

# PART 1: Background Information

## 1A. Education

What is your highest level of education?  
(Mark one.)

- BA or BS Degree
- Masters Degree
- Certificate of Advanced Study (CAS)
- Doctorate (Ph.D., Ed.D., etc.)

Postsecondary Education:  
(Please fill-in all that apply.)

**Undergraduate**  
Major: \_\_\_\_\_

Minor: \_\_\_\_\_

**Masters Degree**  
Concentration: \_\_\_\_\_

**Masters Degree**  
Concentration: \_\_\_\_\_

**Doctorate**  
Concentration: \_\_\_\_\_

## 1B. Administrative Experience, if applicable (List in chronological order with most recent first.)

Position held	School level (Elem./MS/HS)	Setting (urban/suburban/rural)	Number of years
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Total number of years as an administrator:

	FOR OFFICIAL USE ONLY	A/B	MSP	Course	PID

**1C. Teaching, Counseling, and/or Special Education Experience, if applicable**

(List in chronological order with most recent first.)

Grade level

Subject(s) taught

Number of years

Grade level	Subject(s) taught	Number of years

Total number of years as a teacher, counselor, and/or support staff:

**Please turn to the next page.**

### 1D. Mathematics Coursework

1. How much mathematics coursework did you have while in high school? (Mark one.)

- ① 1 year or less
- ② 2 years
- ③ 3 years
- ④ 4 years or more
- ⑤ Can't remember

2. Which of the following courses did you complete in high school? (Mark all that apply.)

- Algebra I
- Algebra II
- Geometry
- Trigonometry
- Calculus
- Other (specify)\_\_\_\_\_

3. Which of the following courses did you complete as an undergraduate or graduate student? (Mark all that apply.)

- |                                       |   |
|---------------------------------------|---|
| <input type="radio"/> College Algebra | <input type="radio"/> Statistics                  |
| <input type="radio"/> Geometry        | <input type="radio"/> Probability                 |
| <input type="radio"/> Linear Algebra  | <input type="radio"/> Math teaching methods       |
| <input type="radio"/> Pre-Calculus    | <input type="radio"/> Math for secondary teachers |
| <input type="radio"/> Calculus        | <input type="radio"/> Other (specify)_____        |

4. How would you rate your comfort with mathematics in the following areas? (Mark one response for each question, 1 being extremely uncomfortable to 7 being extremely comfortable.)

	[Extremely Uncomfortable]					[Extremely Comfortable]	
	1					7	
a. Overall comfort with mathematics	①	②	③	④	⑤	⑥	⑦
b. Comfort with <i>elementary</i> mathematics	①	②	③	④	⑤	⑥	⑦
c. Comfort with <i>middle-school</i> mathematics	①	②	③	④	⑤	⑥	⑦
d. Comfort with <i>high-school</i> mathematics	①	②	③	④	⑤	⑥	⑦

## 1E. Professional Development

1. Mathematics professional development in which you have participated during the past 2 years:

Name and brief description of content	Length (e.g., day, week, semester)	Year attended

2. Other professional development in which you have participated during the past 2 years:

Name and brief description of content	Length (e.g., day, week, semester)	Year attended

3. Professional association memberships and committees:

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## 1F. Instructional Materials in Use at Your School

Which of the instructional materials below are being used at your school? (Please mark all that apply and tell us whether this school year is the first year of use, or whether the materials have been used for 2 or more years.)

	Yes, 1 <sup>st</sup> year	2 or more years		Yes, 1 <sup>st</sup> year	2 or more years
1. Connected Mathematics (CMP)	①	②	16. SIMMS Integrated Mathematics: A Modeling Approach	①	②
2. Mathscape: Seeing and Thinking Mathematically	①	②	17. Mathematics: Modeling Our World (ARISE)	①	②
3. Mathematics in Context	①	②	18. College Preparatory Mathematics	①	②
4. MathThematics	①	②	19. Discovering Geometry, Discovering Algebra, Discovering Advanced Algebra	①	②
5. IMPACT Mathematics: Algebra and More	①	②	20. UCSMP	①	②
6. Holt, Rinehart, and Winston Practical Mathematics	①	②	21. Glencoe Mathematics: Applications and Concepts	①	②
7. Moving with Math, Math Teachers Press	①	②	22. Holt, Rinehart, and Winston (High School)	①	②
8. Glencoe Mathematics: Pre-Algebra, Algebra 1	①	②	23. Houghton Mifflin (High School)	①	②
9. Holt Middle School Math	①	②	24. McDougal Littell Algebra, Geometry, Algebra 2	①	②
10. McDougal Littell Middle School Math	①	②	25. Prentice Hall Algebra 1, Geometry, Algebra 2	①	②
11. Prentice Hall 6-8, Pre-Algebra, Algebra 1	①	②	26. Glencoe Mathematics: Pre-Algebra, Algebra 1, Geometry, Algebra 2	①	②
12. Saxon 7/8	①	②	27. Saxon (9-12)	①	②
13. Contemporary Math in Context (Core-Plus)	①	②	28. American Guidance Series Mathematics	①	②
14. Interactive Math Program (IMP)	①	②	29. Other (specify)	①	②
15. AMSCO Curriculum	①	②	_____		

## 1G. Your Role as It Relates to Mathematics Education.

1. In your school or district you may have responsibility for one or more of the functions listed below. Please indicate the extent of your responsibility for each of the functions listed below, where 0 stands for functions for which you have no responsibility and 4 stands for functions for which you are the only person who has responsibility. Please respond to each item.

	[No respons- ibility]					[Sole respons- ibility]	
	0	1	2	3	4		Position of person primarily responsible if not you
1.1 Teaching mathematics	⓪	①	②	③	④		_____
1.2 Teacher supervision in mathematics (observing, evaluating, discussing results with teachers)	⓪	①	②	③	④		_____
1.3 Mathematics curriculum selection (offering input, evaluating decisions about choices)	⓪	①	②	③	④		_____
1.4 Mathematics professional development (designing/offering workshops, evaluating decisions about pd related to math)	⓪	①	②	③	④		_____
1.5 Recruiting and hiring mathematics teachers	⓪	①	②	③	④		_____
1.6 Helping students choose math courses or future trajectories	⓪	①	②	③	④		_____
1.7 Analyzing data to evaluate the math program	⓪	①	②	③	④		_____
1.8 Managing the reward system for professional staff (providing input, making decisions about staff salaries, amount of credit for professional development, etc)	⓪	①	②	③	④		_____
1.9 Communicating with parents about mathematics curriculum, instruction, assessment	⓪	①	②	③	④		_____
1.10 Communicating with influential stakeholders about mathematics curriculum, instruction or assessment	⓪	①	②	③	④		_____
1.11 Developing a vision for mathematics education:							
a. specifying the major purposes of the program	⓪	①	②	③	④		_____
b. clarifying the procedures others are expected to follow in order to implement the vision	⓪	①	②	③	④		_____
c. specifying outcome targets	⓪	①	②	③	④		_____

	[No respons- ibility]				[Sole respons- ibility]	Position of person primarily responsible if not you
	0	1	2	3	4	
<b>1.12</b> Obtaining resources for the district or school's mathematics program:						
a. funds, materials, facilities	0	1	2	3	4	_____
b. staff development	0	1	2	3	4	_____
<b>1.13</b> Providing encouragement and informal recognition for members of the professional staff	0	1	2	3	4	_____
<b>1.14</b> Specifying math program procedures:						
a. course sequences	0	1	2	3	4	_____
b. textbooks	0	1	2	3	4	_____
c. standardized testing program	0	1	2	3	4	_____
d. staff evaluation procedures	0	1	2	3	4	_____
e. format and structure of student report cards	0	1	2	3	4	_____
f. staff and student building assignments	0	1	2	3	4	_____
g. making lesson plans	0	1	2	3	4	_____
h. pacing schedule	0	1	2	3	4	_____
<b>1.15</b> Monitoring the progress of the mathematics program	0	1	2	3	4	_____
<b>1.16</b> Handling disruptions to the program:						
a. buffering the math program from outside influence	0	1	2	3	4	_____
b. seeking waivers from policies that could negatively impact the math program	0	1	2	3	4	_____
c. trouble-shooting unexpected problems (for example, materials do not arrive on time, disagreements among staff)	0	1	2	3	4	_____

2. Name three people who have supported you in your responsibilities in mathematics education in the last six months. Describe their positions and the ways they provide support.