Middle Grades Longitudinal Study of 2017–18 (MGLS:2017)
MS2 Math Teacher Survey

TABLE OF CONTENTS

ABOUT MGLS:2017

MGLS:2017 was the first study sponsored by NCES to follow a nationally representative sample of students as they entered and moved through the middle grades (grades 6 through 8). MGLS:2017 aims to enable an understanding of the development and learning that occur during students' middle-grade years (beginning in grade 6) and that are predictive of future success, along with the individual, social, and contextual factors that are related to successful development and academic achievement. The data collected provide a rich, descriptive picture of the experiences and lives of young adolescents during this critical time and permit researchers to examine associations between contextual factors and student outcomes. Because mathematics and literacy skills are important for preparing students for high school, later education, and career opportunities, the study focused on instruction and student growth in these areas.

In the 2017–18 school year (MS1), MGLS:2017 collected data for 14,281 cases where either the sixth-grade student or a parent participated, in 568 schools. The MGLS:2017 school and student samples were supplemented prior to the MS2 data collection in the 2019-20 school year due to low school response rates in MS1. In MS2, 562 of the original 568 schools participated, as well as 167 additional schools. A total of 15,478 students who had been enrolled in sixth grade in the 2017-2018 school year or their parents participated in MS2.

Students participated in in-school sessions facilitated by trained field staff or in a self-administered assessment via the web at home. Each student completed a direct assessment of mathematics, reading, and executive function skills important to learning. Students were also asked to complete a survey about school, social, and home experiences, and had their height and weight measured by field staff during the in-school student session.

The study also administered web-based surveys to school staff. School administrators answered questions about the characteristics of their school's population, staffing, programs, and academic supports and resources. Math teachers of students selected for the study were asked to complete surveys about their backgrounds and experience, their classrooms and instructional practices, and to rate the skills and abilities of specific students in the study. The special education teachers or related service providers for selected students with an Individualized Education Program (IEP) were asked to complete a survey about their backgrounds and the special education services they provided, and to rate the skills and abilities of specific students in the study. Field staff completed a school environment checklist that collected information on attributes of the school's physical environment, such as classroom setup, general upkeep, structure, and security.

A parent or guardian of each selected student was asked to complete a survey regarding household characteristics, their child's school and home life, and their engagement in their child's education.

Detailed information on study design and data elements, including the impact of COVID-19 school closures on the 2020 data collection methodologies, can be found in the *MGLS:2017 Data File User's Manual*.

HOW TO USE THIS DOCUMENT

This section defines the conventions and abbreviations used within this survey document.

Rounds of data collection: MS1 refers to the baseline, grade 6 round of data collection. MS2 refers to the follow-up round of data collection when most students were in grade 8.

Respondent items are in mixed case.

Programmer instructions are in all capitals, in a box labeled "PROGRAMMER INSTRUCTIONS ON [ITEM NUMBER]" that immediately follows the item.

Routing logic is found in three places:

- An entry requirements box above each item, indicating which respondents receive an item. Some items were administered at MS2 only when a response was missing at MS1. Those items are marked with, "MS1 RESPONSE = NULL." NE means "not equal to."

- To the right of response options on items containing a single list of response options. This set of logic indicates which item a respondent is routed to upon selecting a particular response option. If a response option in this item type does not have an item number displayed to its right, it should be assumed that respondents were routed to the next consecutive item in the document.

- In the PROGRAMMER INSTRUCTIONS box following the item. If routing is more complex than can be readily indicated to the right of the response options, it is presented in a PROGRAMMER INSTRUCTIONS box directly following the item.

Respondents were routed to the next item unless otherwise specified. Missing responses follow the "No" response routing except as indicated.

Checkbox items or those marked with squares and an instruction to select all that apply are coded on the data file as 1 for items that were selected and 2 for items that were not selected. **Radio button items** or those marked with circles where only one response selection is permitted are coded on the data file with the number corresponding to the response option selected.

Item ranges are located under dropdowns and textboxes, indicating the minimum and maximum values respondents could enter for an item. Ranges that were presented as dropdowns are noted in a textbox with this symbol: ▼

String length limits are denoted with "STRING" after a text box, indicating the maximum number of characters a respondent could enter in a text box.

"Please specify" text boxes follow "Other" response options. In the programmed instrument, respondents only see the "Please specify" text boxes when they selected the "Other" response option directly above it.

Response options added after MS1 data collection are marked "Other: [TEXT OF ADDED RESPONSE CATEGORY]." These response options were created when review of other/specify text strings indicated there were a sufficient number of similar responses that an additional category could be of analytic interest.

Help text was available on certain items containing terms with which some respondents may have been unfamiliar. Terms where help text was available were identified on screen by a help icon ⊘.

Fills: Logic for item-specific wording fills is specified in a box immediately preceding the item and beneath the routing logic box. Text that varies between different respondents is represented by fills contained within square brackets in the question wording. For example, a "[he/she]" fill indicates that some respondents may see "he" and other respondents may see "she" in place of the fill when taking the survey. For another example, a "[most recent]" fill indicates that some respondents may see "most recent" and other respondents may not see any text in place of the fill.

Common wording fills are defined as follows:

- Student pronouns were filled based on school roster information.

- STUDENT NAME was the student's full name, based on the school roster.

- STUDENT FIRST NAME was the student's first name, based on the school roster.

- TEACHER NAME was the teacher's full name, based on the school roster.

- TEACHER FIRST NAME was the teacher's first name, based on the school roster.

- SCHOOL NAME was the name of the teacher's school.

- CLASS or CLASS NAME and PERIOD were the math class name and period of the students on the school roster.

Hard and soft checks were displayed when respondents left certain items blank or entered values out of range. Hard check messages required the respondent to provide a response. Soft check messages could be bypassed by the respondent without providing a response. Unless a hard check message is specified in the item's programmer instructions box, respondents were able to leave that item blank.

In addition to seeing these form-specific hard and soft check messages, if a respondent skipped three questions in a row, left all items in a grid blank on a screen, or left two consecutive questions blank on a screen with multiple questions, a soft check was displayed:

"Your responses are very important. Please answer as many questions as possible. Press "Edit" to return to this screen or press "Next" to continue."

If a respondent left a specify field blank, a soft check was displayed:

"You have selected "Other." Please provide a response to the "Please specify" prompt."

Middle Grades Longitudinal Study of 2017–18 (MGLS:2017)
MS2 Math Teacher Survey

A.   INTRODUCTION

ALL
IF SCHOOL ALLOWS CHECK INCENTIVE, FILL "You will receive [a check] for completing the parts about you and your classroom, plus an additional [check] for each individual student about whom you answer questions."

A001.   SURVEY INFORMATION

You have received an invitation to complete this questionnaire because one or more students you teach have been selected to participate in the MGLS:2017 Main Study. To enhance the information provided by your students and their parents, we need you to complete this survey.

After confirming whether you teach the students selected for MGLS:2017, the survey will ask some background questions about yourself and your school. The survey will also ask questions about your classroom(s) and about specific student(s) who are participating in our study. Some classroom- and student-specific portions of the survey will be repeated if you teach multiple study students.

Taking part in the study is voluntary, and you can skip questions you do not want to answer. We realize you are very busy, but urge you to complete the questionnaire as completely and accurately as possible. Your answers are very important to the study's success. [You will receive [a check] for completing the parts about you and your classroom, plus an additional [check] for each individual student about whom you answer questions.]

NOTE: There [is/are] [FILL NUMBER OF STUDENTS] MGLS:2017 student[s] that we will ask you to confirm you teach math to.

Please click below to start the survey.

ALL
IF RESPONDENT RETURNING TO SURVEY, DISPLAY "back".

WELCOME

IF RESPONDENT RETURNING TO SURVEY FOR SECOND OR HIGHER ORDER TIME:

Welcome [back], [TEACHER'S FIRST NAME]! Thanks for participating in the Middle Grades Longitudinal Study. Here are a few things to remember before you begin:

Please don't click your back button during the survey.

[DISPLAY IMAGE OF BROWSER BUTTONS WITH RED X THROUGH THEM]

Please use the navigation buttons at the bottom of the survey.

[DISPLAY IMAGE OF PREVIOUS AND NEXT BUTTONS]

When you have finished or if you need to take a break before finishing, please click the LOG OUT button and CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open

the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

When you log in again, you can resume where you left off.

Need more help?

If you have any questions about logging in or about the survey questions, please click "HELP" in the upper left portion of the survey screen or call our help desk at 1-XXX-XXX-XXXX.

Click the arrow button below to get started.

ALL

A005.   How to Complete the Survey.

Thank you very much for participating! Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.

- Answer each question as accurately as possible; if you need to estimate an answer that is okay.

- Press the "Next" button to save your responses and move forward.

- Press the "Previous" button to go back.

- Some questions offer text to help you understand the question or the response options. Click on the HELP icon at the top of the screen or the help icon ⓘ in the survey to see the help text.

- If you need to take a break and leave the survey at any time, click "LOG OUT" in the upper left-portion of your screen. When you log back in, the survey will start from the screen you were on when you logged out.

- To protect your data, you will be logged off if you are idle for more than 10 minutes.

Please click on the "Next" button below to continue with the survey.

ALL

A010.   Welcome to the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) Math Teacher Questionnaire. This is the information we have on record about your school, your name, and the math class(es) you teach that have MGLS students. You will be able to correct your name at the end of the survey, if needed. Press "Next" to continue.

        School: [SCHOOL NAME]
        Teacher: [TEACHER NAME]
        Class(es):   [CLASS NAME(S), PERIOD(S)]

B. STUDENT CONFIRMATION

ALL

SCINTRO

This first section will ask you to confirm whether you teach math to the [student/students] selected for MGLS:2017.

ALL

B001. Do/did you teach math to [STUDENT NAME] during this school year (2019–2020)?

- ❍ Yes, and I am the current math teacher for [STUDENT NAME] 1   B010
- ❍ Yes, although I am not the current math teacher for [STUDENT NAME].............. 2
- ❍ No.. 3   B020

> **PROGRAMMER INSTRUCTIONS ON B001**
>
> IF B001 = NO RESPONSE, DISPLAY HARD CHECK: "Please provide an answer to this question and then click the "Next" button."

B001 = 2

B005. In what month and year did you **last** teach math to [STUDENT NAME]?

[▼]   [▼]

Month   Year

> **PROGRAMMER INSTRUCTIONS ON B005**
>
> IF FUTURE DATE IS SELECTED, DISPLAY SOFT CHECK: "You selected a date in the future. Please select a month and year when you last taught math to this student. Press "Next" to continue."

B010.   Do you teach [STUDENT NAME] in [CLASS/PERIOD]?

  ❍   Yes 1
  ❍   No.. 2

> **PROGRAMMER INSTRUCTIONS ON B010**
>
> IF NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to this question and then click "Next"."
>
> IF B010 = 1 THEN DO:
>
> IF B001 HAS NOT YET BEEN ADMINISTERED FOR EACH PRELOADED STUDENT, LOOP BACK TO B001 AND ADMINISTER FOR THE NEXT PRELOADED STUDENT.
>
> ELSE IF B001 HAS BEEN ADMINISTERED FOR EACH PRELOADED STUDENT, AND B001 = 1 FOR AT LEAST ONE STUDENT, GO TO PROGRESS_SUMMARY_SCREEN.
>
> ELSE TEACHER IS INELIGIBLE; GO TO B030.

B015.   In which of the following classes do you teach [STUDENT NAME]?

  ❍   a. [PRELOAD CLASS/PERIOD_1]
  ❍   b. [PRELOAD CLASS/PERIOD_2]
  ❍   c. Other

  Please specify: _____   (STRING 120)

> **PROGRAMMER INSTRUCTIONS ON B015**
>
> IF B001 HAS NOT YET BEEN ADMINISTERED FOR EACH PRELOADED STUDENT, LOOP BACK TO B001 AND ADMINISTER FOR THE NEXT PRELOADED STUDENT.
>
> ELSE IF B001 HAS BEEN ADMINISTERED FOR EACH PRELOADED STUDENT, AND B001 = 1 FOR AT LEAST ONE STUDENT, GO TO PROGRESS_SUMMARY_SCREEN.
>
> ELSE TEACHER IS INELIGIBLE; GO TO B030.
>
> IF NO RESPONSE, DISPLAY SOFT CHECK: "Please provide an answer to this question and then click the "Next" button."
>
> IF B015 OTHER IS SELECTED AND NO TEXT STRING ENTERED, DISPLAY HARD CHECK: "You have selected "Other" but have not specified a class and period in the text box. Please provide a complete answer to this question and then click "Next"."

B020.   Does anyone else at your school teach math to [STUDENT NAME] during this school year (2019–2020)?

  ❍   Yes 1
  ❍   No.. 2

B020 = 1

B025. You indicated that [STUDENT NAME] has a different math teacher. What is the name of this student's math teacher?

[_____] NAME (STRING 50)

B010 = 2

B030. Thank you for taking the time to answer our questions! Since you are not the math teacher for any MGLS:2017 students, it is not necessary for you to answer any other questions.

You will not be able to log back into the survey after clicking "Next" on this screen.

If you would like to check any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen and complete the survey.

C. TEACHER BACKGROUND AND EXPERIENCE

ALL

The next several questions ask about your educational background and teaching experience.

C001. What is the highest level of education you have completed?

 ❍ a. Did not complete high school...1 C020
 ❍ b. High school diploma or equivalent (for example: GED) 2
 ❍ c. Some college or technical or vocational school 3
 ❍ d. Associate's degree (for example: AA, AS) 4
 ❍ e. Bachelor's degree (for example: BA, BS)...5
 ❍ f. Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)...................6
 ❍ g. Doctorate or an advanced professional degree beyond a master's degree
  (for example: PhD, EdD, MD, DDS, DVM, JD) 7

C001 = 2–7
IF C001 = 3, DISPLAY "college or technical or vocational school training". ELSE DISPLAY DEGREE SELECTED IN C001.

C005. In what year did you receive your [HIGHEST DEGREE LISTED IN C001]?

 [▼] YEAR HIGHEST DEGREE RECEIVED
 Range: 1940–2020

PROGRAMMER INSTRUCTIONS ON C005
IF C001 >= 3, GO TO C010. ELSE GO TO C020.

C001 >= 3

C010. Did you have a major, minor, or special emphasis in any of the following areas as part of your undergraduate or graduate coursework?

Select one answer for each row.	Yes, a major	Yes, a minor, or special emphasis	No
a. Elementary education	1 ❍	2 ❍	3 ❍
b. Middle grades education	1 ❍	2 ❍	3 ❍
c. Secondary education	1 ❍	2 ❍	3 ❍

C015. How many college-level classes have you taken in the following branches of mathematics?

Select one answer for each row.	None	One or two	Three or four	Five or more
a. Algebra such as abstract algebra, linear algebra, or groups, rings, and fields	0 ○	1 ○	2 ○	3 ○
b. Applied mathematics such as dynamical systems, game theory, information theory, mathematical modeling, or mathematical physics	0 ○	1 ○	2 ○	3 ○
c. Calculus, analysis, or differential equations	0 ○	1 ○	2 ○	3 ○
d. Discrete mathematics, combinatorics, or graph theory	0 ○	1 ○	2 ○	3 ○
e. Foundations, philosophy, history of mathematics, or logic	0 ○	1 ○	2 ○	3 ○
f. Geometry, trigonometry, or topology	0 ○	1 ○	2 ○	3 ○
g. Number theory	0 ○	1 ○	2 ○	3 ○
h. Probability or statistics	0 ○	1 ○	2 ○	3 ○
i. Teaching mathematics	0 ○	1 ○	2 ○	3 ○

C020. Including this school year, how many years have you taught the following grades at any school...

Please estimate to the nearest year.

If you have been working for less than one year, enter 1.

Item	Number of years RANGE: 0–99
a. Grade K–12 in any subject?	
b. Grade K–5 math?	
c. Grade 6–8 math?	
d. Grade 9–12 math?	

ALL

C025. Which of the following best describes the teaching certificate you currently hold?

- ❍ a. Regular or standard state certificate or advanced professional certificate 1
- ❍ b. Certificate issued after satisfying all requirements except the completion of a probationary teaching period.. 2
- ❍ c. Certificate that requires some additional coursework or passing a test............ 3
- ❍ d. Certificate issued to persons who must complete a certification program in order to continue teaching 4
- ❍ e. I do not hold any of these certifications... 5

C025 NE 5 OR MISSING

C030. In which grades does this certificate allow you to teach math?

Select all that apply.

- ☐ a. Kindergarten.. 1
- ☐ b. Grade 1... 2
- ☐ c. Grade 2 3
- ☐ d. Grade 3... 4
- ☐ e. Grade 4 5
- ☐ f. Grade 5.. 6
- ☐ g. Grade 6 7
- ☐ h. Grade 7 8
- ☐ i. Grade 8 9
- ☐ j. Grade 9 10
- ☐ k. Grade 10 11
- ☐ l. Grade 11... 12
- ☐ m. Grade 12... 13
- ☐ n. This certificate does not allow me to teach math.. 14

C035. Have you taken the exam for National Board Certification?

- ○ Not taken... 1
- ○ Taken and passed.. 2
- ○ Taken and awaiting results... 3
- ○ Taken and have not yet passed.. 4

C040. In what content area(s) do you hold a National Board for Professional Teaching certificate?

Select all that apply.

- ☐ a. Generalist, Early Childhood 1
- ☐ b. Generalist, Middle Childhood 2
- ☐ c. Mathematics, Early Adolescence... 3
- ☐ d. Mathematics, Adolescence and Young Adulthood 4
- ☐ e. Exceptional Needs Specialist 5
- ☐ f. Other 99

C045. Did you enter teaching through an alternative certification program? An alternative certification program is a program that is designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.

- ○ Yes 1
- ○ No.. 2

The next set of questions asks about you and your background.

C050. In what year were you born?

[_____ ▼] YEAR BORN

RANGE: 1925–2003

C055. What is your sex?

- ○ Male 1
- ○ Female.. 2

C060. Are you of Hispanic or Latino/Latina origin?

- ❍ Yes 1
- ❍ No 2

HELP TEXT:

Hispanic or Latino/Latina origin: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultures or origin (or descent), regardless of race.

C065. Which of the following best describes your race?

Select all that apply.

- ☐ a. American Indian or Alaska Native 1
- ☐ b. Asian 2
- ☐ c. Black or African American 3
- ☐ d. Native Hawaiian or other Pacific Islander 4
- ☐ e. White 5

HELP TEXT:

American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

D. PROFESSIONAL DEVELOPMENT

The next questions ask about professional development and interactions with your colleagues.

D001. How many hours of professional development did you receive this school year that was focused on math?

Please enter a whole number.

| | NUMBER OF HOURS

RANGE: 0–50

PROGRAMMER INSTRUCTIONS ON D001

IF DECIMAL IS ENTERED, DISPLAY HARD CHECK: "Please enter a whole number."

D005. How many times this school year were you observed as part of a teacher evaluation?[1]

- ❍ Never 1
- ❍ Once 2
- ❍ 2 times 3
- ❍ 3 or 4 times 4
- ❍ More than 4 times 5

D010. How many times this school year were you observed by a **coach, mentor, or peer**?[1]

- ❍ Never 1
- ❍ Once 2
- ❍ 2 times 3
- ❍ 3 or 4 times 4
- ❍ More than 4 times 5

D015. As part of your professional development, how many times this school year did you observe another teacher?[1]

- ❍ Never 1
- ❍ Once 2
- ❍ 2 times 3
- ❍ 3 or 4 times 4
- ❍ More than 4 times 5

---

[1] SOURCE: Consortium of Policy Research in Education (CPRE), University of Michigan, Study of Instructional Improvement (SII), Teacher Questionnaire (2000-2001).

D020. How often do you communicate with the special education provider about the students in your math classes?

◯ Daily... 1
◯ Weekly.. 2
◯ Monthly.. 3
◯ Rarely 4
◯ Never.. 5
◯ Not applicable 6

E. TEACHER PRACTICES

ALL

E001. This section focuses on the content you cover in your math classes, as well as your teaching practices this school year.

The curriculum used for your math classes this school year is...

Select all that apply.

☐ a. Locally or district-designed 1
☐ b. State-designed 2
☐ c. Nationally-designed 3

HELP TEXT:

Locally or district designed: If you or your school designed your curriculum, or if you put together portions of other curricula, for example, to meet the needs of a specific course or students with an IEP, check "Locally or district-designed".

ALL

E010. Next we would like to know about how you use technology in your teaching.

Please indicate if the following technology devices are available for **your** use in one or more of **your** math classes this school year.

Select all that apply.

☐ a. Desktop or laptop 1
☐ b. Tablet 2
☐ c. Smartboard or interactive whiteboard 3
☐ d. Interactive TV monitor 4
☐ e. LCD or DLP projector 5
☐ f. Smartphone 6
☐ g. Apps 7
☐ h. Digital camera 8
☐ i. Digital video recorder 9
☐ j. Graphing calculators 10
☐ k. Student or audience response system for polling 11
☐ l. No technology devices are available for **teacher** use in the classroom. 12

PROGRAMMER INSTRUCTIONS ON E010
IF E010l IS SELECTED, TEACHER SHOULD NOT BE ABLE TO SELECT OTHER RESPONSES.

E015. Please indicate if the following technology devices are available for **student** use in one or more of your math classes this school year.

Select all that apply.

- ☐ a. Desktop or laptop.. 1
- ☐ b. Tablet 2
- ☐ c. Smartboard or interactive whiteboard... 3
- ☐ d. Interactive TV monitor 4
- ☐ e. LCD or DLP projector 5
- ☐ f. Smartphone 6
- ☐ g. Apps... 7
- ☐ h. Digital camera 8
- ☐ i. Digital video recorder 9
- ☐ j. Graphing calculators... 10
- ☐ k. Student or audience response system for polling 11
- ☐ l. No technology devices are available for **student** use in the classroom. 12

PROGRAMMER INSTRUCTIONS ON E015

IF E015l IS SELECTED, TEACHER SHOULD NOT BE ABLE TO SELECT OTHER RESPONSES.

IF E015 = 1-11, GO TO E020; IF E015 = 12 OR MISSING AND E010 = 1-11, GO TO E030; ELSE IF E015 = 12 OR MISSING AND E010 = 12 OR MISSING, GO TO E040.

E020. In your math classes this school year, how often do your **students** use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

Select one answer for each row.	Never	Rarely	Monthly	Weekly	Daily
a. Practice or review mathematics topics	1 ○	2 ○	3 ○	4 ○	5 ○
b. Show work to the class in real time	1 ○	2 ○	3 ○	4 ○	5 ○
c. Research a mathematics topic	1 ○	2 ○	3 ○	4 ○	5 ○
d. Play games	1 ○	2 ○	3 ○	4 ○	5 ○
e. Create projects	1 ○	2 ○	3 ○	4 ○	5 ○
f. Collect and analyze data	1 ○	2 ○	3 ○	4 ○	5 ○
g. Conduct or watch simulations	1 ○	2 ○	3 ○	4 ○	5 ○
h. Submit assignments online	1 ○	2 ○	3 ○	4 ○	5 ○
i. Share or post their work for others to view at any time	1 ○	2 ○	3 ○	4 ○	5 ○
j. Extend mathematics learning with enrichment activities	1 ○	2 ○	3 ○	4 ○	5 ○
k. Participate in online discussions	1 ○	2 ○	3 ○	4 ○	5 ○
l. Fill free time	1 ○	2 ○	3 ○	4 ○	5 ○

HELP TEXT:

Technological resources: Examples of technological resources would be tablets, e-readers, computers, smartphones, digital cameras, Smartboards and interactive whiteboards, as well as websites such as Khan Academy, Moodle, Dropbox, or Study Island and apps such as Edmodo, Poll Everywhere, or Remind 101.

E030. In your math classes this school year, how often do **you** use technological resources to do each of the following? If the frequency is different for different math classes that you teach, please respond with an average across all math classes.

Select one answer for each row.	Never	Rarely	Monthly	Weekly	Daily
a. Collaborate with other teachers	1 ○	2 ○	3 ○	4 ○	5 ○
b. Encourage student participation in class	1 ○	2 ○	3 ○	4 ○	5 ○
c. Collect and analyze data for classroom examples and activities	1 ○	2 ○	3 ○	4 ○	5 ○
d. Collect and analyze assessment data for grading	1 ○	2 ○	3 ○	4 ○	5 ○
e. Other assessment activities such as formative assessments, documenting student work	1 ○	2 ○	3 ○	4 ○	5 ○
f. Send reminders or class information to students	1 ○	2 ○	3 ○	4 ○	5 ○
g. Provide homework help or learning support outside of class	1 ○	2 ○	3 ○	4 ○	5 ○
h. Develop videos of classroom instruction	1 ○	2 ○	3 ○	4 ○	5 ○
i. Compile links to external resources	1 ○	2 ○	3 ○	4 ○	5 ○
j. Distribute study tools and self-assessments	1 ○	2 ○	3 ○	4 ○	5 ○

HELP TEXT:

Technological resources: Examples of technological resources would be tablets, e-readers, computers, smartphones, digital cameras, Smartboards and interactive whiteboards, as well as websites such as Khan Academy, Moodle, Dropbox, or Study Island and apps such as Edmodo, Poll Everywhere, or Remind 101.

E040. How easily can **you** access the internet in your math classes this school year?[2]

   ○ Cannot access.. 1
   ○ Inconsistently, often a poor connection 2
   ○ Easily, usually a good connection... 3
   ○ Very easily, a strong and consistent connection.. 4

---

[2] Item used with permission. Speak Up is the intellectual property of Project Tomorrow, the organization that facilitates Speak Up. Permission is granted for this material to be shared for non-commercial, educational purposes, provided that this copyright statement appears on the reproduced materials and notice is given that the copying is by permission of the author. To disseminate otherwise or to republish requires written permission from the author.

E045. How easily can **your students** access the internet in your math classes this school year?[3]

 ○ Cannot access.. 1
 ○ Inconsistently, often a poor connection 2
 ○ Easily, usually a good connection.. 3
 ○ Very easily, a strong and consistent connection.. 4

E050. How often do **you** connect to the internet in your math classes this school year?[3]

 ○ Not at all... 1
 ○ Rarely 2
 ○ Sometimes... 3
 ○ Often 4

E055. How often do **your students** connect to the internet in your math classes this school year?[3]

 ○ Not at all... 1
 ○ Rarely 2
 ○ Sometimes... 3
 ○ Often 4

E060. In your math classes this school year, how often do you assign homework that requires your students to connect to the internet? If the frequency is different for different math classes that you teach, please respond with an average across all math classes.[3]

 ○ Not at all... 1
 ○ Rarely 2
 ○ Sometimes... 3
 ○ Often 4

---

[3] Item used with permission. Speak Up is the intellectual property of Project Tomorrow, the organization that facilitates Speak Up. Permission is granted for this material to be shared for non-commercial, educational purposes, provided that this copyright statement appears on the reproduced materials and notice is given that the copying is by permission of the author. To disseminate otherwise or to republish requires written permission from the author.

F. CLASS CONTENT AND TEACHING PRACTICES

CLASS SUMMARY

We have some questions for you about the following:

- Class: [CLASS NAME1, PERIOD]

    o Student: [STUDENT NAME1]

    o Student: [STUDENT NAME2], etc.

- Class: [CLASS NAME2, PERIOD]

    o Student: [STUDENT NAME2], etc.

ALL
FOR INITIAL LOOP, DISPLAY "This section asks specific questions".

F001. **Class**: **[CLASS NAME, PERIOD]**

[This section asks specific questions] / [Now we would like to know] about your **[CLASS NAME, PERIOD]** class.

How many students are enrolled in this class?

| | STUDENTS
RANGE: 1–50

PROGRAMMER INSTRUCTIONS ON F001
IF F001 = 0, DISPLAY HARD CHECK: "You entered that 0 students are in this class. Adjust the number of students and then click the "Next" button."
IF F001 IS NON-NUMERIC, DISPLAY HARD CHECK: "Please enter a whole number."
IF F001 > 50, DISPLAY SOFT CHECK: "You entered that [F001 RESPONSE] students are in this class. Select "Edit" to adjust the number of students or select "Next" if this is correct."
CLASS LOOP INCLUDES ITEMS F005 THROUGH F045. TEACHER SHOULD THEN BE ADMINISTERED TEACHER-STUDENT REPORT ITEMS (SECTIONS G, H, AND I) FOR EACH STUDENT IN THE CLASS FOR WHICH THEY JUST ANSWERED CLASS LOOP.
IF MORE THAN ONE CLASS, ADMINISTER CLASS LOOP FOR NEXT CLASS AND TEACHER-STUDENT REPORT ITEMS FOR EACH STUDENT WITHIN THAT CLASS, UNTIL TEACHER HAS REPORTED ON ALL CLASSES AND STUDENTS.
THEN GO TO SECTION J.

F005. **Class: [CLASS NAME, PERIOD]**

Please provide some information about your **[CLASS NAME, PERIOD]** class.

Which of the following best describes this mathematics course?

❍ a. Grade 6 general mathematics 1
❍ b. Grade 7 general mathematics 2
❍ c. Grade 7 honors mathematics 3
❍ d. Grade 7 basic/remedial mathematics 4
❍ e. Grade 8 general mathematics 5
❍ f. Grade 8 honors mathematics 6
❍ g. Grade 8 basic/remedial mathematics 7
❍ h. Introduction to algebra/ pre-algebra 8
❍ i. Algebra I, 1a or 1b 9
❍ j. Algebra II 10
❍ k. Geometry 11
❍ l. Trigonometry 12
❍ m. Applied Math 13
❍ n. Other 99

Please specify: [   ]   (STRING 120)

F010. **Class: [CLASS NAME, PERIOD]**

What percentage of students in this **[CLASS NAME, PERIOD]** class…

If none, enter "0."	PERCENTAGE RANGE: 0–100
a. Are below grade level in their mathematics skills?	
b. Are about on grade level in their mathematics skills?	
c. Are above grade level in their mathematics skills?	

PROGRAMMER INSTRUCTIONS ON F010

IF F010a + F010b + F010c NE 100, DISPLAY SOFT CHECK: "Please make sure your answers add to 100 percent."

IF LETTER, DECIMAL, OR SPECIAL CHARACTER ENTERED, DISPLAY HARD CHECK: "Please only enter whole numbers between 0–100."

F015. **Class: [CLASS NAME, PERIOD]: Content and teaching practices**

What do you use as your primary basis for instruction for this **[CLASS NAME, PERIOD]** class?

- ❍ a. Textbook (Print)... 1
- ❍ b. E-book 2
- ❍ c. District or state educational content repository 3
- ❍ d. Open educational resources 4
- ❍ e. Online commercial curriculum 5
- ❍ f. Both textbook and online resources equally 6
- ❍ g. Other 99

F020. **Class: [CLASS NAME, PERIOD]: Content and teaching practices**

In addition to your primary math curriculum, which of the following do you use as a supplement for this **[CLASS NAME, PERIOD]** class?

Select all that apply.

- ☐ a. Textbook (print)... 1
- ☐ b. E-book 2
- ☐ c. District or state educational content repository 3
- ☐ d. Open educational resources 4
- ☐ e. Online commercial curriculum 5
- ☐ f. Both textbook and online resources equally 6
- ☐ g. Other 99
- ☐ h. I do not use additional resources to supplement instruction 7

> PROGRAMMER INSTRUCTIONS ON F020
>
> IF F020h IS SELECTED, TEACHER SHOULD NOT BE ABLE TO SELECT OTHER RESPONSES.

F030. **Class: [CLASS NAME, PERIOD]: Content and teaching practices**

Please indicate the publication year of your primary textbook or e-book.

[▼] PUBLICATION YEAR
RANGE: 2011 OR EARLIER, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020

F035.   Class: [CLASS NAME, PERIOD]: Content and teaching practices

The purpose of the next five screens is to obtain a description of the specific mathematics content areas you covered or plan to cover in your course this school year.

The screens will list content areas covering materials that may be taught. Please respond to the entire list so that we may obtain an indication of the topics covered in your class that is as complete and accurate as possible. (Note: Not all areas are necessarily appropriate for your class.)

For each listed content area, indicate the approximate number of class periods during this school year when the content area was or will be a **primary** focus for your **[CLASS NAME, PERIOD]** class.

Press the "Next" button to continue.

F035C1. Class: [CLASS NAME, PERIOD]: Content and teaching practices

How many full class periods have you or will you teach the following topics in this course during this school year? Indicate the number of class periods.

Select one answer for each row.	None	One or less than one full class	2 to 5	6 to 10	11 to 15	More than 15
a. Understand ratio concepts and use ratio reasoning to solve problems	0 ◯	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
b. Analyze proportional relationships and use them to solve real-world and mathematical problems	0 ◯	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
c. Apply and extend previous understandings of multiplication and division to divide fractions by fractions	0 ◯	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
d. Compute fluently with multi-digit numbers and find common factors and multiples	0 ◯	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯

F035C2. Class: [CLASS NAME, PERIOD]: Content and teaching practices

(continued) How many full class periods have you or will you teach the following topics in this course during this school year? Indicate the number of class periods.

Select one answer for each row.	None	One or less than one full class	2 to 5	6 to 10	11 to 15	More than 15
e. Apply and extend previous understandings of numbers to the system of rational numbers	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
f. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
g. Know that there are numbers that are not rational and approximate them by rational numbers	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
h. Define, evaluate, and compare functions	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○

F035C3. Class: [CLASS NAME, PERIOD]: Content and teaching practices

(continued) How many full class periods have you or will you teach the following topics in this course during this school year? Indicate the number of class periods.

Select one answer for each row.	None	One or less than one full class	2 to 5	6 to 10	11 to 15	More than 15
i. Use functions to model relationships between quantities	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
j. Apply and extend previous understandings of arithmetic to algebraic expressions	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
k. Reason about and solve one-variable equations and inequalities	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
l. Represent and analyze quantitative relationships between dependent and independent variables	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○

F05C4. Class: [CLASS NAME, PERIOD]: Content and teaching practices

(continued) How many full class periods have you or will you teach the following topics in this course during this school year? Indicate the number of class periods.

Select one answer for each row.	None	One or less than one full class	2 to 5	6 to 10	11 to 15	More than 15
m. Use properties of operations to generate equivalent expressions	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
n. Solve real-life and mathematical problems using numerical and algebraic expressions and equations	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
o. Work with radicals and integer exponents	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○

F035C5. Class: [CLASS NAME, PERIOD]: Content and teaching practices

(continued) How many full class periods have you or will you teach the following topics in this course during this school year? Indicate the number of class periods.

Select one answer for each row.	None	One or less than one full class	2 to 5	6 to 10	11 to 15	More than 15
p. Understand the connections between proportional relationships, lines, and linear equations	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○
q. Analyze and solve linear equations and pairs of simultaneous linear equations	0 ○	1 ○	2 ○	3 ○	4 ○	5 ○

F040. Class: [CLASS NAME, PERIOD]: Content and teaching practices

These next questions ask about the teaching practices you use in this classroom.

How often do the students in this **[CLASS NAME, PERIOD]** class...

Select one answer for each row.	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Explain how to solve a mathematics problem (either verbally or in writing)?	1 ◯	2 ◯	3 ◯	4 ◯
b. Work on problems for which there is no immediate solution?	1 ◯	2 ◯	3 ◯	4 ◯
c. Practice solving routine items to develop or maintain fluency?	1 ◯	2 ◯	3 ◯	4 ◯

F045. Class: [CLASS NAME, PERIOD]: Content and teaching practices

Please indicate the extent to which the following statements are true for students in this **[CLASS NAME, PERIOD]** class.

Select one answer for each row.	Not at all true	A little bit true	Somewhat true	Mostly true	Very true
a. I try to give students a lot of choices about classroom assignments.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
b. I have to lead students through their schoolwork step by step.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
c. I can't afford to let students decide too many things about schoolwork for themselves.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
d. I let students make a lot of their own decisions regarding schoolwork.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
e. It's better not to give too many choices to students.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
f. I find myself telling students every step to make when it comes to schoolwork.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
g. I can't let students do things their own way.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
h. When it comes to assignments, I'm always having to tell students what to do.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
i. My general approach with students is to give them as few choices as possible.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯

G. STUDENT INFORMATION

G001. Those are all of the questions we have about your **[CLASS NAME, PERIOD]** class.

Now we would like to ask some questions about the [student who is participating in MGLS:2017 and is / individual students who are participating in MGLS:2017 and are] in your **[CLASS NAME, PERIOD]** class. This section includes questions about [the/each] student's math skills, social skills, and other behaviors at school.

Press the "Next" button to proceed.

ALL

G005. Now we have questions about **[STUDENT NAME]**. The following questions ask about the skills and abilities John demonstrates in your **[CLASS NAME]** class.

Please rate **[STUDENT FIRST NAME]'s** skills in the following areas, as exhibited in your class.

Select one answer for each row.	Outstanding	Very good	Good	Fair	Poor	Not applicable or not observed
a. Ability to apply mathematical concepts to "real world" problems	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. Ability to complete or conduct proofs or demonstrations of [his/her] mathematical reasoning	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
c. Ability to talk about [his/her] reasoning or thinking in solving a problem	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

G005. (continued) Please rate **[STUDENT NAME]**'s skills in the following areas, as exhibited in your class.

Select one answer for each row.	Outstanding	Very good	Good	Fair	Poor	Not applicable or not observed
d. Ability to explain [his/her] reasoning in solving a problem in writing	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. Ability to use representations to model mathematical ideas	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
f. Ability to use a calculator to solve problems	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
g. Ability to fluently apply math facts and procedures	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

G010. Have you taught **[**STUDENT **NAME]** math before this school year?

○ Yes 1
○ No 2

G015. Have you taught **[STUDENT NAME]** in other academic areas before this school year?

○ Yes 1
○ No 2

G020. How often does **[STUDENT NAME]** wear eyeglasses or contact lenses to improve [his/her] vision?

○ All/Most of the time 1
○ Sometimes/Rarely 2
○ Never/May not need correction 3
○ Don't know 99

G025. For each item below, please think about **[STUDENT NAME]**'s behavior **during the past month**.

Describe how often **[STUDENT FIRST NAME]** demonstrates the behavior.

Select one answer for each row.	Never	Sometimes	Often	Very often	Always	No opportunity to observe this behavior
a. Organizes work	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Appears motivated to learn new things	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Works well independently	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
d. Adapts to changes in plans, requirements, or routines	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. Persists in completing tasks	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
f. Pays attention well	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

G030. The following are some statements that describe behaviors many students exhibit. For each item below, please think about **[STUDENT NAME]'s** behavior **during the past three months**.

Describe how often **[STUDENT FIRST NAME]** demonstrates the behavior.

Select one answer for each row.	Never	Sometimes	Often	Very often	Always
a. Manipulates others or lies	1 ○	2 ○	3 ○	4 ○	5 ○
b. Bullies or is cruel or mean to others	1 ○	2 ○	3 ○	4 ○	5 ○
c. Disobeys rules	1 ○	2 ○	3 ○	4 ○	5 ○
d. Has sudden changes in mood or feeling	1 ○	2 ○	3 ○	4 ○	5 ○
e. Argues too much	1 ○	2 ○	3 ○	4 ○	5 ○
f. Is stubborn, sullen, or irritable	1 ○	2 ○	3 ○	4 ○	5 ○
g. Has a strong temper or loses [his/her] temper easily	1 ○	2 ○	3 ○	4 ○	5 ○

G035. Next are some questions about **[STUDENT NAME]**'s interactions with other students.

During this school year, how often have other students...

Select one answer for each row.	Never	Sometimes	Often	Very often	Always
a. Teased, made fun of, or called **[STUDENT FIRST NAME]** names	1 ○	2 ○	3 ○	4 ○	5 ○
b. Pushed, shoved, slapped, hit, or kicked **[STUDENT FIRST NAME]**	1 ○	2 ○	3 ○	4 ○	5 ○
c. Told lies or untrue stories about **[STUDENT FIRST NAME]**	1 ○	2 ○	3 ○	4 ○	5 ○
d. Intentionally excluded or left out **[STUDENT FIRST NAME]** from socializing with them	1 ○	2 ○	3 ○	4 ○	5 ○

G040. Please rate each of the listed behaviors according to how well it describes **[STUDENT NAME]**.[4]

Select one answer for each row.	Not at all	A little	Moderately well	Well	Very well
a. Resolves peer problems on [his/her] own	1 ○	2 ○	3 ○	4 ○	5 ○
b. Is helpful to others	1 ○	2 ○	3 ○	4 ○	5 ○
c. Can give suggestions and opinions without being bossy	1 ○	2 ○	3 ○	4 ○	5 ○
d. Acts friendly toward others	1 ○	2 ○	3 ○	4 ○	5 ○
e. Understands others	1 ○	2 ○	3 ○	4 ○	5 ○

---

[4] Adapted from Fast Track Project Social Competence Scale - Teacher Version (Conduct Problems Prevention Research Group (CPPRG)). Original scale wording for M1UNDSTDOTH/M2UNDSTDOTH was "Very good at understanding other people's feelings."

H. STUDENT BEHAVIOR

H001. These questions ask about how **[STUDENT NAME]** behaves in your classroom.[5]

Please indicate the extent to which each of the following statements is true for **[STUDENT FIRST NAME]**.

Select one answer for each row.	Not at all true	A little bit true	Somewhat true	Mostly true	Very true
a. In my class, **[STUDENT FIRST NAME]** works as hard as [he/she] can.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
b. When working on classwork in my class, **[STUDENT FIRST NAME]** appears involved.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
c. When I explain new material, **[STUDENT FIRST NAME]** listens carefully.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
d. In my class, **[STUDENT FIRST NAME]** does more than required.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
e. When **[STUDENT FIRST NAME]** doesn't do well, [he/she] works harder.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯

ALL

H005. Next are some questions about **[STUDENT NAME]**'s attendance.

Over the last month, how often has **[STUDENT FIRST NAME]** been...

Select one answer for each row.	0 times	1–2 times	3–6 times	7–9 times	10–12 times	13 or more times
a. Late to your class?	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. Absent from your class?	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

---

[5] SOURCE: Skinner, E., Kindermann, T., & Furrer, C. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational And Psychological Measurement, 69*(3), 493-525. Reprinted by permission of SAGE Publications, Inc.

H010. Over the last month, how often did **[STUDENT NAME]**...

Select one answer for each row.	0 times	1–2 times	3–6 times	7–9 times	10–12 times	13 or more times
a. Come to class without completing prior assignments or homework?	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Come to class without class materials (such as pencils, paper, tablet, books, or calculator)?	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

I. STUDENT SERVICES

I001. This last section asks about any special supports or opportunities **[STUDENT NAME]** receives at school.

How often does **[STUDENT FIRST NAME]** receive instruction and/or related services in any of the following types of programs in your school during the day?

Select one answer for each row.	Daily	2–4 times per week	Weekly	Less than once a week	**[STUDENT NAME]** does not receive this service.	Program or service not provided to students in this school
a. Individual tutoring in mathematics	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Small group pull-out instruction in mathematics	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Gifted and talented program in mathematics	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

I005. **Class: [CLASS NAME] – Student: [STUDENT NAME]: Student services**

Have you recommended **[STUDENT NAME]** for academic honors, advanced placement, or honors classes?

- ○ Yes 1
- ○ No 2
- ○ Not applicable (no such honor available) 3

END_1

Thank you. These are all the questions we have about **[STUDENT NAME]** at this time. Please press the "Next" button to continue.

PROGRAMMER INSTRUCTIONS ON END_1
LOOP BACK TO G005 FOR EACH ADDITIONAL STUDENT IN THIS CLASS UNTIL TEACHER-STUDENT REPORT IS COMPLETE FOR EACH STUDENT.
IF ALL STUDENT REPORTS ARE COMPLETE FOR THIS CLASS, GO TO ENDCLASS.

ALL

ENDCLASS

Thank you. These are all the questions we have about the students in **[CLASS NAME, PERIOD]** class at this time. Please press the "Next" button to continue.

PROGRAMMER INSTRUCTIONS ON ENDCLASS
IF TEACHER HAS AN ADDITIONAL CLASS, GO TO PROGRESS_SUMMARY TO INITIATE LOOP FOR NEXT CLASS.
ELSE GO TO J001.

ALL
DISPLAY CLASS NAME, PERIOD, AND STUDENT NAME(S) FOR EACH COMPLETED SET, FOLLOWED BY THOSE THAT REMAIN TO BE COMPLETED.

PROGRESS_SUMMARY

You have answered questions about the following:

- Class: [CLASS NAME, PERIOD]
  - o Student: [STUDENT NAME]

We still have some questions for you about the following:

- Class: [CLASS NAME, PERIOD]
  - o Student: [STUDENT NAME]

PROGRAMMER INSTRUCTIONS ON PROGRESS_SUMMARY
GO TO F001.

J. YOUR SCHOOL AND YOUR TEACHING

J001. This section asks questions about [SCHOOL NAME] and your teaching.

Which statement best describes the way your mathematics classes at [SCHOOL NAME] are organized?

- ○ a. You instruct several classes of different students all or most of the day in one or more subjects (sometimes called departmentalized instruction). 1
- ○ b. You instruct the same group of students all or most of the day in multiple subjects (sometimes called a self-contained class). 2
- ○ c. You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "pull-out" class or "push-in" instruction). 3

PRELOADED GRADES TAUGHT INCLUDES GRADE 8

J005. In this school, how important is each of the following factors in placing a typical **eighth-grade** student into a mathematics course?

Select one answer for each row.	Not at all important	A little important	Somewhat important	Very important	N/A
a. Counselor recommendation	1 ○	2 ○	3 ○	4 ○	5 ○
b. Prior teacher recommendation	1 ○	2 ○	3 ○	4 ○	5 ○
c. Courses taken previously	1 ○	2 ○	3 ○	4 ○	5 ○
d. Achievement in previous courses	1 ○	2 ○	3 ○	4 ○	5 ○
e. Results of district or state end-of-year or end-of-course exams	1 ○	2 ○	3 ○	4 ○	5 ○
f. Results of placement tests	1 ○	2 ○	3 ○	4 ○	5 ○
g. Results of standardized tests	1 ○	2 ○	3 ○	4 ○	5 ○
h. Student career or education plan	1 ○	2 ○	3 ○	4 ○	5 ○
i. Student and/or parent or guardian selection	1 ○	2 ○	3 ○	4 ○	5 ○

J010. The next set of questions is about use of assessment data in [SCHOOL NAME].

In your math classes, how often do you use a formal assessment in MATH for the following purposes?

Select one answer for each row.	Never	Once per year	Twice per year	3–4 times per year	5–8 times per year	1–2 times per month	3–4 times per month
a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
b. To monitor each student's progress on specific skills over the school year	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
c. To identify the deficits in specific skills of struggling students	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

ALL

J010. (continued) In your math classes, how often do you use a formal assessment in MATH for the following purposes?

Select one answer for each row.	Never	Once per year	Twice per year	3–4 times per year	5–8 times per year	1–2 times per month	3–4 times per month
d. To monitor the progress of students who fall below benchmark levels	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
e. To determine whether students need placement in a more or less intensive level of instruction	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

J015. Next, we would like to know more about your school's **principal or administrator**. How much do you disagree or agree with each of the following statements?[6]

The principal at this school...

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
a. Makes clear to the staff his or her expectations for meeting instructional goals.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. Communicates a clear vision for our school.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
c. Sets high standards for teaching.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
d. Understands how students learn.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
e. Sets high standards for student learning.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

J015. (continued) How much do you disagree or agree with each of the following statements?[6]

The principal at this school...

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
f. Presses teachers to implement what they have learned in professional development.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
g. Carefully tracks student academic progress.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
h. Knows what's going on in my classroom.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
i. Actively monitors the quality of teaching in this school.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

---

[6] Adapted from University of Chicago. 2015. *5Essentials® Survey*. Chicago, IL: University of Chicago Consortium on School Research. Using the 5Essentials® Survey without the explicit permission of The University of Chicago is strictly prohibited. To report any instances of such use or to obtain a license, please contact ccsr-survey@uchicago.edu.

The next set of questions asks about the teaching climate at [SCHOOL NAME].

J020. How much do you disagree or agree with each of the following statements about math teachers at your school?

Math teachers at your school…

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
a. Believe all students can do well.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. Have given up on their students.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
c. Care only about the smart students.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
d. Expect very little from students.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
e. Work hard to make sure all students are learning.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

J025. To what extent do you disagree or agree with the following statements about teaching at [SCHOOL NAME]?

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
a. Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯
b. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	1 ◯	2 ◯	3 ◯	4 ◯	5 ◯	6 ◯

J030. How much do you disagree or agree with each of the following statements about [SCHOOL NAME]?

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
a. The level of student misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Many of the students I teach are not capable of learning the material I am supposed to teach them.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. I feel accepted and respected as a colleague by most staff members.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

J030. (continued) How much do you disagree or agree with each of the following statements about [SCHOOL NAME]?

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
d. Teachers in this school are continually learning and seeking new ideas.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. Routine administrative duties and paperwork interfere with my job of teaching. Paperwork includes items associated with Response to Intervention, alignment with the Common Core State Standards, or other initiatives.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

J035. Indicate the extent to which you disagree or agree with each of the following statements about [SCHOOL NAME].

Select one answer for each row.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
a. I feel safe at this school.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. This school's security policies and practices are sufficient.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. The students get along well with teachers.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

J040. At this point in the school year, how would you rate the behavior of the students in **your math classes**?

- ❍ Group misbehaves very frequently and is almost always difficult to handle. 1
- ❍ Group misbehaves frequently and is often difficult to handle. 2
- ❍ Group misbehaves occasionally. 3
- ❍ Group behaves well. 4
- ❍ Group behaves exceptionally well. 5

ALL

The next two questions ask about your school's technology policies and practices.

J045. Does [SCHOOL NAME] lend or provide computers, tablets, or similar devices to individual students?

- ❍ Yes 1
- ❍ No 2

ALL

J050. Thinking about students, is this a bring your own device (BYOD) school?

- ❍ Yes 1
- ❍ No 2

SCHOOL ALLOWS CHECK INCENTIVE

INCENTADDR

To show our appreciation for completing the survey today, we would like to send you a check. Please provide the address to which you would like the check mailed.

(Allow 4 weeks for delivery.)

If you do not want to receive this check, please click the box below, and then press Next to continue.

Name:	[_____] (STRING 255)
Street address1:	[_____] (STRING 255)
Street address2:	[_____] (STRING 255)
City:	[_____] (STRING 255)
State:	[_____] (STRING 2)
Zip code:	[_____] (STRING 9)

☐ I do not want to receive any money for completing this survey.

ALL

FEPREEND

You have reached the end of the survey.

You will not be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen and complete the survey.

ALL

END 3

These are all the questions we have for you. We appreciate you taking the time to complete the survey.

Thank you very much for participating in MGLS:2017!

Be sure to CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

Press "Finish" to complete and close the survey.