

**CLES2(20) Mathematics Teacher
What Happens in My Mathematics Classroom -- Teacher Form**

1) Purpose of the questionnaire:

This questionnaire asks you to describe your perceptions of important aspects of the mathematics classroom in which you teach. There are no right or wrong answers. Your opinion about what you see in your classroom is what is wanted.

2) How to answer each question:

On the next few pages you will find 20 sentences. For each sentence, *circle only one number* corresponding to your answer.

Example:

	Almost Never	Seldom	Some- times	Often	Almost Always
In this class...					
Students pay attention to each other's math ideas.	1	2	3	4	5

- If you think that students in this class *almost always* pay attention to others' ideas, circle the number "5."
- If you think that students in this class *almost never* pay attention to others' ideas, circle the number "1."
- Or you can choose the number "2", "3", or "4" if one of these seems like a more accurate answer.

3) Filling in the answer sheet.

When you are finished, you will be instructed to fill in the corresponding answers on the "bubble" answer sheet.

4) Completing the questionnaire

Please give an answer for every question.

Learning about the world

	Almost Never	Seldom	Some- times	Often	Almost Always
In this class...					
1. Students learn about the world in and outside of school.	1	2	3	4	5
2. New learning relates to experiences or questions about the world in and outside of school.	1	2	3	4	5
3. Students learn how mathematics is a part of their in- and out-of-school life.	1	2	3	4	5
4. Students learn interesting things about the world in and outside of school.	1	2	3	4	5

Learning about mathematics

	Almost Never	Seldom	Some- times	Often	Almost Always
In this class...					
5. Students learn that mathematics cannot always provide answers to questions.	1	2	3	4	5
6. Students learn that mathematical explanations have changed over time.	1	2	3	4	5
7. Students learn that mathematics is influenced by people's cultural values and opinions.	1	2	3	4	5
8. Students learn that mathematics is a way to raise questions and seek answers.	1	2	3	4	5

Learning to speak out In this class...	Almost Never	Seldom	Some- times	Often	Almost Always
9. Students feel safe questioning what or how they are being taught.	1	2	3	4	5
10. I feel students learn better when they are allowed to question what or how they are being taught.	1	2	3	4	5
11. It's acceptable for students to ask for clarification about activities that are confusing.	1	2	3	4	5
12. It's acceptable for students to express concern about anything that gets in the way of their learning.	1	2	3	4	5
Learning to learn In this class...	Almost Never	Seldom	Some- times	Often	Almost Always
13. Students help me plan what they are going to learn.	1	2	3	4	5
14. Students help me to decide how well they are learning.	1	2	3	4	5
15. Students help me to decide which activities work best for them.	1	2	3	4	5
16. Students let me know if they need more/less time to complete an activity.	1	2	3	4	5
Learning to communicate In this class...	Almost Never	Seldom	Some-- times	Often	Almost Always
17. Students talk with other students about how to solve math problems.	1	2	3	4	5
18. Students explain their math ideas to other students.	1	2	3	4	5
19. Students ask other students to explain their math ideas.	1	2	3	4	5
20. Students are asked by others to explain their math ideas.	1	2	3	4	5