Mathematics Teacher Survey

Approximate length 20 minutes for teacher background and classroom characteristics; 7 minutes per student report
Goal for Main Study
Mode of administration Web-based administration accessible by individualized link.
Key constructs Teacher background and classroom characteristics
Student and Classroom Characteristics
- Class size (number of students)
- Course type
- Heterogeneity in math ability
- Classroom climate (e.g., misbehavior)
Classroom Mathematics Instruction
- Curriculum used
- Opportunities to learn (length of course)
- Content covered in course (Common Core & practice standards)
- Instructional practice/pedagogy
- Availability and use of classroom resources
Views on Teaching and School Environment
- Instruction in self-contained classrooms or departmentalized
- Factors for determining math course (take a test, prerequisite)
- Teacher efficacy
- Instructional leadership
- Academic culture (high standards and expectations)
- Teaching climate
Teacher Background
- Education and degree (courses in math and math education)
- Years of experience
- Certification
- Demographic information
Teacher provided information on individual students
Mathematical Thinking
- Math class performance
Social Skills
- Approaches to learning
- Externalizing behaviors
- Social skills and positive behavior
Classroom Behaviors
- Academic engagement (behavioral and cognitive)
- Attendance
Student and Classroom Information
Math support services (tutoring, pull-out, instruction frequency)