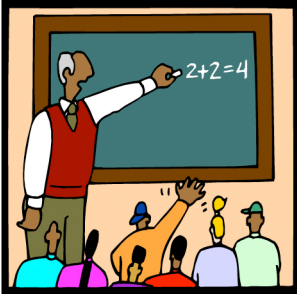


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Name: \_\_\_\_\_

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