Name: ________________________________

School: ________________________________

Date: ________________________________

MATH TEACHER QUESTIONNAIRE

Instructions: When answering the following questions, please refer only to your after-school math class (not your regular math classes).

1. In a typical class period, what percentage of time do students spend on each of the following activities?

Write in the percent
The total should add to 100%

a. Reviewing assigned seatwork ___%

b. Listening to lecture-style presentations ___%

c. Working problems with your guidance ___%

d. Working problems on their own without your guidance ___%

e. Listening to you re-teach and clarify content/procedures ___%

f. Taking tests or quizzes ___%

g. Participating in classroom management tasks not related to the lesson’s content/purpose (e.g., interruptions and keeping order) ___%

h. Other student activities ___%

i. Having snack time ___%

TOTAL 100%

2. When you assign seatwork to the students, about how many minutes do you usually assign? (Consider the time it would take an average student in your class)

0-5 minutes 6-10 minutes 11-15 minutes 16-20 minutes > 20 minutes
3. **How often do you do the following with assigned seatwork?**
   
   a. Monitor whether or not the seatwork was completed
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   b. Correct seatwork and then give feedback to students
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   c. Have students correct their own seatwork in class
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   d. Use seatwork as a basis for class discussion
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

4. **In your teaching, how often do you usually ask students to do the following?**
   
   a. Practice adding, subtracting, multiplying, and dividing
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   b. Work on fractions and decimals
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   c. Work on problems for which there is no immediately obvious method of solution
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   d. Interpret data in tables, charts, or graphs
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   e. Write equations and functions to represent relationships
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always

   f. Work together in small groups
      
      1 2 3 4 5
      Never Rarely Sometimes Often Always
g. Relate what they are learning in mathematics to their daily lives
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

h. Explain their answers
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

i. Decide on their own procedures for solving complex problems
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

5. **In your view, to what extent do the following limit how you teach the class?**

a. Students with different academic abilities
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

b. Uninterested students
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

c. Low morale among students
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

d. Disruptive students
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

6. **How often do students use calculators for the following activities?**

a. Check their answers
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

b. Do routine computations
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always

c. Solve complex problems
   1  2  3  4  5
   Never  Rarely  Sometimes  Often  Always
d. Explore number concepts
   1  2  3  4  5
Never Rarely Sometimes Often Always

7. How often do students use computers for the following activities?

   a. Discover mathematics principles and concepts
      1  2  3  4  5
Never Rarely Sometimes Often Always

   b. Practice skills and procedures
      1  2  3  4  5
Never Rarely Sometimes Often Always

   c. Look up ideas and information
      1  2  3  4  5
Never Rarely Sometimes Often Always

8. Please indicate your agreement or disagreement with each of the following statements:

   a. I feel comfortable using technology with my students.
      1  2  3  4  5
Strongly Disagree Neutral Agree Strongly Agree

   b. I think it is important to use technology in my mathematics teaching.
      1  2  3  4  5
Strongly Disagree Neutral Agree Strongly Agree

   c. Technology does not benefit students' learning of mathematics.
      1  2  3  4  5
Strongly Disagree Neutral Agree Strongly Agree

   d. Students are more motivated to learn mathematics when technology is involved.
      1  2  3  4  5
Strongly Disagree Neutral Agree Strongly Agree
9. **Please indicate your agreement or disagreement with each of the following statements:**

a. My students are rarely challenged by the math content in class.

   
   
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b. My students feel comfortable asking questions when they do not understand.

   
   
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c. My students think that mathematics is useful in everyday life.

   
   
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