

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

Principal Survey 2010

*Welcome to the Vanderbilt University study
of Middle School Mathematics and the Institutional Setting
of Teaching (MIST) 2010 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 DISTRICT LEADERSHIP in mathematics instruction.

1) Have district leaders clearly communicated what they expect mathematics instruction to look like in your school?	Yes	No
	<input type="radio"/>	<input type="radio"/>

If you answered 'No' to question 1, please skip to question 3.

2) Is the district's view of high quality mathematics instruction consistent with your own?	Yes	No
	<input type="radio"/>	<input type="radio"/>

3) To what extent do district leaders expect you to do the following things?	Not At All	Small Extent	Moderate Extent	Great Extent
a. Ensure that mathematics teachers have regularly scheduled time for collaborating with other mathematics teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Arrange for school level professional development for mathematics teachers that is organized around the district's mathematics curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Regularly observe mathematics teachers' instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provide feedback to mathematics teachers that is consistent with the district's view of high quality mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide mathematics teachers with instructional materials that are consistent with the district's view of high quality mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Increase students' mathematics scores on state tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Help teachers identify people who can help them develop instructional practices consistent with the district's view of high quality mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Help mathematics teachers use state and/or district assessment data to improve their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) To what extent do you try to satisfy your district leaders' expectations?	Not At All	Small Extent	Moderate Extent	Great Extent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question pertains to ALL TEACHERS at your school.

5) This question concerns how teachers interact in your school. Please indicate about how many teachers in your school do each of the following:	No Teachers	Some Teachers	Most Teachers	All Teachers	Don't Know
a. Work together to develop curriculum and instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observe each other teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Offer advice or help to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Share ideas on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Promote innovative teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question pertains to only the MATHEMATICS TEACHERS at your school.

6) How frequently do mathematics teachers have regularly scheduled time during the school day to meet?	Not At All	1-2 Times Per Week	3-4 Times Per Week	Daily
	<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 interactions with **MATHEMATICS TEACHERS** at your school.

7) This question concerns mathematics teachers at your school. 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, leave the second part blank.)	Expected to Do			Consequences for Not Doing		
	Not At All	Moderate Extent	Great Extent	None	Minimal	Severe
a. Adhere to a prescribed pacing in their instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Make sure their students’ test scores improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Address the state/district objectives and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have whole classroom 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"/>
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"/>
j. Collaborate with other mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Observe others’ mathematics teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. 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"/>
m. 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"/>
n. 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"/>

8) So far this school year, how many hours have you typically spent observing mathematics instruction each week?

0 2 4 6 8 10
 0.5 2.5 4.5 6.5 8.5 more than 10
 1 3 5 7 9
 1.5 3.5 5.5 7.5 9.5

9) To what extent do you agree or disagree with the following statements?					
<i>My purpose in visiting mathematics teachers' classrooms is to...</i>	Strongly Disagree	Disagree	Neither Disagree or Agree	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 teachers' use of a particular instructional tool (e.g., rubrics, curriculum, curriculum planning guide)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>
f. Be visible in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Support teachers with classroom management of student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Model instruction in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Check on particular students' progress in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Does your school have a mathematics coach?	Yes	No
	<input type="radio"/>	<input type="radio"/>

The next few questions pertain to your interactions with personnel at your school in mathematics-related activities.

<p>11) So far this school year (including last summer), how often have you worked with faculty at your school on the following? In the first column, please indicate the frequency you have worked on each activity this year. Then, in the second column, please indicate <u>the one</u> person with whom you worked most often on each activity. (If you answer “never” in part one, please leave part two blank.)</p>	<p>Frequency</p>	<p>Person</p>
<p>a. Worked to align mathematics curriculum with state standards</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>b. Interpreted district or state mathematics standards</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>c. Reviewed the mathematical ideas underlying instructional units</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>d. Discussed the extent to which teachers are effectively using the curriculum</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>e. Analyzed student performance data (i.e., state test scores)</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>f. Planned strategies to help teachers learn to use the curriculum effectively</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>
<p>g. Discussed strategies for motivating teachers to want to change their practices</p>	<p> <input type="radio"/> Never <input type="radio"/> 1-2 times <input type="radio"/> 3-5 times <input type="radio"/> 6-10 times <input type="radio"/> more than 10 times </p>	<p> <input type="radio"/> Mathematics coach <input type="radio"/> Mathematics teacher <input type="radio"/> Other </p>

12) So far this school year (including last summer), to what extent have you sought the advice of someone at your school when doing the following? For each activity for which you sought advice, please note to the right the <u>one person</u> whose advice you sought most often. (If you answer “not at all” in part one, please leave part two blank.)	Extent	Person
a. Evaluating 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"/> Mathematics teacher <input type="radio"/> Mathematics coach
b. Purchasing instructional materials for 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"/> Mathematics teacher <input type="radio"/> Mathematics coach
c. Planning professional development on mathematics instruction	<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"/> Mathematics teacher <input type="radio"/> Mathematics coach
d. Assigning teachers to specific mathematics classes	<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"/> Mathematics teacher <input type="radio"/> Mathematics coach
e. Making decisions about adopting supplementary mathematics programs	<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"/> Mathematics teacher <input type="radio"/> Mathematics coach
f. Recruiting/hiring new 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"/> Mathematics teacher <input type="radio"/> Mathematics coach

Please continue to the next page.

13) So far this school year (including last summer), to what extent has someone at your school done the following? Please indicate the one person who did each activity most often. (If you answer “not at all” in part one, please leave part two blank.)	Extent	Person
a. Helped me understand the challenges involved in teaching mathematics effectively	<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"/> Mathematics teacher <input type="radio"/> Mathematics coach
b. Provided me with information on innovative instructional practices 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"/> Mathematics teacher <input type="radio"/> Mathematics coach
c. Reported to me about the quality of teachers' classroom instruction	<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"/> Mathematics teacher <input type="radio"/> Mathematics coach
d. Helped me understand 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"/> Mathematics teacher <input type="radio"/> Mathematics coach

14) To what extent do you agree or disagree with the following statements?	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. My vision of mathematics instruction is consistent with that of my school's mathematics coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15) 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 or mathematics education?	<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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Please continue to the next page.

The next few questions pertain to the school or district professional development you have received so far this school year (including last summer).

16) So far this school year (including last summer), to what extent have the following topics been addressed in principal professional development sessions? If they were addressed, to what extent have they impacted how you work with mathematics teachers in your school? (If you answer “not at all” in part one, please leave part two blank.)	Topic Was Addressed	Topic Impacted Work with Teachers
a. Explaining the curriculum to 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
b. Providing clear expectations for teachers with regards to implementing the mathematics 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
c. Explicitly defining what students should learn 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
d. Ensuring that evaluation and assessment of students align with state and/or district 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
e. Coaching teachers in the implementation of the mathematics 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
f. Meeting state standards or assessment requirements	<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. Analyzing 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
h. 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. Deepening my 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>(#16 continued)</i>	Topic Was Addressed	Topic Impacted Work with Teachers
j. Leading discussions where students have to justify their mathematics solutions	<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. Using 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
l. 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
m. Understanding the central mathematical ideas in the 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

17) To what extent do you agree or disagree with the following statements about district-sponsored professional development sessions for principals this school year (including last summer)? <i>Professional development sessions...</i>	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Included opportunities to work productively with other principals	<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 my 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. 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"/>

(#17 continued)	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
g. Consistent with the way my school's performance is evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Consistent with my own goals for mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18) Based on your experience in professional development sessions this school year (including last summer), have you made efforts to introduce changes in mathematics teaching at your school?	Yes	No
	<input type="radio"/>	<input type="radio"/>

If you answered 'No' to question 18, please skip to question 20.

19) Consider changes you have tried to make in mathematics teaching based on what you learned in professional development sessions this school year (including last summer). What has been the response of the following people to those efforts?	Strong Resistance	Some Resistance	Neither Resistance or Support	Some Support	Strong Support
a. Assistant principal(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mathematics coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mathematics teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20) 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 20, please skip to question 46.

21) 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.
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Name:
Role:

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

- Doing mathematics problems together with discussion 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 discussion
- 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 (please specify): _____

23) 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
24) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
25) 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 25, please skip to question 46.

26) 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:

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

- Doing mathematics problems together with discussion 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 discussion
- 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 (please specify): _____

28) 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
29) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
30) 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 30, please skip to question 46.

31) 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:

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

- Doing mathematics problems together with discussion 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 discussion
- 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 (please specify): _____

33) 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
34) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
35) 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 35, please skip to question 46.

36) 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:

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

- Doing mathematics problems together with discussion 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 discussion
- 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 (please specify): _____

38) 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
39) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
40) 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 40, please skip to question 46.

41) 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:

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

- Doing mathematics problems together with discussion 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 discussion
- 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 (please specify): _____

43) 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
44) How influential is his/her advice on your work?	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
45) 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

Please continue to the next page.

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

46) What is your gender?	<input type="radio"/> Male <input type="radio"/> Female
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<p>47) What is your ethnicity/race? Choose all that apply.</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>48) In what year were you born? Write your response in the box to the right (Example: 1972).</p>						
<p>49) 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 circle in each row that corresponds to the correct number.)</p>						
	0	1	2	3	4	5 or more
<p>a. Methods of teaching mathematics</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>b. Mathematics content courses for teachers (e.g., middle school mathematics for teachers)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>c. Calculus and other advanced mathematics courses for which calculus was a prerequisite</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page.

50) Please describe your postsecondary degrees in the chart below. Indicate if you received each type of degree by putting a check in the box next to the type of degree. For each degree received, write in the appropriate information.

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>): _____ _____			

Please continue to the next page.

51) How many years in total have you taught mathematics?	

52) How many years in total have you taught any subject?		
53) Counting this year, how many years total have you served as a principal?		
54) In what year did you become principal at this school? If you have had a break in service of one year or more, please report the year that you returned to the school (Example: 2001).		
55) Were you a teacher in the school in which you are now principal?	Yes	No
	<input type="radio"/>	<input type="radio"/>
56) If you answered 'yes' to #29, how many years total did you teach at this school before becoming principal? (Please write your answer in the box to the right.)		

*You have completed the survey.
Thank you very much for your time.*

Notes

Question 5 is based on an item from Cohen D. K., & Hill, H. C. (2001). *Learning policy: When state education reform works*. New Haven, CT: Yale University Press.

Question 16i is based on an item from the American Institutes for Research (1999) Longitudinal Teacher Survey of Middle School Mathematics

Question 17a is based on an item from the Consortium on Chicago School Research (2003) Elementary School Principal Survey.

Questions 20, 21, 23, 24 (and similar items through question 44) are based on items from the Spillane Distributed Leadership Study, School Staff Survey.