

**Survey of Algebra Teachers**  
**Topic: Teaching Algebra in a Block Schedule**

Consider the following statements involving teaching algebra in an alternate day extended block schedule. Indicate whether you:

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree
- 5 Are Undecided

**Circle one response for each statement.**

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Undecided (5)
1. The extended time provide in a block schedule contributes to greater student learning of algebra.					
2. There are fewer student disruptions in my algebra lessons than occurred in the 55-minute schedule.					
3. Student failure rates in my algebra classes are lower since the implementation of the block schedule.					
4. My algebra students are more interested in learning since we began using the block schedule.					
5. My algebra students earn better grades since we began using a block schedule.					
6. The block schedule permits me to provide more help to students who have been absent.					
7. Student attendance in my algebra classes has improved since my school implemented a block schedule.					

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Undecided (5)
8. The majority of my algebra students are able to pay attention for the entire length of time allowed in the block schedule.					
9. The majority of my algebra students are unwilling to pay attention for the entire period in a block schedule.					
10. Students who miss more than one or two algebra classes in a block schedule become irretrievably lost.					
11. I provide more individual feedback to each algebra student in the block schedule arrangement than in a 55-minute schedule.					
12. I use an "error analysis and reteaching" approach when teaching algebra.					
13. The block schedule provides adequate time to teach the required algebra curriculum (as reflected in the local curriculum guide and the Virginia Standards of Learning).					
14. My algebra lesson plans are more varied since I began teaching in a block schedule.					
15. I have the equipment and materials that I need to successfully teach algebra in a block schedule.					
16. Computers are available for student use in algebra whenever they are needed in my lesson plan.					
17. All algebra students have access to graphing calculators if needed during algebra lessons.					
18. I provide more one-to-one assistance to students since the implementation of the block schedule.					
19. If a school staff wishes to improve student achievement in algebra, then I suggest that they consider adopting a block schedule.					
20. I prefer an extended block schedule when teaching algebra.					

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Undecided (5)
21. I feel successful as an algebra teacher in a block schedule.					
22. I was a part of the decision-making process that led my school to implement the block schedule.					
23. I enjoy teaching algebra in a block schedule.					
24. I am less enthusiastic about teaching algebra in a block schedule today and I was one year ago.					
25. Teaching in a block schedule has made me a better algebra teacher.					
26. The block schedule challenges me to try new instructional strategies.					

As you know, in the alternate day block schedule, algebra teachers meet with their students for a minimum of 22 class sessions during each nine-week grading period. **Mark an "x" on the number line beside of each statement to show how many times in one marking period the following events occur in your algebra class.**

	Number of Times the Event Occurs:
27. My algebra lesson plan provides the opportunity for students to use calculators.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
28. I probe student thinking by directing questions to each individual in my class.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
29. I use a computer in my algebra presentation.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
30. I use an overhead projector in my algebra lesson.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
31. I use a video or laser disk as a presentation tool in algebra.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
32. I incorporate computer-based activities for students in my algebra lessons.	_____ 0 2 4 6 8 10 12 14 16 18 20 22
33. I require students to take notes in class.	_____ 0 2 4 6 8 10 12 14 16 18 20 22

	Number of Times the Event Occurs:
34. I provide physical models or manipulatives for students to use as part of the algebra lesson.	0 2 4 6 8 10 12 14 16 18 20 22
35. My students work independently in algebra class.	0 2 4 6 8 10 12 14 16 18 20 22
36. I assign my algebra students to work with a partner.	0 2 4 6 8 10 12 14 16 18 20 22
37. I arrange for my algebra students to work in triads or groups of four.	0 2 4 6 8 10 12 14 16 18 20 22
38. My lesson demonstrates that algebra is generalized arithmetic.	0 2 4 6 8 10 12 14 16 18 20 22
39. My lesson demonstrates that learning algebra involves learning a specific set of rules.	0 2 4 6 8 10 12 14 16 18 20 22
40. My algebra lesson includes practical applications.	0 2 4 6 8 10 12 14 16 18 20 22
41. My lesson plan presents an algebra concept using multiple representation (symbolic, numeric, and graphic).	0 2 4 6 8 10 12 14 16 18 20 22
42. I provide content information to students using a lecture during algebra class.	0 2 4 6 8 10 12 14 16 18 20 22
43. My algebra lesson provides for active student participation.	0 2 4 6 8 10 12 14 16 18 20 22
44. My algebra lesson provides the opportunity for students to experience a real-life application of an algebra concept or skill.	0 2 4 6 8 10 12 14 16 18 20 22
45. I incorporate activities that appeal to different learning styles when teaching algebra.	0 2 4 6 8 10 12 14 16 18 20 22
46. I assign homework to my algebra students.	0 2 4 6 8 10 12 14 16 18 20 22
47. I assign nonroutine problems for my students to solve.	0 2 4 6 8 10 12 14 16 18 20 22
48. I require students to collect and use real data during the algebra lesson.	0 2 4 6 8 10 12 14 16 18 20 22

	Number of Times the Event Occurs:
49. I assign an independent project to my algebra students.	0 2 4 6 8 10 12 14 16 18 20 22
50. My lesson includes the opportunity for students to read and respond to print material from an algebra textbook.	0 2 4 6 8 10 12 14 16 18 20 22
51. I include a laboratory activity as part of the algebra lesson.	0 2 4 6 8 10 12 14 16 18 20 22
52. My algebra lesson requires students to develop a product or construct a model.	0 2 4 6 8 10 12 14 16 18 20 22
53. I ask my algebra students to write in their journals.	0 2 4 6 8 10 12 14 16 18 20 22
54. I provide specific feedback to each student after seeing his/her written work.	0 2 4 6 8 10 12 14 16 18 20 22
55. I include a guest speaker or a field trip in my algebra lesson.	0 2 4 6 8 10 12 14 16 18 20 22
56. I permit students to use a calculator during an algebra assessment.	0 2 4 6 8 10 12 14 16 18 20 22
57. I grade students using a paper and pencil assessment that involves solving open-ended problems.	0 2 4 6 8 10 12 14 16 18 20 22
58. I grade students using a paper and pencil assessment that includes formats such as multiple choice, matching, or true-false items.	0 2 4 6 8 10 12 14 16 18 20 22
59. I grade students based on a public presentation or performance in algebra.	0 2 4 6 8 10 12 14 16 18 20 22
60. I grade students based on work in the student's algebra portfolio.	0 2 4 6 8 10 12 14 16 18 20 22
61. I assess individual students based on the outcome of a group task or assignment.	0 2 4 6 8 10 12 14 16 18 20 22

Your high school assigns grades to students using letters A, B, C, D, and F. Consider that same grading scale as you respond to the following items. **Circle the letter to indicate the grade you would assign.**

62. Assign a grade that describes the success of the block schedule in contributing to improved algebra instruction.	A	B	C	D	F
63. Assign a grade that describes the quality of the algebra lessons that your students experience.	A	B	C	D	F
64. Assign a grade that describes the algebra lesson that your students receive when compared to the NCTM (National Council of Teachers of Mathematics) Standards.	A	B	C	D	F
65. Assign a grade that describes the quality of the algebra instruction that students in your high school receive.	A	B	C	D	F
66. Assign a grade that describes the quality of the algebra instruction that students in your school division receive.	A	B	C	D	F

*Thank you for the assistance shown by your responses to the items on this survey.*