Thank you for agreeing to be part of the Math Learning Networks this year. As part of our learning journey, we are asking you to complete this brief questionnaire about your attitudes, beliefs and practices with respect to mathematics. **The information will be kept confidential and no teacher or school will be identified based on the responses**. We will use the information to inform the implementation of the Board math goal and the direction teken during the course of the network. Please be as honest and frank as possible, so that your experience in the network can be as rewarding and fruitful as possible.

Thanking you in advance,

Susan Davidson

1. Please enter your 4-digit code

2. What is your network designation:

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ E
- ◯ F

3. To be good at mathematics at school, how important do you think it is for students to....

	not important at all	not very important	not sure	important	very important
remember formulas and procedures	◯	◯	◯	◯	◯
think in a sequential and procedural manner	◯	◯	◯	◯	◯
understand mathematical concepts, principles, and strategies	◯	◯	◯	◯	◯
be able to think creatively	◯	◯	◯	◯	◯
understand how mathematics is used in the real world	◯	◯	◯	◯	◯
be able to provide reasons to support their solutions	◯	◯	◯	◯	◯

4. How well prepared do you feel you are to teach....

	not very prepared	not prepared	not sure	prepared	very prepared
fractions, decimals and percentages	◯	◯	◯	◯	◯
ratios and proportions	◯	◯	◯	◯	◯
measurement - units, instruments and accuracy	◯	◯	◯	◯	◯
perimeter, area, and volume	◯	◯	◯	◯	◯
geometric figures - definitions and properties	◯	◯	◯	◯	◯
geometric figures - symmetry, motions and transformations, congruence and similarity	◯	◯	◯	◯	◯
coordinate geometry	◯	◯	◯	◯	◯
algebraic representation	◯	◯	◯	◯	◯
evaluate and perform operations on algebraic expressions	◯	◯	◯	◯	◯
solving linear equations and inequalities	◯	◯	◯	◯	◯
representation and interpretation of data in graphs, chart, and tables	◯	◯	◯	◯	◯

5. Please rate your comfort level teaching mathematics to:

	not at all comfortable	not comfortable	unsure	comfortable	very comfortable
your current grade	◯	◯	◯	◯	◯
your current division	◯	◯	◯	◯	◯
the division 'below' you	◯	◯	◯	◯	◯
the division 'above' you	◯	◯	◯	◯	◯

6. In your mathematics lessons, how often do you usually ask students to do the following:

	never	almost never	some lessons	most lesson	every lesson
explain the reasoning behind an idea	◯	◯	◯	◯	◯
represent and analyze relationships using tables, charts, or graphs	◯	◯	◯	◯	◯
work on problems for which there is no immediately obvious method of solution	◯	◯	◯	◯	◯
use computers to solve exercises or problems	◯	◯	◯	◯	◯
write equations to represent relationships	◯	◯	◯	◯	◯
practice computational skills	◯	◯	◯	◯	◯
use graphing calculators to solve exercises	◯	◯	◯	◯	◯

7. How would you describe the typical pedagogical approach mostly used in your classroom during your numeracy block:

◯ Inquiry is the norm for learning new concepts

◯ Use of examples followed by independent practice is the norm

8. In mathematics lessons, how often do students....

	never	almost never	some lessons	most lessons	every lesson
work individually without assistance from the teacher	◯	◯	◯	◯	◯
work individually with assistance from the teacher	◯	◯	◯	◯	◯
work together as a class with the teacher teaching the whole class	◯	◯	◯	◯	◯
work together as a class with students responding to one another	◯	◯	◯	◯	◯
work in pairs or small groups without assistance from the teacher	◯	◯	◯	◯	◯
work in pairs or small groups with assistance from the teacher	◯	◯	◯	◯	◯

9. Please provide your opinion about each statement:

	Agree	Disagree
A student performing at level 2 is likely to continue performing at level 2	◯	◯
All students can learn	◯	◯
Mathematics is a subject area that is harder to learn than other subject areas	◯	◯
All students can learn from their peers	◯	◯
Inquiry math learning is difficult for students with weaker math skills	◯	◯
With very few exceptions, all students can work effectively in groups	◯	◯
Inquiry takes too much time	◯	◯
Teaching by strand is the most effective way to cover the curriculum	◯	◯
Students need to have basic skils before they can engage in math inquiry learning	◯	◯

10. To what degree does student success in mathematics depend on:

	low degree	2	3	not sure	4	5	high degree
available classroom resources	◯	◯	◯	◯	◯	◯	◯
communication skills (reading/writing/listening/speaking)	◯	◯	◯	◯	◯	◯	◯
home support	◯	◯	◯	◯	◯	◯	◯
integration of technology	◯	◯	◯	◯	◯	◯	◯
style of instruction (inquiry/teacher-led)	◯	◯	◯	◯	◯	◯	◯
student attitude toward math	◯	◯	◯	◯	◯	◯	◯
student prior math learning	◯	◯	◯	◯	◯	◯	◯
teacher content knowledge of math	◯	◯	◯	◯	◯	◯	◯
teacher attitude toward math	◯	◯	◯	◯	◯	◯	◯

11. Please provide 3 examples of what you would consider to be basic math skills:

Example 1

Example 2

Example 3

12. Please provide 3 examples of what you would consider to be higher-order math skills:

Example 1

Example 2

Example 3

13. In your opinion, what % of a math class should be used by students engaged in inquiry versus teacher led lessons or independent practice? (please ensure the total % equals 100)

% of inquiry

% of teacher led lessons or independent practice

14. Please indicate what your current teaching assignment is:

15. How many schools have you taught in?

- ◯ 1 school
- ◯ 2 schools
- ◯ 3 schools
- ◯ 4 schools
- ◯ 5 or more schools

16. How many years have you been teaching?

- ◯ 1 - 5 years
- ◯ 6 - 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21 or more years

17. How many years have you been teaching mathematics?

- ◯ 1 - 5 years
- ◯ 6 - 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21 or more years

18. How many minutes per week do you teach mathematics to your mathematics class?

- ◯ 150 minutes
- ◯ 225 minutes
- ◯ 300 minutes
- ◯ 375 minutes

Other (please specify)

19. What do you want to learn during the network sessions?

Thank you for participating in this survey...your opinions are important to us!