

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

Teacher Questionnaire: Background and Experience
(Working Paper #9)

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Teacher Questionnaire II: Background and Experience

The purpose of Teacher Questionnaire II was to gather information on a teacher's experience and educational background prior to the study. Questionnaire items were adapted from the Center for Organizational Research in Schools (1996), National Center for Improving Student Learning & Achievement in Mathematics & Science (1997), and Webb & Dowling (1993).

In the initial part of the questionnaire, the teacher listed local information, including a phone number and the best time to contact him/her when necessary. In the first section of the questionnaire, the teacher circled gender (Item 1) and race/ethnicity (Item 2). The teacher then indicated the number of years of full-time teaching experience (Item 3), part-time teaching experience (Item 4), and the year in which he/she began teaching at the current school (Item 5).

In the second part of the questionnaire, the teacher indicated the highest degree held, his/her major and minor, and the number of mathematics courses taken (Item 6). In the next section, the teacher indicated the grade level he/she was currently teaching (Item 7) and the grade levels previously taught (Item 8). In the final section, the teacher circled a description of his/her role in the school (Item 9) from a list: classroom teacher, lead teacher, mathematics specialist, mentor teacher, department chair, other (with a blank for description).

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 the 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.

References

Center for Organizational Research in Schools. (1996). *Teacher questionnaire*. Madison, WI: University of Wisconsin–Madison.

National Center for Improving Student Learning & Achievement in Mathematics & Science. (1997). *Elementary school teacher questionnaire*. Madison, WI: University of Wisconsin–Madison.

Webb, N. L., & Dowling, M. (1993). *Evaluation study of the interactive mathematics program (IMP): A preliminary report on the results of questionnaires administered to teachers, students, and parents*. Madison, WI: University of Wisconsin–Madison.



Teacher Questionnaire II: Experience and Preparation

Thank you for completing this questionnaire. Your responses will enable the staff of the *Mathematics in Context* longitudinal study to learn about the teaching experience and mathematics preparation of the teachers involved in the study.

Your name and school address

| | | |
|-----------|------------|----|
| Last name | First name | MI |
|-----------|------------|----|

District

School

| | | |
|------|-------|----------|
| City | State | Zip Code |
|------|-------|----------|

In case there are follow-up questions, at what telephone number can you be reached, and when is the best time to call?

| | |
|--------------------------|-------------------|
| (Area code) phone number | best time to call |
|--------------------------|-------------------|

1. Gender (circle one) Female.....1 Male.....2

2. Which of the following describes you best?

- | | |
|--|---|
| African American/Black | 1 |
| American Indian or Alaskan Native | 2 |
| Asian American (Asian or Pacific Islander) | 3 |
| White | 4 |
| Hispanic | 5 |
| Multiracial | 6 |
| Haitian | 7 |
| Other (specify) _____ | 8 |

3. How many years of **full-time** teaching experience do you have? _____
4. How many years of **part-time** teaching experience do you have? _____
5. In what year did you begin teaching **at this school**? _____
6. Please check the box(es) next to the degree(s) you hold. Write in your major and minor fields of study for each degree. (If you do not have a second major or minor field, please write none).

| | | Major | Second Major Or Minor | Number of Math Courses Taken |
|----------------------|--------------------------|-----------------------|--------------------------|---------------------------------|
| Bachelor's | <input type="checkbox"/> | _____ | _____ | _____ |
| Master's | <input type="checkbox"/> | _____ | _____ | _____ |
| Doctorate | <input type="checkbox"/> | _____ | _____ | _____ |
| Other credentials | <input type="checkbox"/> | Please specify: _____ | | |

7. What grade level(s) are you currently teaching? _____
8. What grade level(s) have you taught? _____
9. Which of the following best describes your role at your school? (Circle one)

- | | |
|---------------------------------------|---|
| Classroom teacher | 1 |
| Lead teacher | 2 |
| Mathematics specialist for the school | 3 |
| Mentor teacher | 4 |
| Department chair | 5 |
| Other (please specify) | 6 |