

**Mathematics and the Institutional Setting of Teaching
Vanderbilt University**

Coach Survey

Welcome to the Vanderbilt University study of Middle School Mathematics and the Institutional Setting of Teaching (MIST) Survey!

This survey will take approximately 45 minutes to complete. For each of the following questions, unless otherwise directed, please mark the one answer that best describes your experiences as principal during the current school year (including last summer). Please answer every question unless directed otherwise.

The first few questions pertain to MATHEMATICS TEACHERS.

1) So far this school year (including last summer), to what extent have you assisted mathematics teachers with the following?	Not at all	To a small extent	To a moderate extent	To a great extent
a. Clarifying the key mathematical ideas in a particular lesson or unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understanding different ways in which students solve a particular problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Clarifying why certain mathematical ideas are difficult for students to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teaching mathematical ideas that are usually difficult for students to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Acquiring materials related to mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing classroom routines and procedures (e.g., collecting homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Managing the behavior of specific students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Matching the curriculum to the standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Using state test scores to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Planning for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Using the district's curriculum or pacing guide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) So far this school year (including last summer), have you provided any district-based professional development (workshops, seminars) to mathematics teachers?	Yes	No
	<input type="radio"/>	<input type="radio"/>

Please continue to the next page.

3) So far this school year (including last summer), to what extent have you addressed the following topics when providing district-based professional development (workshops, seminars) for mathematics teachers?	Not at all	To a small extent	To a moderate extent	To a great extent
a. Meeting state standards or assessment requirements	○	○	○	○
b. Managing the classroom and/or student discipline	○	○	○	○
c. Analyzing students' mathematics work	○	○	○	○
d. Deepening teachers' knowledge of mathematics	○	○	○	○
e. Leading discussions in which students have to justify their mathematics solutions	○	○	○	○
f. Understanding the central mathematical ideas in the curriculum	○	○	○	○
g. Using challenging, problem-solving tasks	○	○	○	○
h. Using strategies to engage all students in challenging, problem-solving tasks	○	○	○	○
i. Effectively using the adopted curriculum	○	○	○	○
j. Understanding how student mathematical reasoning develops	○	○	○	○

4) So far this school year (including last summer), to what extent have you expected your mathematics teachers to do the following activities, and to what extent would there be consequences if they did not (none, minimal or severe)? (If you choose "not at all" in the first part, please leave the second part blank.)	Expected to do			Consequences for not doing		
	Not at all	To a moderate extent	To a great extent	None	Severe	Minimal
a. Adhere to a prescribed pacing in their instruction	○	○	○	○	○	○
b. Make sure their students' test scores improve	○	○	○	○	○	○
c. Address the state/district objectives and standards	○	○	○	○	○	○
d. Have whole classroom discussion in which students explain how they solved tasks	○	○	○	○	○	○

(#4 continued)	Expected to do			Consequences for not doing		
	Not at all	To a moderate extent	To a great extent	None	Severe	Minimal
e. Have small group discussion in which students explain how they solved tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Use the adopted curriculum as a basis for their classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Keep students quiet and disciplined during classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Use challenging, problem-solving tasks with their students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Use students' current mathematical thinking to inform their instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Collaborate with other mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Observe others' mathematics teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Use me as a resource when instructional problems arise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Make their lesson plans available for review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Assist other mathematics teachers in improving their instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Adjust instruction to meet the needs of low achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) To what extent do you agree or disagree with the following statement?: <i>"My purpose in visiting mathematics teachers' classrooms is to..."</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Assist them in improving their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Formally evaluate their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Gain a greater understanding of mathematics instruction in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Monitor the extent to which teachers are using the adopted curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(#5 continued)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
e. Monitor teachers ' use of a particular instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Monitor teachers to see if they are implementing an instructional strategy suggested in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be visible in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Support teachers with classroom management of student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Model instruction in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Check on particular students' progress in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Observe teachers with the purpose of providing feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions pertain to your interactions with your school PRINCIPAL (and assistant principals).

6) So far this school year (including last summer), how often have you done each of the following with your principal (or assistant principal)?	Never	1-2 Times	3-5 Times	6-10 Times	More than 10 times
a. Worked to align mathematics curriculum with state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Used the curriculum or pacing guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Interpreted district or state mathematics standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Reviewed the mathematical ideas underlying instructional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Analyzed student performance data (i.e., state test scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed the extent to which teachers are effectively using the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Determined specific teachers who are in need of support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Planned strategies to help teachers learn to use the curriculum effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed strategies for motivating teachers to want to change their practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) So far this school year (including last summer), to what extent has your principal sought your advice with respect to the following?	Not at all	To a small extent	To a moderate extent	To a great extent
a. Evaluating mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Purchasing instructional materials for mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Planning professional development on mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Assigning teachers to specific mathematics classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Making decisions about adopting supplementary mathematics programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Recruiting/hiring new mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Understanding the mathematical ideas underlying an instructional lesson or unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) So far this school year (including last summer), to what extent have you done the following?	Not at all	To a small extent	To a moderate extent	To a great extent
a. Helped the principal(s) understand the challenges teachers face in teaching mathematics effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provided the principal(s) with information on innovative or effective instructional practices in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reported to the principal(s) on the quality of teachers' classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped the principal(s) understand how students' mathematical reasoning develops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Helped the principal(s) understand what is necessary to support mathematics teachers' development of effective classroom practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Assisted the principal(s) in the development of school-wide improvement plans in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page.

The next few questions pertain to your role as a coach and any professional development you might have RECEIVED for acting in that role.

9) So far this school year (including last summer), how much of your time as a coach have you spent performing the following tasks?	None or almost none	Less than 25%	25-50%	More than 50%
a. Acting as a substitute teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing mathematics teachers' classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Co-teaching in mathematics classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Modeling mathematics teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Planning for or leading district-based meetings of mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Preparing, scoring or compiling data on mathematics assessments (not in collaboration with teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Planning for or attending school-based meetings with groups of teachers (department meetings, collaborating with teachers on data analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Attending meetings with principals or administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Attending professional development for mathematics coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Gathering or constructing classroom materials for mathematics teachers' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Coordinating mathematics programs for students (tutoring, after school, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Tutoring individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other assigned "extra duties" (bus, hall, cafeteria supervision, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page.

10) If any task you have performed as a coach during the last year was not listed above, please write a brief description of it in a box below and indicate the amount of time spent on the task (None or almost none; less than 25%, 25-50%; or more than 50%)	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	

11) So far this school year (including last summer), how much time in total hours have you spent in professional development workshops or seminars in mathematics, mathematics education or mathematics instructional coaching?	<input type="radio"/> 0 <input type="radio"/> Less than 6 <input type="radio"/> 6-15 <input type="radio"/> 16-35 <input type="radio"/> More than 35
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12) To what extent were the following topics addressed in professional development sessions, and, if they were addressed, to what extent have they impacted your work as a mathematics coach? (Mark one choice for each. If the topic was not addressed you can leave the second part blank.)	Topic was addressed	Topic impacted work with teachers
a. Interpreting state mathematics standards	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
b. Aligning state standards to the adopted mathematics textbook	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
c. Coordinating pacing of mathematics instructional units	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
d. Current research on mathematics teaching and learning	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

<i>(#12 continued)</i>	Topic was addressed	Topic impacted work with teachers
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e. Facilitating teachers' analysis of students' mathematics work	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
f. Conducting individual conferences with mathematics teachers focused on their teaching practices	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
g. Conducting small group meetings of mathematics teachers to support the ongoing improvement of their instructional practices	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
h. Deepening your knowledge of mathematics	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
i. Creating district formative assessments in mathematics	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
j. Fostering relationships of trust among mathematics teachers	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
k. Supporting mathematics teachers in using the adopted curriculum	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
l. Modeling instruction for mathematics teachers	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
m. Designing challenging, problem-solving mathematics lessons with teachers	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
n. Strategies to engage all students in challenging, problem-solving tasks	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
o. Understanding how students mathematical reasoning develops	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

<i>(#12 continued)</i>	Topic was addressed	Topic impacted work with teachers
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p. Understanding the central mathematical ideas in the adopted curriculum	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
q. Theories of teacher (or adult) learning	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

13) To what extent do you agree or disagree with the following statements about district-sponsored professional development sessions for mathematics coaches this school year (including last summer)? <i>“Professional development sessions...”</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Included opportunities to work productively with other mathematics coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Advocated instructional practices in mathematics I do not believe in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Led me to encourage mathematics teachers to use new instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Led me to change my expectations for mathematics teachers’ classroom practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Led me to change my views about what counts as high-quality mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Focused on too many topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Were successfully linked to each other to form a coherent program (and not just a bunch of disjointed sessions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Were consistent with my own goals for mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Were consistent with my own goals for mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page.

The next few questions pertain to your relationships with other school and district personnel.

14) To what extent do your district leaders, principals, teachers and math lead teachers expect you to do the following things? (not at all, to a small extent, to a moderate extent, to a great extent)

a. Lead professional development activities for mathematics teachers

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

b. Assist mathematics teachers in resolving student behavioral problems

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

c. Observe mathematics teachers and provide feedback to improve teaching

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

d. Examine students' mathematical work with teachers

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

e. Hold grade-level or department meetings focused on mathematics instruction

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

f. Help teachers understand how student mathematical reasoning develops

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all	<input type="radio"/> Not at all
<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent	<input type="radio"/> To a small extent
<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent	<input type="radio"/> To a moderate extent
<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent	<input type="radio"/> To a great extent

(#14 continued)

g. Demonstrate effective teaching practices in mathematics

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

h. Work with him/her/them to align curriculum with state standards

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

i. Interpret district or state mathematics standards with teachers

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

j. Communicate mathematics teachers' concerns to the principal

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

k. Communicate mathematics teachers' concerns to district leaders

District Leaders	Principals	Teachers	Department Chair
<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent

Please continue to the next page.

15) To what extent do you try to satisfy your district leaders' expectations?	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent
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	<input type="radio"/> To a great extent
--	---

16) To what extent do you try to satisfy your principal(s)' expectations?	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
--	--

17) To what extent do you try to satisfy teachers' expectations?	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
---	--

18) To what extent do you try to satisfy your math lead teachers' expectations?	<input type="radio"/> Not at all <input type="radio"/> To a small extent <input type="radio"/> To a moderate extent <input type="radio"/> To a great extent
--	--

19) During this school year (including last summer), is there a person you have turned to for advice or information about teaching mathematics?	Yes	No
	<input type="radio"/>	<input type="radio"/>

If you answered "No" to question 19, please skip to question 44.

20) During this school year (including last summer), to whom have you turned for advice or information about teaching mathematics? Please write full first and last names (if known), and give a brief description of that person's role or position.
Name:
Role:

21) What type(s) of advice or information do you seek from this person? Please check all options that apply.
<input type="radio"/> Doing mathematics problems together with discussions of different solution strategies <input type="radio"/> Discussing different ways students are likely to solve tasks <input type="radio"/> Discussing why some students didn't learn as expected in a lesson in order to plan for future instruction <input type="radio"/> Analyzing examples of student work in order to adjust instruction <input type="radio"/> Analyzing examples of student work to understand the different ways that students solve problems <input type="radio"/> Analyzing student work to see if students "got it" <input type="radio"/> Discussing how to make use of student solution strategies in whole class mathematical discussions <input type="radio"/> Discussing pacing <input type="radio"/> Discussing what materials to use for a lesson <input type="radio"/> After a lesson, sharing whether students "got it" <input type="radio"/> Sharing materials or activities <input type="radio"/> Updating one another on a student or students' progress in mathematics <input type="radio"/> Other _____

22) How often do you seek advice or information from this person?	<input type="radio"/> Daily or almost daily <input type="radio"/> Once or twice per week <input type="radio"/> Once or twice per month <input type="radio"/> A few times per year
23) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
24) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?	<input type="radio"/> Yes <input type="radio"/> No

If you answered 'No' to question 24, please skip to question 44.

25) During this school year (including last summer), to whom have you turned for advice or information about teaching mathematics? Please write full first and last names (if known), and give a brief description of that person's role or position.
Name:
Role:

26) What type(s) of advice or information do you seek from this person? Please check all options that apply.
<input type="radio"/> Doing mathematics problems together with discussions of different solution strategies <input type="radio"/> Discussing different ways students are likely to solve tasks <input type="radio"/> Discussing why some students didn't learn as expected in a lesson in order to plan for future instruction <input type="radio"/> Analyzing examples of student work in order to adjust instruction <input type="radio"/> Analyzing examples of student work to understand the different ways that students solve problems <input type="radio"/> Analyzing student work to see if students "got it" <input type="radio"/> Discussing how to make use of student solution strategies in whole class mathematical discussions <input type="radio"/> Discussing pacing <input type="radio"/> Discussing what materials to use for a lesson <input type="radio"/> After a lesson, sharing whether students "got it" <input type="radio"/> Sharing materials or activities <input type="radio"/> Updating one another on a student or students' progress in mathematics <input type="radio"/> Other _____

27) How often do you seek advice or information from this person?	<input type="radio"/> Daily or almost daily <input type="radio"/> Once or twice per week <input type="radio"/> Once or twice per month <input type="radio"/> A few times per year
28) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
29) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?	<input type="radio"/> Yes <input type="radio"/> No

If you answered 'No' to question 29, please skip to question 44.

30) During this school year (including last summer), to whom have you turned for advice or information about teaching mathematics? Please write full first and last names (if known), and give a brief description of that person's role or position.
Name:
Role:

31) What type(s) of advice or information do you seek from this person? Please check all options that apply.
<ul style="list-style-type: none"> <input type="radio"/> Doing mathematics problems together with discussions of different solution strategies <input type="radio"/> Discussing different ways students are likely to solve tasks <input type="radio"/> Discussing why some students didn't learn as expected in a lesson in order to plan for future instruction <input type="radio"/> Analyzing examples of student work in order to adjust instruction <input type="radio"/> Analyzing examples of student work to understand the different ways that students solve problems <input type="radio"/> Analyzing student work to see if students "got it" <input type="radio"/> Discussing how to make use of student solution strategies in whole class mathematical discussions <input type="radio"/> Discussing pacing <input type="radio"/> Discussing what materials to use for a lesson <input type="radio"/> After a lesson, sharing whether students "got it" <input type="radio"/> Sharing materials or activities <input type="radio"/> Updating one another on a student or students' progress in mathematics <input type="radio"/> Other _____

32) How often do you seek advice or information from this person?	<input type="radio"/> Daily or almost daily <input type="radio"/> Once or twice per week <input type="radio"/> Once or twice per month <input type="radio"/> A few times per year
33) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
34) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?	<input type="radio"/> Yes <input type="radio"/> No

If you answered 'No' to question 34, please skip to question 44.

35) During this school year (including last summer), to whom have you turned for advice or information about teaching mathematics? Please write full first and last names (if known), and give a brief description of that person's role or position.
Name:
Role:

36) What type(s) of advice or information do you seek from this person? Please check all options that apply.
<input type="radio"/> Doing mathematics problems together with discussions of different solution strategies <input type="radio"/> Discussing different ways students are likely to solve tasks <input type="radio"/> Discussing why some students didn't learn as expected in a lesson in order to plan for future instruction <input type="radio"/> Analyzing examples of student work in order to adjust instruction <input type="radio"/> Analyzing examples of student work to understand the different ways that students solve problems <input type="radio"/> Analyzing student work to see if students "got it" <input type="radio"/> Discussing how to make use of student solution strategies in whole class mathematical discussions <input type="radio"/> Discussing pacing <input type="radio"/> Discussing what materials to use for a lesson <input type="radio"/> After a lesson, sharing whether students "got it" <input type="radio"/> Sharing materials or activities <input type="radio"/> Updating one another on a student or students' progress in mathematics <input type="radio"/> Other _____

37) How often do you seek advice or information from this person?	<input type="radio"/> Daily or almost daily <input type="radio"/> Once or twice per week <input type="radio"/> Once or twice per month <input type="radio"/> A few times per year
38) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
39) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?	<input type="radio"/> Yes <input type="radio"/> No

If you answered 'No' to question 39, please skip to question 44.

40) During this school year (including last summer), to whom have you turned for advice or information about teaching mathematics? Please write full first and last names (if known), and give a brief description of that person's role or position.

Name:

Role:

41) What type(s) of advice or information do you seek from this person? Please check all options that apply.

- Doing mathematics problems together with discussions of different solution strategies
- Discussing different ways students are likely to solve tasks
- Discussing why some students didn't learn as expected in a lesson in order to plan for future instruction
- Analyzing examples of student work in order to adjust instruction
- Analyzing examples of student work to understand the different ways that students solve problems
- Analyzing student work to see if students "got it"
- Discussing how to make use of student solution strategies in whole class mathematical discussions
- Discussing pacing
- Discussing what materials to use for a lesson
- After a lesson, sharing whether students "got it"
- Sharing materials or activities
- Updating one another on a student or students' progress in mathematics
- Other _____

<p>42) How often do you seek advice or information from this person?</p>	<ul style="list-style-type: none"> <input type="radio"/> Daily or almost daily <input type="radio"/> Once or twice per week <input type="radio"/> Once or twice per month <input type="radio"/> A few times per year
<p>43) How influential is his/her advice on your work?</p>	<ul style="list-style-type: none"> <input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very

Please continue to the next page.

Lastly, we would like to ask you for some demographic/biographic information.

<p>44) What is your gender?</p>	<p><input type="radio"/> Male <input type="radio"/> Female</p>
<p>45) What is your ethnicity/race? Choose all that apply.</p>	<p> <input type="radio"/> African American or Black <input type="radio"/> Asian American <input type="radio"/> Caucasian or White <input type="radio"/> Hispanic <input type="radio"/> Latino/Latina <input type="radio"/> Native American <input type="radio"/> Pacific Islander <input type="radio"/> Other (please specify) _____ </p>
<p>46) In what year were you born? Write your response in the box to the right (example: 1972).</p>	
<p>47) Which of the following most accurately describes the type of teaching certificate/license/credential that you currently hold? Choose all that apply.</p>	<p><input type="radio"/> Full certification (including advanced professional, regular/standard, probationary)</p>
	<p><input type="radio"/> Partial certification (including temporary, provisional, or emergency state certificate)</p>
	<p><input type="radio"/> No state certification (including certificate not from the state and no certificate)</p>
<p>48) Please select all the grade levels for which you are certified. Choose all that apply.</p>	<p><input type="radio"/> Elementary</p>
	<p><input type="radio"/> Middle Grades</p>
	<p><input type="radio"/> Secondary (7-12)</p>
	<p><input type="radio"/> Other (please specify _____)</p>
<p>49) If you have any additional endorsements, please list them below.</p>	
<p>a.</p>	
<p>b.</p>	
<p>c.</p>	
<p>d.</p>	

50) Considering all of your college and graduate education, how many college or university courses have you completed in the following subject areas? Each course should be counted only once. (Check the box in each row that corresponds to the correct number.)	0	1	2	3	4	5 or more
a. Methods of teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mathematics content courses for teachers (e.g., middle school mathematics for teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Calculus and other advanced mathematics courses for which calculus was a prerequisite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51) Next to each type of postsecondary degree you have received, type in the full name of the college or university from which it was obtained, your major field(s) of study, and minor field(s) of study (if applicable).			
Type of degree (Mark all degrees you have received)	Full name of college or university	Major field of study	Minor field of study, if applicable
<input type="radio"/> Associate's degree			
<input type="radio"/> Bachelor's degree #1			
<input type="radio"/> Bachelor's degree #2			
<input type="radio"/> Master's degree #1			
<input type="radio"/> Master's degree #2			
<input type="radio"/> Other (<i>please describe</i>) _____			

52) Counting this year (if applicable), how many years in total have you taught mathematics?	
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53) Counting this year (if applicable), how many years in total have you taught any subject?	
---	--

54) Counting this year, how many years total have you served as a mathematics coach?	
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You have completed the survey. Thank you very much for your time.

Notes:

Questions 3d, 12h, 13a, and 13g are based on items from the Consortium on Chicago School Research (2003) Elementary School Teacher Survey.

Questions 3d, 12h, and 13i are based on items from the American Institutes for Research (1999) Longitudinal Teacher Survey of Middle School Mathematics.

Questions 14c, 15c, 16c, and 17c are based on items from the Study of Instructional Improvement (2001) Teacher Questionnaire.

Questions 14c-d, 15c-d, 16c-d, and 17c-d are based on items from the Consortium for Policy Research in Education (2005) Study of School Leadership School Staff Questionnaire.

Questions 14g-i, 15g-i, 16g-i, and 17g-i are based on items from the Consortium for Policy Research in Education (2005) Study of School Leadership Principal Questionnaire.

Question 13f is based on an item from the Study of Instructional Improvement (2001) School Leader Questionnaire.

Questions 19, 20, 22, and 23 (and similar items through question 43) are based on items from the Spillane Distributed Leadership Study, School Staff Survey.