students	\bigcirc	\bigcirc	\odot	\odot	\bigcirc	\bigcirc	\bigcirc
Your understanding of the needs of individual students in your class	0	0	0	0	C	0	<u>()</u>

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).

$oxedsymbol{\square}$ I did not teach this subject	t						
Student assessment	Not at all1	2	3	4	5 ©	6	A great deal7
Student grouping	<u>(</u>		0	lacksquare	0	0	<u></u>
Materials used	\bigcirc	0	\odot	0	\bigcirc	\bigcirc	0
The topics covered	\bigcirc	\odot	$lue{\mathbb{C}}$	\odot	\bigcirc	$lue{\mathbb{C}}$	$lue{oldsymbol{\circ}}$
The teaching methods you use	\bigcirc		\bigcirc	\bigcirc	\bigcirc	0	
The kinds of work you have students do	0	$lue{oldsymbol{\circ}}$	0	lacktriangle	0	0	0
The kinds of questions you ask students	0	\bigcirc	0	0	0	0	0
Your understanding of the needs of individual students in your class		$lue{oldsymbol{\circ}}$	0	<u>(</u>)	0	0	<u>•</u>

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.	\bigcirc	0	0	\bigcirc	\circ
Uses data to inform decision making.	\mathbf{C}	\mathbf{C}	\bigcirc	<u>C</u>	<u>C</u>
Works with individual teachers effectively to improve instruction.	O	\bigcirc	0	\bigcirc	0
Cultivates a shared vision and common purpose among staff.	<u>O</u>	$lue{\mathbb{C}}$	0	$lue{\mathbb{C}}$	0
Encourages teachers to be learners.	\bigcirc	0	\bigcirc	0	0
Creates opportunities for teachers' learning.	\mathbf{C}	$lue{oldsymbol{\circ}}$	O	\mathbf{C}	\mathbf{C}
Promotes improvement of student outcomes.	\bigcirc	0	\bigcirc	0	0
Supports the development of adult learning communities.	<u>C</u>	$lue{\mathbb{C}}$	0	<u></u>	0
Works effectively to develop parent involvement in the school.	0	\bigcirc	0	\bigcirc	0
Encourages teachers to be leaders.	0	O	\bigcirc	<u>C</u>	0
Works effectively to develop community involvement	\bigcirc	\bigcirc	O	\bigcirc	0

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

Leaders at my school...

			Occasi		
	Never	Rarely	onally	Often	Always
Demonstrate high expectations for all students	s. O	lacktriangle	0	lacktriangle	0
Use data to inform decision making	j. O	0	$lue{oldsymbol{\circ}}$	<u>()</u>	$lue{lue{lue{lue{lue{lue{lue{lue{$
Work with individual teachers effectively to improving instruction		0	\bigcirc	O	\bigcirc
Cultivate a shared vision and common purpos among staf		0	$lue{\mathbb{C}}$	O	0
Encourage teachers to be learners	s. O	0	\bigcirc	\bigcirc	\bigcirc
Create opportunities for teachers' learning	j. O	O	\mathbf{C}	\bigcirc	\odot
Promote improvement of student outcomes	s. O	0	\bigcirc	\bigcirc	\bigcirc
Support the development of adult learnin communities	_	0	\bigcirc	0	\bigcirc
Work effectively to develop parent involvement in the school		0	\bigcirc	0	\bigcirc
Encourage teachers to be leaders	s. O	lacktriangle	\mathbf{C}	\bigcirc	\odot
Work effectively to develop community involvement in the school		\bigcirc	\bigcirc	\bigcirc	\bigcirc

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	Occasi onally	Often	Always
Demonstrate high expectations for all students.	\bigcirc	C	C	\bigcirc	\mathbf{C}
Use data to inform decision making.	$lue{oldsymbol{\circ}}$	\mathbf{C}	\bigcirc	<u>C</u>	$lue{\mathbb{C}}$
Work with individual teachers effectively to improve instruction.	0	$lue{\Box}$	0	\bigcirc	0
Cultivate a shared vision and common purpose among staff.	•	$lue{m{C}}$	0	$lue{\mathbb{C}}$	•
Encourage teachers to be learners.	\bigcirc	0	\bigcirc	\bigcirc	0
Create opportunities for teachers' learning.	\odot	\mathbf{C}	$lue{\mathbb{C}}$	\mathbf{C}	$lue{\mathbb{C}}$
Promote improvement of student outcomes.	\bigcirc	\circ	\bigcirc	0	0
Support the development of adult learning communities.	$lue{oldsymbol{\circ}}$	$lue{m{C}}$	0	\bigcirc	<u>•</u>
Work effectively to develop parent involvement in the school.		$lue{\Box}$	0	\bigcirc	0
Encourage teachers to be leaders.	$lue{}$	O	\bigcirc	0	O
Work effectively to develop community involvement in the school.	0	0	0	\bigcirc	0

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	Not well	Somewha	Vemell
	these topics	prepared	t prepared	Very well prepared
Representing, comparing and ordering whole numbers and joining and separating sets	\bigcirc	lacktriangle	lacktriangle	lacktriangle
Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts	0	O	O	•
Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction	O	0	lacktriangle	©
Developing an understanding of whole number relationships, including grouping in tens and ones	$lue{\mathbb{C}}$	<u>•</u>	lacktriangle	lacktriangle
Developing an understanding of the base-ten numeration system and place-value concepts	lacktriangle	0	0	0
Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts	0	0	O	•
Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication	\odot	O	O	O
Developing an understanding of fractions and fraction equivalence	<u>()</u>	0	0	O
Developing an understanding of decimals, including the connections between fractions and decimals	\bigcirc	\bigcirc	0	\bigcirc
Describing shapes and space	0	0	0	0
Composing and decomposing geometric shapes	0	0	\bigcirc	0
Describing and analyzing properties of two- dimensional shapes	$lue{\mathbb{C}}$	0	lacktriangle	0
Ordering objects by measurable attributes	$lue{\mathbb{C}}$	0	lacktriangle	lacktriangle
Developing an understanding of linear measurement and facility in measuring lengths	$lue{\mathbb{C}}$	0	O	O
Developing an understanding of area and determining the areas of two-dimensional shapes	lacktriangle	0	0	0

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

Explain the reasoning behind an idea	Never or almost never	Some lessons	Most lessons	Every lesson
Represent and analyze relationships using tables, charts, or graphs	0	O	O	\mathbf{C}
Work on problems for which there are no immediately obvious methods of solution		0	0	\odot
Use computers to complete exercises or solve problems		0	0	lacktriangle
Write equations to represent relationships	\odot	\bigcirc	\bigcirc	\bigcirc
Practice computational skills	<u>O</u>	O	lacktriangle	$\overline{\mathbf{C}}$

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		\odot	\odot	0
Work individually with assistance from the teacher	r O	$lue{\mathbb{C}}$	$lue{oldsymbol{\circ}}$	<u>(</u>
Work together as a class with the teacher teaching the whole class		lacktriangle	lacktriangle	0
Work together as a class with students responding to one another		0	0	0
Work in pairs or small groups without assistance from each other		lacktriangle	lacktriangle	0
Work in pairs or small groups with assistance from each other		$lue{\mathbb{C}}$	•	O

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.	:	lacktriangle	0	lacktriangle	lacktriangle
Most students have to be shown how to solve simple word problems.		C	0	C	0
Recall of number facts should precede the development of an understanding of the related operation.		O	O	O	O
Students should master computational procedures before they are expected to understand how those procedures work.	:	O	<u>(</u>)	O	0
Students need explicit instruction on how to solve word problems.		lacktriangle	O	$lue{\mathbb{C}}$	0
Teachers should allow students to figure out their own ways to solve simple word problems.		$lue{oldsymbol{\circ}}$	0	$lue{m{C}}$	0
The goals of instruction in mathematics are best achieved when students find their own methods for solving problems.	-	0	lacktriangle	0	0
Most students can figure out ways to solve many mathematics problems without any adult help.		$lue{oldsymbol{\circ}}$	0	$lue{\mathbb{C}}$	0
Time should be spent practicing computational procedures before students are expected to understand the procedures.)	O	O	O	O
Students should not solve simple word problems until they have mastered some number facts.		lacktriangle	0	$lue{\mathbb{C}}$	0
Students learn math best by attending to the teacher's explanations.		0	0	0	0
To be successful in mathematics, a student must be a good listener.		<u>O</u>	<u>O</u>	<u> </u>	O
Teachers should model specific procedures for solving word problems.		0	0	0	O
Mathematics should be presented to children in such a way that they can discover relationships for themselves.	-	0	O	lacktriangle	lacktriangle
Students should understand computational procedures before they master them.		0	0	\bigcirc	0
Time should be spent practicing computational procedures before students spend much time solving problems.	l	0	lacktriangle	0	0
Students will not understand an operation until they have mastered some of the relevant number facts.		0	0	<u></u>	0
Teachers should allow students who are having difficulty solving a word problem to continue to try to find a solution.	,	0	\bigcirc	0	0

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.	:	lacktriangle	0	lacktriangle	lacktriangle
Most students have to be shown how to solve simple word problems.		C	0	C	0
Recall of number facts should precede the development of an understanding of the related operation.		O	O	O	O
Students should master computational procedures before they are expected to understand how those procedures work.	:	O	<u>(</u>)	O	0
Students need explicit instruction on how to solve word problems.		lacktriangle	O	$lue{\mathbb{C}}$	0
Teachers should allow students to figure out their own ways to solve simple word problems.		$lue{oldsymbol{\circ}}$	0	$lue{m{C}}$	0
The goals of instruction in mathematics are best achieved when students find their own methods for solving problems.	-	0	lacktriangle	0	0
Most students can figure out ways to solve many mathematics problems without any adult help.		$lue{oldsymbol{\circ}}$	0	$lue{\mathbb{C}}$	0
Time should be spent practicing computational procedures before students are expected to understand the procedures.)	O	O	O	O
Students should not solve simple word problems until they have mastered some number facts.		lacktriangle	0	$lue{\mathbb{C}}$	0
Students learn math best by attending to the teacher's explanations.		0	0	0	0
To be successful in mathematics, a student must be a good listener.		<u>O</u>	<u>O</u>	<u> </u>	O
Teachers should model specific procedures for solving word problems.		0	0	0	O
Mathematics should be presented to children in such a way that they can discover relationships for themselves.	-	0	O	lacktriangle	lacktriangle
Students should understand computational procedures before they master them.		0	0	\bigcirc	0
Time should be spent practicing computational procedures before students spend much time solving problems.	l	0	lacktriangle	0	0
Students will not understand an operation until they have mastered some of the relevant number facts.		0	0	<u></u>	0
Teachers should allow students who are having difficulty solving a word problem to continue to try to find a solution.	,	0	\bigcirc	0	0

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

	Strongl / disag	Disagr			Strongl y
•	ree	ee	Neutral	Agree	agree
When a student does better than usual in mathematics, it is often because the teacher exerted extra effort.	\bigcirc	0	0	0	0
I find it difficult to use manipulatives to explain to students why mathematics works.	<u>•</u>	\bigcirc	<u>•</u>	\bigcirc	0
If students are underachieving in mathematics, it is most likely due to ineffective mathematics teaching.	0	\bigcirc	0	\bigcirc	0
I am typically able to answer students' mathematics questions.	<u>C</u>	\bigcirc	<u>•</u>	\bigcirc	<u>O</u>
When teaching mathematics, I usually welcome student questions.	0	\bigcirc	0	\bigcirc	0
I understand mathematics concepts well enough to be an effective elementary mathematics teacher.	<u>C</u>	\bigcirc	$lue{oldsymbol{\circ}}$	\bigcirc	<u>•</u>
The teacher is generally responsible for the achievement of students in mathematics.	0	\bigcirc	0	\bigcirc	0
Students' achievement in mathematics is directly related to their teacher's effectiveness in mathematics teaching.	\bigcirc	0	O	$lue{oldsymbol{\circ}}$	lacktriangle
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.	\bigcirc	O	O	\bigcirc	\bigcirc
When the mathematics grades of students improve, it is often due to their teacher having found a more effective teaching approach.	$lue{\mathbb{C}}$	0	O	$lue{oldsymbol{\circ}}$	$lue{oldsymbol{\circ}}$
Given a choice, I would not invite the principal to observe my mathematics teaching.	0	0	0	\bigcirc	0
The inadequacy of a student's mathematics background can be overcome by good teaching.	C	<u>C</u>	0	\bigcirc	0
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.	\bigcirc	O	O	0	0
When a low-achieving student shows progress in mathematics, it is usually due to extra attention given by the teacher.	$lue{\mathbb{C}}$	0	O	$lue{\mathbb{C}}$	©
I do not know what to do to get students more interested in mathematics.	O	O	O	\bigcirc	0

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 <i>CLOSEST COLLEAGUES</i> in your school last names. You do not need to fill all the spaces.	l? Please write full first and
)	school. Do not check this box if you provide a	
3 3 4 5 6 7 8 9 1 0 1 <td< th=""><th></th><th></th></td<>		
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6) 7) 8) 9) 1) 1) 1)		
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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.

{Q52a}	Daily C	Weekly	Monthly	A few times per year
{Q52b}	0	0	\bigcirc	0
{Q52c}	\bigcirc	0	\bigcirc	\bigcirc
{Q52d}	0	0	\bigcirc	\bigcirc
{Q52e}	0	\bigcirc	lacktriangle	0
{Q52f}	0	lacktriangle	lacktriangle	0
{Q52g}	0	0	lacktriangle	0
{Q52h}	0	lacktriangle	lacktriangle	lacktriangle
{Q52i}	0	0	lacktriangle	0
{Q52j}	0	lacktriangle	lacktriangle	lacktriangle
{Q52k}	0	lacktriangle	lacktriangle	0
{Q52I}	O	$lue{\mathbb{C}}$	0	O

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. 1) 2) 3) 4) 5) 6) 7)

8) 9) 10) 11)

During THIS SCHOOL YEAR, to whom have you turned for advice and/or

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.

	Colleague in this school	Other practicing educator	Professiona I developm ent provider (including university faculty)	Community member	Friend or family member	Other
{Q54a}	0	\bigcirc	O	\bigcirc	0	0
{Q54b}	0	\bigcirc	0	\bigcirc	0	0
{Q54c}	0	\bigcirc	O	\bigcirc	0	0
{Q54d}	0	\bigcirc	0	\bigcirc	0	0
{Q54e}	0	\bigcirc	O	\bigcirc	0	0
{Q54f}	0	lacktriangle	0	\bigcirc	O	0
{Q54g}	0	$lue{\mathbb{C}}$	0	\bigcirc	O	0
{Q54h}	0	\bigcirc	0	0	0	0
{Q54i}	0	lacktriangle	0	lacktriangle	0	0
{Q54j}	0	lacktriangle	0	\bigcirc	O	0
{Q54k}	0	\bigcirc	0	0	0	0
{Q54I}	0	0	0	0	0	0

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 <u>CONTENT AREA related to</u> <u>the advice and/or information</u> you sought from each person. (Select all that apply.)

		Reading, Writing,	
	Mathematics	Language Arts	Other
{Q54a}			
{Q54b}			
{Q54c}			
{Q54d}			
{Q54e}			
{Q54f}			
{Q54g}			
{Q54h}			
{Q54i}			
{Q54j}			
{Q54k}			
{Q54I}			

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

oquooy				A few times
	Daily	Weekly	Monthly	per year
{Q54a}	0	0	0	0
{Q54b}	O	lacktriangle	lacktriangle	0
{Q54c}	lacktriangle	lacktriangle	\bigcirc	0
{Q54d}	lacktriangle	lacktriangle	\bigcirc	0
{Q54e}	lacktriangle	lacktriangle	\bigcirc	0
	\mathbf{C}	\odot	\bigcirc	0
	O	\odot	\bigcirc	0
	\bigcirc	\odot	\bigcirc	0
	0	\odot	\bigcirc	lacktriangle
	0	\odot	\bigcirc	0
{Q54k}	0	0	0	0
{Q54I}	C	0	C	0

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

requency		Daily	Weekly	Monthly	A few times per year
{Q54a}	\bigcirc	0	0	\bigcirc	\bigcirc
{Q54b}	\bigcirc	lacktriangle	\bigcirc	lacktriangle	\bigcirc
{Q54c}	0	lacktriangle	(0	\bigcirc
{Q54d}	0	C	lacktriangle	0	\bigcirc
{Q54e}	0	C	C	0	\bigcirc
{Q54f}	0	C	•	0	\bigcirc
{Q54g}	0	\bigcirc	lacktriangle	0	\bigcirc
	0	C	\bigcirc	lacktriangle	\bigcirc
	0	lacktriangle	lacktriangle	lacktriangle	\bigcirc
	0	lacktriangle	lacktriangle	lacktriangle	\bigcirc
{Q54k}	0	C	lacktriangle	0	lacktriangle
{Q54I}	\bigcirc	O	0	0	C

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

oquooy				A few times
	Daily	Weekly	Monthly	per year
{Q54a}	0	0	0	0
{Q54b}	O	lacktriangle	lacktriangle	0
{Q54c}	lacktriangle	lacktriangle	\bigcirc	0
{Q54d}	lacktriangle	lacktriangle	\bigcirc	0
{Q54e}	lacktriangle	lacktriangle	\bigcirc	0
	\mathbf{C}	\odot	\bigcirc	0
	O	\odot	\bigcirc	0
	\bigcirc	\odot	\bigcirc	0
	0	\odot	\bigcirc	lacktriangle
	0	\odot	\bigcirc	0
{Q54k}	0	0	0	0
{Q54I}	C	0	C	0

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

In what year were you born? (Please enter	r a 4-digit number.)
What is your gender? © Female © Male	
What is your race? (Select all that apply.)	
African American	Mexican American, Chicano
□ Native American or Alaska Native	☐ Hawaiian Native or Pacific Islander
Asian American	Puerto Rican
Asian, including Indian subcontinent	
Hispanic, Latino	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
bachelor's degree?
Where is it located?
it

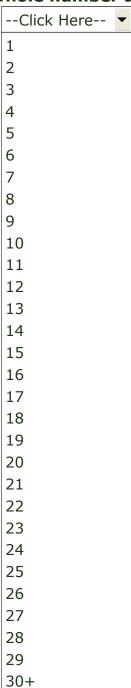
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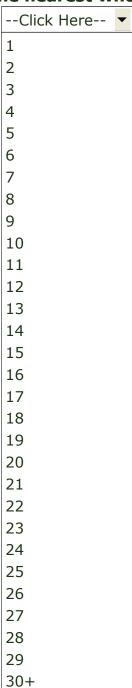
wnich teacher certifications do you nave?	(Select all that apply.)
Regular or standard state certificate or advanced professional certificate National Board Certification Probationary certificate (issued after satisfying all requirements except the completion of a probationary period.) Provisional or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

What grade-level en Early childhood edu Elementary school Middle school endo Secondary school	ucation endorseme endorsement orsement	•	lect all that apply.)
What subject-area	endorsements of Early Childhood Education	do you have? (S Elementary School	Select all that apply Middle School	y.) Secondary
English/Language Arts				
Mathematics				
Other				

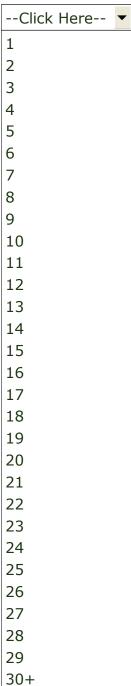
How many years of teaching experience do you have? Round up to the nearest whole number and include the current school year.



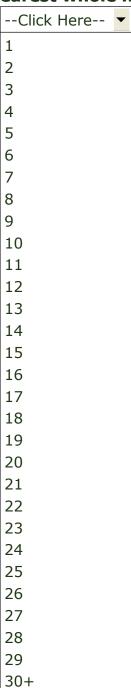
How many years have you been employed at your current school? Round up to the nearest whole number and include the current school year.



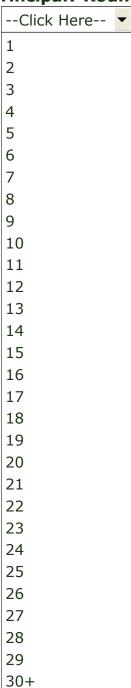
How many years experience do you have as a school principal? Round up to the nearest whole number and include the current school year.



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



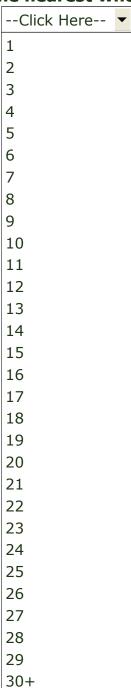
How many years of teaching experience do you have, not including years as a principal? Round up to the nearest whole number.



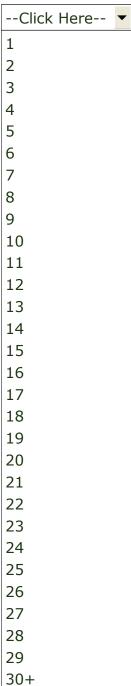
How many years experience do you have as a school administrator? Round up to the nearest whole number and include the current school year.



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



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



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

participating! This text box is an opportunity for you to include any additional

You have reached the end of our survey. Thank you very much for

appreciate any feedback you may have.

thoughts or information that you would like to share. We would truly

<u>Please note</u>: After you click <u>SUBMIT</u> below, please wait for the confirmation page before closing your browser.

This will ensure we receive your responses. Thank you.