

1 2 3 4 5 6 7 8 9 10 11 12

1

By the end of this school year, how many years will you have been teaching altogether?

5

During your <post-secondary> education, what was your major or main area(s) of study?

Circle **one** circle each.

- | | Yes | No |
|--------------------------------|-----|----|
| a) Mathematics | A | A |
| b) Biology | A | A |
| c) Physics | A | A |
| d) Chemistry | A | A |
| e) <Earth Science> | A | A |
| f) Education–Mathematics | A | A |
| g) Education–Science | A | A |
| h) Education–General | A | A |
| i) Other | A | A |

6

How would you characterize each of the following within your school?

Circle one response.

- | | Very high | High | Medium | Low | Very low |
|---|-----------|------|--------|-----|----------|
| a) Teachers' understanding of the school's curricular goals | A | A | A | A | A |
| b) Teachers' degree of success in implementing the school's curriculum | A | A | A | A | A |
| c) Teachers' expectations for student achievement | A | A | A | A | A |
| d) Teachers working together to improve student achievement | A | A | A | A | A |
| e) Teachers' ability to inspire students | A | A | A | A | A |
| f) Parental involvement in school activities | A | A | A | A | A |
| g) Parental commitment to ensure that students are ready to learn | A | A | A | A | A |
| h) Parental expectations for student achievement | A | A | A | A | A |
| i) Parental support for student achievement | A | A | A | A | A |
| j) Parental pressure for the school to maintain high academic standards | A | A | A | A | A |

Circle one response.

- | | Very high | High | Medium | Low | Very low |
|--|-----------|------|--------|-----|----------|
| k) Students' desire to do well in school | A | A | A | A | A |
| l) Students' ability to reach school's academic goals | A | A | A | A | A |
| m) Students' respect for classmates who excel in school | A | A | A | A | A |
| n) Clarity of the school's educational objectives | A | A | A | A | A |
| o) Collaboration between school leadership and teachers to plan instruction | A | A | A | A | A |
| p) Amount of instructional support provided to teachers by school leadership | A | A | A | A | A |
| q) School leadership's support for teachers' professional development | A | A | A | A | A |

7 _____

Thinking about your current school, indicate the extent you agree or disagree with (each of the following statements).

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How often do you have the following types of interactions with other teachers?

Circle one.

- Very often
- Often
- Sometimes
- Never or almost never

- a) Discuss how to teach a particular topic ----- A — A — A — A
- b) Collaborate in planning and preparing instructional materials ----- A — A — A — A
- c) Share what I have learned about my teaching experiences ----- A — A — A — A
- d) Visit another classroom to learn more about teaching - A —

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Indicate the extent to which you agree or disagree with each of the following statements.

Circle **one** choice.

Agree a lot

Agree a little

Disagree a little

Disagree a lot

- a) There are too many students in the classes

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How many students are in this class?

Write the number of students in the class.

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How many <eighth grade> students experience difficulties understanding spoken <language of test>?

Write the number of students who experience difficulties understanding spoken <language of test>.

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How often do you do the following in teaching this class?

Circle **one** circle each.

- Every or almost every lesson
- About half the lessons
- Some lessons
- Never

- a) Relate the lesson to students' daily lives ----- A — A — A — A
- b) Ask students to explain their answers ----- A — A — A — A
- c) Ask students to complete challenging exercises that require them to go beyond the instruction ----- A — A — A — A
- d) Encourage classroom discussions among students ----- A — A — A — A
- e) Link new content to students' prior knowledge ----- A — A — A — A
- f) Ask students to decide their own problem

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A. Are the students in this class permitted to use calculators during mathematics lessons?

Circle one choice.

Yes, with unrestricted use ---

Yes, with restricted use ---

No, calculators are not permitted --- _____

(If No, go to #20)

If Yes,

B. How often do students in this class use calculators in their mathematics lessons for the following activities?

Circle one choice for each.

Every or almost every lesson

About half the lessons

Some lessons

Never

a) Check answers ----- — — —

b) Do routine computations ----- — — —

c) Solve complex problems ----- — — —

d) Explore number concepts ----- — — —

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <eighth grade>, please choose “Mostly taught before this year.” If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

C e c **one** c c e e a c e.
 Mostly taught before this year
 Mostly taught this year
 Not yet taught or just introduced

A. Number

- a) Computing with whole numbers ----- A — A — A
- b) Comparing and ordering rational numbers ----- A — A — A
- c) Computing with rational numbers (fractions, decimals, and integers) ----- A — A — A
- d) Concepts of irrational numbers ----- A — A — A
- e) Problem solving involving percents or proportions ----- A — A — A

B. Algebra

- a) Simplifying and evaluating algebraic expressions ----- A — A — A
- b) Simple linear equations and inequalities ----- A — A — A
- c) Simultaneous (two variables) equations ----- A — A — A
- d) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) ----- A — A — A
- e) Representation of functions as ordered pairs, tables, graphs, words, or equations ----- A — A — A
- f) Properties of functions (slopes, intercepts, etc.) ----- A — A — A

C. Geometry

- a) Geometric properties of angles and geometric shapes (triangles, quadrilaterals, and other common polygons) ----- A — A — A
- b) Congruent figures and similar triangles ----- A — A — A
- c) Relationship between three-dimensional shapes and their two-dimensional representations ----- A — A — A
- d) Using appropriate measurement formulas for perimeters, circumferences, areas, surface areas, and volumes ----- A — A — A
- e) Points on the Cartesian plane ----- A — A — A
- f) Translation, reflection, and rotation ----- A — A — A

D. Data and Chance

- a) Characteristics of data sets (mean, median, mode, and shape of distributions) ----- A — A — A
- b) Interpreting data sets (e.g., draw conclusions, make predictions, and estimate values between and beyond given data points) ----- A — A — A
- c) Judging, predicting, and determining the chances of possible outcomes ----- A — A — A

A. How often do you usually assign mathematics homework to the students in this class?

Circle one.

I do not assign mathematics homework --- 

B. When you assign mathematics homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Circle one.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- 61–90 minutes ---
- More than 90 minutes ---

C. How often do you do the following with the mathematics homework assignments for this class?

Circle one.

Always or almost always
Sometimes
Never or almost never

- a) Correct assignments and give feedback to students ----- — —
- b) Have students correct their own homework ----- — —
- c) Discuss the homework in class ----- — —
- d) Monitor whether or not the homework was completed ----- — —
- e) Use the homework to contribute towards students' grades or marks ----- — —

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In the past two years, have you participated in professional development in any of the following?

Circle one response.

	Yes	No
a) Mathematics content -----	A	A
b) Mathematics pedagogy/instruction -----	A	A
c) Mathematics curriculum -----	A	A
d) Integrating information technology into mathematics -----	A	A
e) Improving students' critical thinking or problem solving skills -----	A	A
f) Mathematics assessment -----	A	A
g) Addressing individual students' needs -----	A	A

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In the past two years, how many hours in total have you spent in formal <in-service/professional development> (e.g., workshops, seminars, etc.) for mathematics?

Circle one response.

None --- A

Less than 6 hours --- A

6–15 hours --- A

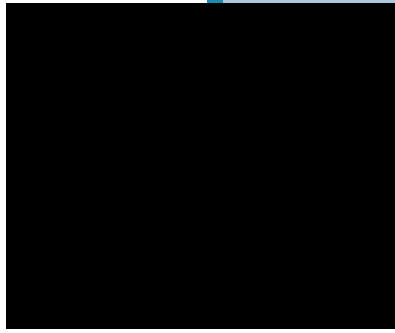
16–35 hours --- A

More than 35 hours --- A



Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



<Grade 8>