

Mathematics Teacher Questionnaire

**2013
Grade 8**

TEACHER QUESTIONNAIRE

GRADE 8 – MATHEMATICS

During the 2012–2013 school year, a sample of students across the country, including some of your eighth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in mathematics. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach mathematics to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Instructions

This questionnaire contains two parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Mathematics

You should complete all parts. Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

Part I: Background, Education, and Training

VB331330

1. Are you Hispanic or Latino? Fill in **one or more** ovals.

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more** ovals.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

VE577729

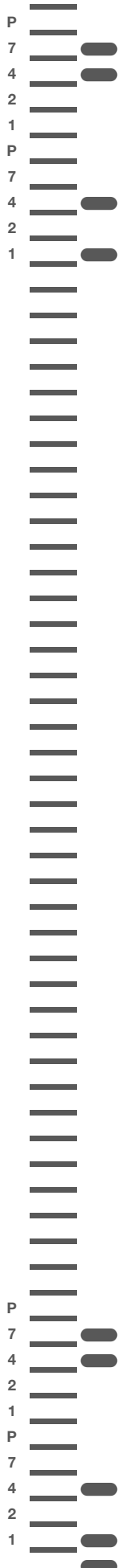
3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

VE654882

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years



VE577841

5. Have you been awarded tenure by the school where you currently teach?

- ☐ A Yes
- ☐ B No
- ☐ C My school does not award tenure.

VF096239

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- ☐ A Yes, I hold a permanent certificate.
- ☐ B Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- ☐ C No, but I am currently working toward certification.
- ☐ D No, and I am not planning to obtain certification.

VF096243

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- ☐ A Yes
- ☐ B No

VC309891

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

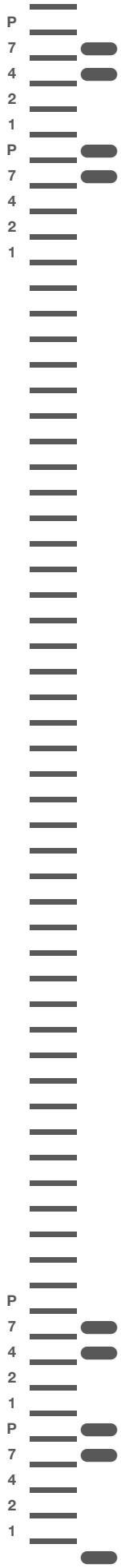
(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- ☐ A Yes, I am fully certified by the National Board for Professional Teaching Standards.
- ☐ B I am working towards my National Board certification.
- ☐ C No

HE001012

9. What is the highest academic degree you hold?

- ☐ A High school diploma
- ☐ B Associate's degree/vocational certification
- ☐ C Bachelor's degree
- ☐ D Master's degree
- ☐ E Education specialist's or professional diploma based on at least one year's work past master's degree
- ☐ F Doctorate
- ☐ G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)



VB333658

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482657
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482658
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482938
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

VE741708

11. Since completing your undergraduate degree, have you taken any graduate courses?

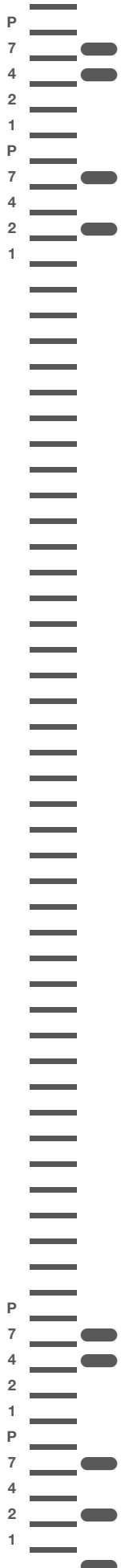
- ☐ A Yes → *Go to Question 12.*
- ☐ B No → *Skip to Question 13.*



VB345619

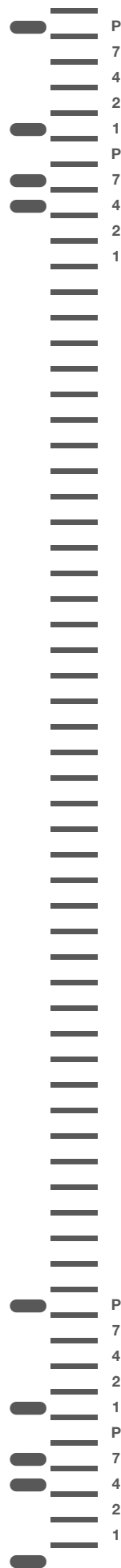
12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482939
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562



13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	(A)	(B)	(C)	(D)	VB543502
b. Mathematics theory or applications	(A)	(B)	(C)	(D)	VB543503
c. Content standards in mathematics	(A)	(B)	(C)	(D)	VB543504
d. Curricular materials available in mathematics (units, texts)	(A)	(B)	(C)	(D)	VB543505
e. Instructional methods for teaching mathematics	(A)	(B)	(C)	(D)	VB543506
f. Effective use of manipulatives in mathematics instruction	(A)	(B)	(C)	(D)	VB519181
g. Effective use of calculators in mathematics instruction	(A)	(B)	(C)	(D)	VB543507
h. Use of computers or other technology in mathematics instruction	(A)	(B)	(C)	(D)	VB543508
i. Methods for assessing students in mathematics	(A)	(B)	(C)	(D)	VB543509
j. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VB543510
k. Issues related to ability grouping in mathematics	(A)	(B)	(C)	(D)	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	(A)	(B)	(C)	(D)	VB543512

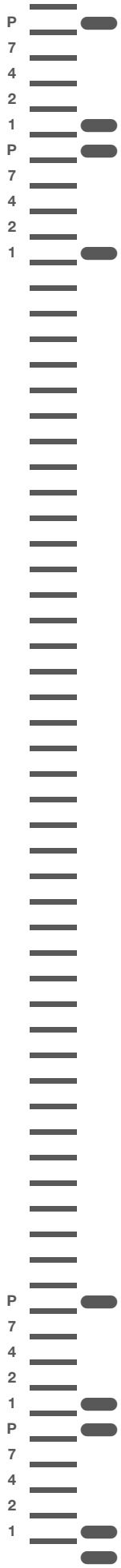


VB482582

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Fill in **one** oval on each line.

Yes No

- | | | | |
|--|-------------------------|-------------------------|----------|
| a. College course taken after your first certification | <input type="radio"/> A | <input type="radio"/> B | VB482583 |
| b. Workshop or training session | <input type="radio"/> A | <input type="radio"/> B | VB482584 |
| c. Conference or professional association meeting | <input type="radio"/> A | <input type="radio"/> B | VB482585 |
| d. Observational visit to another school | <input type="radio"/> A | <input type="radio"/> B | VB482586 |
| e. Mentoring and/or peer observation and coaching as part of a formal arrangement | <input type="radio"/> A | <input type="radio"/> B | VB482587 |
| f. Committee or task force focusing on curriculum, instruction, or student assessment | <input type="radio"/> A | <input type="radio"/> B | VB482588 |
| g. Regularly scheduled discussion or study group | <input type="radio"/> A | <input type="radio"/> B | VB482589 |
| h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet | <input type="radio"/> A | <input type="radio"/> B | VB482590 |
| i. Individual or collaborative research | <input type="radio"/> A | <input type="radio"/> B | VB482591 |
| j. Independent reading on a regular basis—for example, educational journals, books, or the Internet | <input type="radio"/> A | <input type="radio"/> B | VB482592 |
| k. Co-teaching/team teaching | <input type="radio"/> A | <input type="radio"/> B | VB482593 |
| l. Consultation with a mathematics specialist | <input type="radio"/> A | <input type="radio"/> B | VB482594 |



VB543642

15. Are you teaching the following mathematics courses to eighth-grade students this year ? Include honors sections. Fill in one oval on each line.			
	Yes	No	
a. Remedial mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543643
b. General mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543644
c. Introduction to algebra/pre-algebra	<input type="radio"/> A	<input type="radio"/> B	VB543645
d. Algebra	<input type="radio"/> A	<input type="radio"/> B	VB543646
e. Integrated or sequential mathematics	<input type="radio"/> A	<input type="radio"/> B	VB543647
f. Geometry	<input type="radio"/> A	<input type="radio"/> B	VB543648

Part II: Classroom Organization and Instruction – Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach mathematics, you have finished this questionnaire. Thank you for your time.

VC311698

1. Which best describes your role in teaching mathematics to this class?

- ☐ Ⓐ I do not teach mathematics to this class.
- ☐ Ⓑ I teach all or most subjects, including mathematics.
- ☐ Ⓒ The only subject I teach is mathematics.
- ☐ Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

VB473856

2. How many students are in this class?

- ☐ Ⓐ 15 or fewer
- ☐ Ⓑ 16–18
- ☐ Ⓒ 19–20
- ☐ Ⓓ 21–25
- ☐ Ⓔ 26 or more

3. How many hours of mathematics instruction do your students receive in a typical week?

4. Are students assigned to this class by ability?

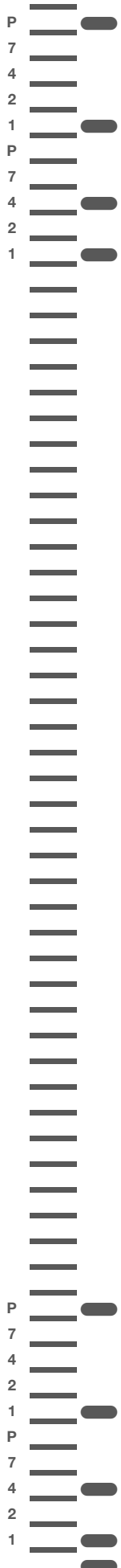
5. Do you create groups within this class for mathematics instruction on the basis of ability?

- Page 13

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VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

VB535974

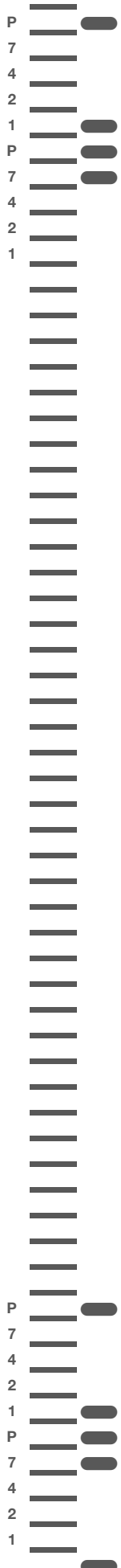
10. When you give students a mathematics test or quiz, how often do they use a calculator?

- ☐ A Never
- ☐ B Sometimes
- ☐ C Always

TO044600

11. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Fill in **one** oval on each line.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110366
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110367
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110368
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC767633
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC767634



12. Are computers available for use by you or your students?

- ☐ Ⓐ Yes, computers are available to my students and to me.
- ☐ Ⓑ Yes, I have access to computers, but my students do not.
- ☐ Ⓒ No, neither my students nor I have access to computers at school.

13. In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976334
b. Extend mathematics learning with enrichment activities on the computer	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976335
c. Research a mathematics topic on the Internet or CD-ROM	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976336
d. Use a drawing program for geometric shapes	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976339
e. Use a graphing program	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976353
f. Play mathematics computer games	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976355

VC976295

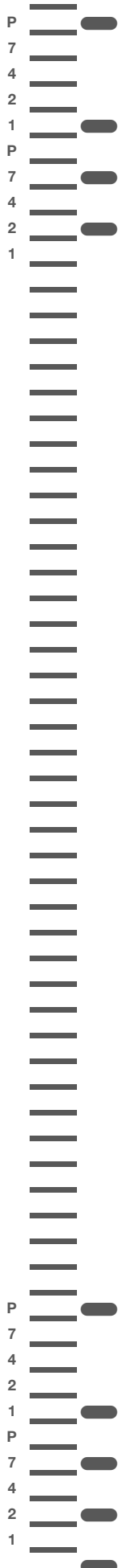
14. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction?

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ I have all of the resources I need.

VC976362

15. When you teach mathematics to your eighth-grade class, do you do any of the following?
Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976363
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976364
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976365
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976366
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976367



16. How often do you do each of the following with individual students to evaluate their progress in mathematics? Fill in one oval on each line.					
	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day
a. Discuss the student's current level of performance	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E