

## PART 2 Section C. Views About Math

How much do you agree or disagree with the following statements about learning mathematics and strategies for teaching mathematics? *(Please mark one response on each line.)*

### 2C.1. Learning Mathematics

	<b>Strongly Agree</b>						<b>Strongly Disagree</b>
	1	2	3	4	5	6	7
a. When students can solve problems, it's usually because they remember the right formula or rule.	1	2	3	4	5	6	7
b. If elementary and middle school students use calculators, they won't learn the math they need to know.	1	2	3	4	5	6	7
c. One can learn a lot by watching an expert mathematician "think aloud" while solving problems.	1	2	3	4	5	6	7
d. If students get into disagreements about ideas or procedures in math class, it can impede their learning of math.	1	2	3	4	5	6	7
e. In learning math, students must master topics and skills at one level before going on.	1	2	3	4	5	6	7
f. For students to understand K-8 mathematics they only need know the correct procedures and when to apply them.	1	2	3	4	5	6	7
g. A teacher should wait until pupils are developmentally ready before introducing new ideas and skills.	1	2	3	4	5	6	7
h. It is important for pupils to master the basic computational skills before studying topics like probability and logic.	1	2	3	4	5	6	7
i. If teachers target their lessons to individual students' learning styles, student learning in mathematics will improve.	1	2	3	4	5	6	7
j. Math is a subject in which effort matters a lot more than natural ability.	1	2	3	4	5	6	7
k. Since older students can reason abstractly, the use of models and other visual aids becomes less necessary for them.	1	2	3	4	5	6	7

**2C.2. Strategies for Teaching Mathematics**

	<b>Strongly Agree</b>						<b>Strongly Disagree</b>
a. Students should not leave math class (or end the math period) feeling confused or stuck.	1	2	3	4	5	6	7
b. If a student is confused in math, the teacher should go over the material again more slowly.	1	2	3	4	5	6	7
c. Teachers should not necessarily answer students' questions but should let them puzzle things out themselves.	1	2	3	4	5	6	7
d. Creating a classroom climate that promotes students' self-esteem will result in improved math learning.	1	2	3	4	5	6	7
e. Students should "show their work" when they solve math problems.	1	2	3	4	5	6	7
f. The most important issue is not whether the answer to any math problem is correct, but whether students can explain their answers	1	2	3	4	5	6	7
g. The range of ability in most classes makes whole group teaching in math virtually impossible.	1	2	3	4	5	6	7
h. It is not a good idea to have students work together in solving math problems because the brighter students will do all the work.	1	2	3	4	5	6	7
i. It is as important for students to understand the concepts underlying algorithms as it is to know how to use them.	1	2	3	4	5	6	7
j. If students are having difficulty in math, a good approach is to give them more practice in the skills they lack.	1	2	3	4	5	6	7
k. Because every student is different, it's best to let them progress at their own individual pace in math.	1	2	3	4	5	6	7
l. When teaching mathematics, an effective teacher uses several different models to represent mathematical ideas.	1	2	3	4	5	6	7