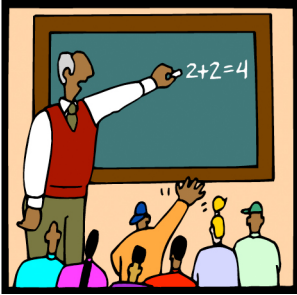


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Name: _____

School: _____

Date: _____

MATH TEACHER QUESTIONNAIRE

Instructions: When answering the following questions, please refer only to your afterschool 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
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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 |

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- 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 |

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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	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	Disagree	Neutral	Agree	Strongly Agree

c. Technology does not benefit students' learning of mathematics.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

d. Students are more motivated to learn mathematics when technology is involved.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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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.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree