

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

**Teacher 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 a teacher during the current school year (including last summer). Please answer every question unless directed otherwise.*

The first four questions pertain to ALL TEACHERS at your school.

<b>1) Regarding all teachers in your school, how well does each of the following statements describe conditions in your school?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Teachers design instructional programs together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The principal, teachers, and staff collaborate to make this school run effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Most teachers at this school are cordial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Many teachers openly express professional views at meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are willing to question one another's views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>2) This question concerns how <u>teachers</u> interact in your school. Please indicate about how many teachers in your school do each of the following:</b>	<b>No Teachers</b>	<b>Some Teachers</b>	<b>Most Teachers</b>	<b>All Teachers</b>	<b>Don't Know</b>
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"/>

<b>3) In the past 12 months, did you do any of the following?</b>	<b>Yes</b>	<b>No</b>
a. Participate in regularly scheduled collaborations with other teachers on issues of instruction	<input type="radio"/>	<input type="radio"/>
b. Observe, or be observed, by other teachers in your classroom (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>

4) This school year, how often have you received meaningful feedback on your performance from colleagues?	Never	1-2 Times	3-5 Times	6-10 Times	More than 10 Times
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) What is the PRIMARY text you use in your mathematics instruction?	Connected Mathematics Project (CMP)	Connected Math Project 2 (CMP2)	Glencoe	Other
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____

6) What is the SECONDARY text you use in your mathematics instruction (if applicable)?	Connected Mathematics Project (CMP)	Connected Math Project 2 (CMP2)	Glencoe	Other
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____

The next few questions pertain to your interactions with other MATHEMATICS teachers.

7) Now consider conditions of mathematics teaching. How well does each of the following statements describe conditions in your school?	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Teachers in this school regularly share ideas about mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is a lot of disagreement among teachers about how to teach mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I work regularly with other teacher(s) on mathematics curriculum and instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel supported by other teachers to try out new ideas in teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) How many hours per week are scheduled for you to collaborate with other mathematics teachers?					
<input type="radio"/> 0	<input type="radio"/> 0.5	<input type="radio"/> 1	<input type="radio"/> 1.5	<input type="radio"/> 2	<input type="radio"/> 2.5
<input type="radio"/> 3	<input type="radio"/> 3.5	<input type="radio"/> 4	<input type="radio"/> 4.5	<input type="radio"/> 5	<input type="radio"/> 5.5
<input type="radio"/> 6	<input type="radio"/> 6.5	<input type="radio"/> 7	<input type="radio"/> 7.5	<input type="radio"/> 8	<input type="radio"/> 8.5
<input type="radio"/> 9	<input type="radio"/> 9.5	<input type="radio"/> 10	<input type="radio"/> more than 10		
9) How many of those scheduled hours per week do you typically spend collaborating with other mathematics teachers?					
<input type="radio"/> 0	<input type="radio"/> 0.5	<input type="radio"/> 1	<input type="radio"/> 1.5	<input type="radio"/> 2	<input type="radio"/> 2.5
<input type="radio"/> 3	<input type="radio"/> 3.5	<input type="radio"/> 4	<input type="radio"/> 4.5	<input type="radio"/> 5	<input type="radio"/> 5.5
<input type="radio"/> 6	<input type="radio"/> 6.5	<input type="radio"/> 7	<input type="radio"/> 7.5	<input type="radio"/> 8	<input type="radio"/> 8.5
<input type="radio"/> 9	<input type="radio"/> 9.5	<input type="radio"/> 10	<input type="radio"/> more than 10		

10) So far this school year (including last summer), how often have the following events occurred?	Never	1-2 Times	3-5 Times	6-10 Times	More than 10 Times
a. A mathematics teacher observed my teaching (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I observed a mathematics teacher teach in a classroom (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Indicate the number of teachers about whom the following statements are true:	None	Some	All
a. I have detailed knowledge of the <i>instructional methods</i> used by other middle school mathematics teachers at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have detailed knowledge of the <i>mathematics content</i> covered by other middle school mathematics teachers at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) So far this school year (including last summer), how often have you done the following with another mathematics teacher?	Never	1-2 Times	Quarterly	Monthly	At least weekly
a. Discussed administrative tasks and how to fulfill them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discussed/clarified the key mathematical ideas in a particular lesson or unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discussed different ways in which students solve a particular problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discussed why certain mathematical ideas are difficult for students to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discussed approaches to teaching mathematical ideas that are usually difficult for students to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Jointly planned for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Shared materials related to mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discussed how to manage classroom routines and procedures (e.g., collecting homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed the behavior of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Matched the curriculum to the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>13) Does your school have a school-based mathematics coach?</b>	<b>Yes</b>	<b>No</b>
	<input type="radio"/>	<input type="radio"/>

*The next three questions pertain to your interactions with your school-based mathematics coach.*

<b>14) So far this school year (including last summer), how often have the following events occurred?</b>	<b>Never</b>	<b>1-2 times</b>	<b>3-5 times</b>	<b>6-10 times</b>	<b>11-20 times</b>	<b>More than 20 times</b>
a. A mathematics coach observed my teaching (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A mathematics coach reviewed my students' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I discussed my teaching with a mathematics coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I observed a mathematics coach demonstrate teaching in a classroom (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>15) So far this school year (including last summer), to what extent has your mathematics coach assisted you with the following?</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
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. Planning for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Acquiring materials related to mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Establishing classroom routines and procedures (e.g., collecting homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Managing the behavior of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Matching the curriculum to the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(#15 continued)	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
j. Using state test scores to improve your instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>16) To what extent do you agree or disagree with each of the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. My mathematics coach communicates a clear vision for mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mathematics coach possesses a thorough knowledge of the curriculum and related instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mathematics coach understands the challenges involved in using the curriculum effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The purpose of the mathematics coach visiting my classroom is to directly assist me in improving my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The purpose of the mathematics coach visiting my classroom is to evaluate my teaching in terms of job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The next four questions pertain to your interactions with your school principal (or assistant principals).*

<b>17) So far this school year (including last summer), how often have the following events occurred?</b>	<b>Never</b>	<b>1-2 times</b>	<b>3-5 times</b>	<b>6-10 times</b>	<b>11-20 times</b>	<b>More than 20 times</b>
a. I discussed my teaching with a school principal or an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A school principal or an assistant principal observed my teaching (for at least 10 minutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A school principal or an assistant principal provided me with feedback to improve my instruction after observing my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A school principal or an assistant principal reviewed my students' work with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>18) So far this school year (including last summer), to what extent has your principal (or assistant principal) assisted you with the following?</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
a. Planning for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Acquiring materials related to mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(#18 continued)	Not at all	To a small extent	To a moderate extent	To a great extent
c. Acquiring materials related to mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Establishing classroom routines and procedures (e.g., collecting homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Managing the behavior of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Matching the curriculum to the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using state test scores to improve your instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identifying individuals who can share their expertise in mathematics (and/or mathematics teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Understanding the central mathematical ideas in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19) To what extent do you agree or disagree with each of the following statements?	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The purpose of my school principal (or assistant principal) visiting my classroom is to directly assist me in improving my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The purpose of my school principal (or assistant principal) visiting my classroom is to evaluate my teaching in terms of job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My principal (or assistant principal) possesses a thorough knowledge of the curriculum and related instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My principal (or assistant principal) appreciates the challenges involved in using the curriculum effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20) To what extent do you agree or disagree that your principal (or assistant principal) does the following?	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Makes clear to the staff his or her expectations for meeting instructional goals in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sets high standards for mathematics teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Understands how children learn mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(#20 continued)	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
d. Sets high standards for student learning in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Presses mathematics teachers to implement what they have learned in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Carefully tracks student academic progress in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Knows what's going on in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Actively monitors the quality of mathematics teaching in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Communicates a clear vision for mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>21) To what extent do your principal (or assistant principal) and mathematics coach share a vision for mathematics instruction?</b>	<b>Don't know</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>22) To what extent do your principal, other teachers, and your mathematics coach expect you to do the following things? (not at all, to a small extent, to a moderate extent, to a great extent)</b>	<b>Principal</b>	<b>Other Teachers</b>	<b>Math Coach</b>
a. Adhere to a prescribed pacing in my 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"/> 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. Make sure that my students' test scores are high	<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
c. Address the state/ district objectives and 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	<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. Have whole classroom discussion in which students explain how they solved 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	<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
(#22 continued)	<b>Principal</b>	<b>Other Teachers</b>	<b>Math Coach</b>
e. Have small-group discussion in which students explain how they solved 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	<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. Use the adopted curriculum as a basis for my 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"/> 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. Keep my students quiet and disciplined during 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"/> 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. Use challenging, problem-solving tasks with my students	<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. Use students' current mathematical thinking to inform my 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"/> 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. Collaborate with other 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	<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. Observe other mathematics teachers' 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"/> 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. Use him/her/they as a resource when instructional problems arise	<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
m. Make my lesson plans available for review	<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
n. Assist other mathematics teachers in improving their 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"/> 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>23) To what extent do you try to satisfy your principal's expectations?</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
--	-------------------	--------------------------	-----------------------------	--------------------------

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------

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

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

*The next set of questions pertains to the school or district professional development you have received so far this school year (including last summer).*

26) 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?	0	Less than 6	6-15	16-35	More than 35
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27) To what extent were the following topics addressed in professional development sessions, and, if they were addressed, to what extent have they impacted your instruction? (Mark one choice for each: If the topic was not addressed, you can leave the second part blank.)	Topic Was Addressed	Impacted My Institution
a. 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
b. Managing the classroom and/or student discipline	<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. 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

d. 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
--	--	--

(#27 continued)	Topic Was Addressed	Impacted My Institution
e. 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
f. 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
g. 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
h. Using strategies to engage <i>all students</i> 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
i. Effectively 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
j. Understanding how student 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

28) To what extent do you agree or disagree with the following statements about school and district professional development sessions this school year (including last summer)? The professional development sessions...	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. Included opportunities to work productively with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Advocated practices I do not believe in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Led me to try new instructional approaches with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Led me to use strategies that engaged all my students in challenging, problem-solving tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Made me question my beliefs and assumptions about which teaching methods work best with students	<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"/>

(#28 continued)	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
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 the way my teaching performance was evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Were consistent with my own goals for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29) To what extent have you made efforts to change your teaching based on your experience in the professional development sessions this school year (including last summer)?	Not at all	To a small extent	To a moderate extent	To a great extent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30) What has been the response of the following people to your efforts to change your teaching based on your experience in the professional development sessions?	Strong resistance	Resistance	Neither resistance nor support	Support	Strong support
a. School administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31) So far this school year (including last summer), how much emphasis have you given each of the following?	Little or no emphasis	Moderate emphasis	Heavy emphasis
a. Developing reasoning and analytical ability to solve unique problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learning how to communicate ideas in mathematics effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing an appreciation for the importance of mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learning skills and procedures needed to solve routine problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>32) So far this school year (including last summer), how often have your students done each of the following?</b>	<b>Never or hardly ever</b>	<b>Once or twice a month</b>	<b>Once or twice a week</b>	<b>Almost every day</b>
a. Written a few sentences about how to solve a mathematics problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discussed solutions to mathematics problems with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Solved mathematics problems in small groups or with a partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Talked to the class about their mathematics work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>33) To what extent do you agree or disagree with the following statements about the primary mathematics curriculum at your school?</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. It contains useful information for me about underlying mathematical ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. It provides me with useful information about how to teach particular mathematical ideas and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. It provides me with useful information about what students typically know, can do, or have difficulty with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>34) To what extent is the primary mathematics curriculum at your school consistent with each of the following?</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>
a. My personal beliefs about effective teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ways of teaching mathematics promoted in professional development sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mission of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>35) During this school year (including last summer), is there a person you have turned to for advice or information about teaching mathematics?</b>	<b>Yes</b>	<b>No</b>
	<input type="radio"/>	<input type="radio"/>

*If you answered 'No' to question 35, please skip to question 60.*

<b>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.</b>
--

Name:
Role:

**37) 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 \_\_\_\_\_

<b>38) How often do you seek advice or information from this person?</b>	<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
<b>39) How influential is his/her advice on your work?</b>	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
<b>40) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?</b>	<input type="radio"/> Yes <input type="radio"/> No

*If you answered 'No' to question 40, please skip to question 60.*

<b>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.</b>
Name:
Role:

<b>42) What type(s) of advice or information do you seek from this person? Please check all options that apply.</b>
<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 _____

<b>43) How often do you seek advice or information from this person?</b>	<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
<b>44) How influential is his/her advice on your work?</b>	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
<b>45) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?</b>	<input type="radio"/> Yes <input type="radio"/> No

*If you answered 'No' to question 45, please skip to question 60.*



<b>46) 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.</b>
Name:
Role:

<b>47) What type(s) of advice or information do you seek from this person? Please check all options that apply.</b>
<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 _____

<b>48) How often do you seek advice or information from this person?</b>	<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
<b>49) How influential is his/her advice on your work?</b>	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
<b>50) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?</b>	<input type="radio"/> Yes <input type="radio"/> No

*If you answered 'No' to question 50, please skip to question 60.*

<b>51) 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.</b>
Name:
Role:

<b>52) What type(s) of advice or information do you seek from this person? Please check all options that apply.</b>
<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 _____

<b>53) How often do you seek advice or information from this person?</b>	<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
<b>54) How influential is his/her advice on your work?</b>	<input type="radio"/> Not at all <input type="radio"/> Somewhat <input type="radio"/> Very
<b>55) During this school year (including last summer), is there another person you have turned to for advice or information about teaching mathematics?</b>	<input type="radio"/> Yes <input type="radio"/> No

*If you answered 'No' to question 55, please skip to question 61.*

**56) 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:

**57) 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><b>58) How often do you seek advice or information from this person?</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Daily or almost daily</li> <li><input type="radio"/> Once or twice per week</li> <li><input type="radio"/> Once or twice per month</li> <li><input type="radio"/> A few times per year</li> </ul>
<p><b>59) How influential is his/her advice on your work?</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> Somewhat</li> <li><input type="radio"/> Very</li> </ul>

*Please continue to the next page.*

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

<p><b>60) What is your gender?</b></p>	<p><input type="radio"/> Male <input type="radio"/> Female</p>
<p><b>61) What is your ethnicity/race? Choose all that apply.</b></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><b>62) In what year were you born? Write your response in the box to the right (example: 1972).</b></p>	
<p><b>63) Which of the following most accurately describes the type of teaching certificate/license/credential that you currently hold? Choose all that apply.</b></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><b>64) Please select all the grade levels for which you are certified. Choose all that apply.</b></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><b>65) If you have any additional endorsements, please list them below.</b></p>	
<p>a.</p>	
<p>b.</p>	
<p>c.</p>	
<p>d.</p>	

<b>66) 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.)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 or more</b>
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"/>

<b>67) 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).</b>			
<b>Type of degree (Mark all degrees you have received)</b>	<b>Full name of college or university</b>	<b>Major field of study</b>	<b>Minor field of study, if applicable</b>
<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> ) _____			

<b>68) Counting this year, how many years in total have you taught mathematics?</b>	
<b>69) How many years in total have you taught any subject?</b>	
<b>70) In what year did you begin teaching in 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. Do not include time spent as a student teacher.</b>	

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

## Notes

Questions 1, 2a, 4, 16, 20, and 21 are based on items from the Consortium on Chicago School Research (2003) Elementary School Teacher Survey.

Questions 2b and 30 are based on items from the Eisenhower Professional Development Program (2000) Teacher Activity Survey: Mathematics Version.

Questions 2c, 9 and 28f are based on items from the Study of Instructional Improvement (2001) School Leader Questionnaire.

Questions 2d, 5, 6 and 7a are based on items from Horizon Research (2000) National Survey of Science and Mathematics Education Mathematics Questionnaire.

Questions 2e and 22 are based on items from Horizon Research (2000) Local Systemic Change through Teacher Enhancement, Teacher Questionnaire.

Questions 3a, 8 and 14 are based on items from the Consortium for Policy Research in Education (2005) Study of School Leadership, School Staff Questionnaire.

Question 3b is based on an item from the National Center for Educational Statistics (2000) Schools and Staffing Survey.

Questions 7b, 7c, 7d and 32 are based on items in Cohen D. K., & Hill, H. C. (2001) Learning policy: When state education reform works. New Haven, CT: Yale University Press.

Questions 10, 11, 17, 27b, 28c and 33 are based on items from the Study of Instructional Improvement (2001) Teacher Questionnaire.

Questions 22, 27d, 28i and 29 are based on items from the American Institutes for Research (1999) Longitudinal Teacher Survey of Middle School Mathematics.

Questions 36, 37, 38 and 39 (and similar items through question 59) are based on items from the Spillane Distributed Leadership Study, School Staff Survey.