

Mathematics Teacher Survey

Ross & Bruce, 2009

Using the 1 to 6 point scale, indicate the extent to which you disagree or agree with each statement by filling in the appropriate bubble.

1=Strongly Disagree, 2=Disagree, 3=Mildly Disagree, 4=Mildly Agree, 5=Agree, 6=Strongly Agree

1. I like to use math problems that can be solved in many different ways.
2. I regularly have my students work through real-life math problems that are of interest to them.
3. When two students solve the same math problem correctly using two different strategies I have them share the steps they went through with the class.
4. I tend to integrate multiple topics of mathematics within a single unit (i.e. geometric and algebraic concepts together).
5. I often learn from my students during math class because my students come up with ingenious ways of solving problems that I have never thought of.
6. It is not very productive for students to work together during math class.
7. Every student in my class should feel that mathematics is something he/she can do.
8. I integrate math assessment into most math activities.
9. In my classes, students learn math best when they can work together to discover mathematical ideas.
10. I encourage students to use manipulatives or technology to explain their mathematical ideas to other students.
11. When students are working on math problems, I put more emphasis on getting the correct answer rather than on the process followed.
12. Creating rubrics for math is a worthwhile assessment strategy.
13. It is just as important for students to learn geometry, data management and probability, patterning and algebra, as it is to learn number sense and numeration.
14. I don't necessarily answer students' math questions but rather let them puzzle things out for themselves.

15. A lot of things in math must simply be accepted as true and remembered.
16. I like my students to master basic mathematical procedures before they tackle complex problems.
17. I teach students how to explain and defend their mathematical ideas.
18. Using computers to solve math problems distracts students from learning basic algebraic and procedural skills.
19. If students use calculators they won't master the basic skills they need to know.
20. You have to study math for a long time before you see how useful it is.

Teacher Efficacy (see Tschannen-Moran, M., & Woolfolk Hoy, A. (2001)

5 point scale: *Nothing, Very Little, Some Influence, Quite A Bit, A Great Deal*

21. How much can you do to control disruptive behaviour during Mathematics?
22. How much can you do to motivate students who show low interest in Mathematics?
23. How much can you do to get students to believe they can do well in Mathematics?
24. How much can you do to help your students value learning Mathematics?
25. To what extent can you craft good questions about Mathematics for your students?
26. How much can you do to get children to follow classroom rules about Mathematics?
27. How much can you do to calm a student who is disruptive or noisy during Mathematics?
28. How well can you establish a classroom management system for mathematics with each group of students?
29. How much can you use a variety of Mathematics assessment strategies?
30. To what extent can you provide an alternative explanation or example when students are confused about Mathematics?

31. How much can you assist families in helping their children do well in Mathematics?

32. How well can you implement alternative Mathematics strategies in your classroom?

Professional Development in Teaching Mathematics

33. How many Summer Institutes have you been involved in that focused on mathematics education?

None 1 2 More than 2

34. How many conferences have you attended that focused on mathematics education?

None 1 2 3 More than 3

35. Have you taken any Additional Qualification courses in mathematics?

Yes No

If yes, please check as many as apply.

- Mathematics Honour Specialist
- Mathematics Intermediate Basic
- Mathematics Senior Basic
- Mathematics Primary/Junior Part 1
- Mathematics Primary/Junior Part 2
- Mathematics Primary/Junior Part 3

Background in Mathematics

36. Did you major in mathematics at university?

Yes No

37. How many mathematics courses did you take at university?

None 1 2 3 More than 3

38. Do you have a Master's degree in education (e.g., M.Ed., M.A.)?

Yes No partially completed

If yes, did any of your courses or research deal with mathematics education?

Yes No

39. Before entering post-secondary studies what grade were you in when you last took a mathematics course?

Grade: 8 9 10 11 12 13/OAC