

**A Longitudinal/Cross-Sectional Study of the Impact of *Mathematics in Context*
on Student Mathematical Performance**

**Teacher Questionnaire: Experience Teaching *Mathematics in Context*
(Working Paper #8)**

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Teacher Questionnaire I: Experience Teaching *Mathematics in Context*

The purpose of Teacher Questionnaire I was to gather information on a teacher's experience using *Mathematics in Context* prior to the study. For the first item, the teacher circled the length of time he/she had used *Mathematics in Context*. Choices included none, less than one semester, one semester, one year, two years, or more than two years. For the second item, the teacher circled the number of *Mathematics in Context* units taught in the previous school year. Responses included none, one unit, and ranges of units up to 8-10 units. For the final item, the teacher circled the specific unit(s) taught from a list of all 40 *Mathematics in Context* units listed by grade level.

Teachers completed the questionnaire in the fall of the first year of their participation in the study. In Districts 1 and 2, teachers completed the questionnaire during the professional development institutes provided by the research team in the August prior to the school year. Each teacher received an honorarium for participating in the institutes. Teachers in Districts 3 and 4, and teachers in Districts 1 and 2 who did not attend the institutes, completed the questionnaire (along with other teacher questionnaires) at times that were convenient for them and that did not interfere with classroom instruction, such as during their planning time or before or after school. These teachers received an honorarium of \$50 upon receipt of all questionnaires at the research center. Ninety-six percent of the teachers completed questionnaires.



Teacher Questionnaire I: Experience Teaching *Mathematics in Context*

Name _____ School _____

City _____ Date _____

1. Indicate the category that most accurately reflects your experience teaching *Mathematics in Context* units. (Circle one)

- | | | | |
|------------------------|---|---------------------|---|
| None | 1 | One year | 4 |
| Less than one semester | 2 | Two years | 5 |
| One semester | 3 | More than two years | 6 |

2. Indicate the category that most accurately reflects your experience teaching *Mathematics in Context* units during the **past** school year. (Circle one)

- | | | | |
|-------------|---|--------------|---|
| None | 1 | 5 - 7 units | 4 |
| One unit | 2 | 8 - 10 units | 5 |
| 2 - 4 units | 3 | | |

3. Which of the following units have you taught in previous years? (Circle all that apply.)

- | | | | |
|------------------------------|----|-------------------------------------|----|
| Side Seeing | 1 | Reallotment | 11 |
| Figuring All the Angles | 2 | Made to Measure | 12 |
| Some of the Parts | 3 | Fraction Times | 13 |
| Measure for Measure | 4 | More or Less | 14 |
| Per Sense | 5 | Ratios and Rates (Smooth Operators) | 15 |
| Grasping Sizes | 6 | Expressions and Formulas | 16 |
| Patterns and Symbols | 7 | Tracking Graphs (Functions of Time) | 17 |
| Dry and Wet Numbers | 8 | Comparing Quantities | 18 |
| Picturing Numbers | 9 | Operations | 19 |
| Take a Chance | 10 | Dealing with Data | 20 |
| | | | |
| Packages and Polygons | 21 | Triangles and Patchwork | 31 |
| Ways to Go | 22 | Digging Numbers | 32 |
| Triangles and Beyond | 23 | Going the Distance | 33 |
| Looking at an Angle | 24 | Reflections on Number | 34 |
| Cereal Numbers | 25 | Graphing Equations | 35 |
| Powers of Ten | 26 | Growth | 36 |
| Ups and Downs | 27 | Get the Most Out of It | 37 |
| Building Formulas | 28 | Patterns and Figures | 38 |
| Decision Making | 29 | Insights into Data | 39 |
| Statistics & the Environment | 30 | Great Expectations | 40 |