



Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

Teacher Questionnaire Mathematics

<Grade 8>

<TIMSS National Research Center Name>

<Address>

Teacher Questionnaire

Your school has agreed to participate in TIMSS 2019 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in student achievement in mathematics and science and studies differences in national education systems in almost 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of <eighth grade> students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe secondary education in <country>.

Some of the questions in the questionnaire refer to the **"TIMSS class"** or **"this class."** This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the students in the TIMSS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 35 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank you.

TIMSS 2019

About You

1

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

2

Are you female or male?

Check **one** circle only.

- Female ---
Male ---

3

How old are you?


Check **one** circle only.

- Under 25 ---
25–29 ---
30–39 ---
40–49 ---
50–59 ---
60 or more ---

4

What is the **highest** level of formal education you have completed?

Check **one** circle only.

- Did not complete <Upper secondary education—ISCED Level 3> ---
<Upper secondary education—ISCED Level 3> --- 

(If you have not completed <post-secondary or tertiary education>, go to #6)

- <Post-secondary, non-tertiary education—ISCED Level 4> ---
<Short-cycle tertiary education—ISCED Level 5> ---
<Bachelor's or equivalent level—ISCED Level 6> ---
<Master's or equivalent level—ISCED Level 7> ---
<Doctor or equivalent level—ISCED Level 8> ---

5

During your <post-secondary> education, what was your **major or main area(s) of study**?

Check **one** circle for each line.

- | | Yes | No |
|--------------------------------|-----------------------|-----------------------|
| a) Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| b) Biology ----- | <input type="radio"/> | <input type="radio"/> |
| c) Physics ----- | <input type="radio"/> | <input type="radio"/> |
| d) Chemistry ----- | <input type="radio"/> | <input type="radio"/> |
| e) <Earth Science> ----- | <input type="radio"/> | <input type="radio"/> |
| f) Education—Mathematics ----- | <input type="radio"/> | <input type="radio"/> |
| g) Education—Science ----- | <input type="radio"/> | <input type="radio"/> |
| h) Education—General ----- | <input type="radio"/> | <input type="radio"/> |
| i) Other ----- | <input type="radio"/> | <input type="radio"/> |

6

How would you characterize each of the following within your school?

Check **one** circle for each line.

	Very high	High	Medium	Low	Very low
a) Teachers' understanding of the school's curricular goals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Teachers' degree of success in implementing the school's curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Teachers' expectations for student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers' ability to inspire students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parental involvement in school activities -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Parental commitment to ensure that students are ready to learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Parental expectations for student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Parental support for student achievement -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Students' desire to do well in school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Students' ability to reach school's academic goals -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students' respect for classmates who excel academically -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Collaboration between school leadership (including master teachers) and teachers to plan instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) This school is located in a safe neighborhood -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel safe at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) This school's security policies and practices are sufficient -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The students behave in an orderly manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The students are respectful of the teachers -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) The students respect school property -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) This school has clear rules about student conduct -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) This school's rules are enforced in a fair and consistent manner -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

How often do you feel the following way about being a teacher?

Check **one** circle for each line.

	Very often	Often	Sometimes	Never or almost never
a) I am content with my profession as a teacher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I find my work full of meaning and purpose -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I am enthusiastic about my job -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) My work inspires me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I am proud of the work I do -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9

Indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) There are too many students in the classes -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I have too much material to cover in class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I have too many teaching hours -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I need more time to prepare for class -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I need more time to assist individual students -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I feel too much pressure from parents -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I have difficulty keeping up with all of the changes to the curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I have too many administrative tasks -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

How many students are in this class?

_____ students
Write in the number.

11

How many <eighth grade> students experience difficulties understanding spoken <language of test>?

_____ students in this class
Write in the number.

12

How often do you do the following in teaching this class?

Check **one** circle for each line.

Every or almost every lesson
About half the lessons
Some lessons
Never

- a) Relate the lesson to students' daily lives ----- ○ — ○ — ○ — ○
- b) Ask students to explain their answers ----- ○ — ○ — ○ — ○
- c) Ask students to complete challenging exercises that require them to go beyond the instruction ----- ○ — ○ — ○ — ○
- d) Encourage classroom discussions among students ----- ○ — ○ — ○ — ○
- e) Link new content to students' prior knowledge ----- ○ — ○ — ○ — ○
- f) Ask students to decide their own problem solving procedures ----- ○ — ○ — ○ — ○
- g) Encourage students to express their ideas in class ----- ○ — ○ — ○ — ○

13

In your view, to what extent do the following limit how you teach this class?

Check **one** circle for each line.

Not at all
Some
A lot

- a) Students lacking prerequisite knowledge or skills ----- ○ — ○ — ○
- b) Students suffering from lack of basic nutrition ----- ○ — ○ — ○
- c) Students suffering from not enough sleep ----- ○ — ○ — ○
- d) Students absent from class ----- ○ — ○ — ○
- e) Disruptive students ----- ○ — ○ — ○
- f) Uninterested students ----- ○ — ○ — ○
- g) Students with mental, emotional, or psychological impairment ----- ○ — ○ — ○
- h) Students with difficulties understanding the language of instruction ----- ○ — ○ — ○

14

In a typical week, how much time do you spend teaching mathematics to the students in this class?

_____ minutes per week
 Write in the number of minutes per week.
 Please convert the number of hours into minutes.

15

In teaching mathematics to this class, how often do you ask students to do the following?

Check **one** circle for each line.

	Every or almost every lesson	About half the lessons	Some lessons	Never
a) Listen to me explain new mathematics content -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Listen to me explain how to solve problems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Memorize rules, procedures, and facts -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Practice procedures on their own -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Apply what they have learned to new problem situations on their own -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Work problems together in the whole class with direct guidance from me -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Work in mixed ability groups --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Work in same ability groups --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16

Are the students in this class permitted to use calculators during mathematics lessons?

Check one circle only.

- Yes, with unrestricted use ---
- Yes, with restricted use ---
- No, calculators are not permitted ---

17

A. Do the students in this class have computers (including tablets) available to use during their mathematics lessons?

Check one circle only.

- Yes ---
 - No ---
- (If No, go to #18)**

If Yes,

B. What access do the students have to computers?

Check one circle for each line.

- | | | |
|--|-----------------------|-----------------------|
| | Yes | No |
| a) Each student has a computer ----- | <input type="radio"/> | <input type="radio"/> |
| b) The class has computers that students can share ----- | <input type="radio"/> | <input type="radio"/> |
| c) The school has computers that the class can use sometimes ----- | <input type="radio"/> | <input type="radio"/> |

C. How often do you do activities on computers during mathematics lessons to support learning for:

Check one circle for each line.

- | | | | | |
|--------------------------------------|----------------------------------|-----------------------------|------------------------------|------------------------------|
| | Every or almost every day | Once or twice a week | Once or twice a month | Never or almost never |
| a) Whole class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Low-performing students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) High-performing students ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Students with special needs ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the students in this class have been taught each topic. If a topic was in the curriculum before the <eighth grade>, please choose “Mostly taught before this year.” If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Check **one** circle for each line.



A. Number

- a) Computing with negative numbers ----- — —
- b) Concepts of fractions and decimals ----- — —
- c) Solving problems involving proportions and percents ----- — —

B. Algebra

- a) Simplifying and evaluating algebraic expressions ----- — —
- b) Simple linear equations ----- — —
- c) Simple linear inequalities ----- — —
- d) Simultaneous (two variables) equations ----- — —
- e) Representation of linear and quadratic functions in tables, graphs, words, or equations ----- — —
- f) Properties of functions (slopes, intercepts, etc.) ----- — —
- g) Numeric, algebraic, and geometric patterns or sequences (extension, missing terms, generalization of patterns) ----- — —

C. Geometry

- a) Geometric properties of angles, pairs of lines, and geometric shapes (triangles, quadrilaterals, and other common polygons) ----- — —
- b) Solving problems involving perimeters, circumferences, and areas ----- — —
- c) Solving problems involving the Pythagorean Theorem ----- — —
- d) Translation, reflection, and rotation ----- — —
- e) Congruent figures and similar triangles ----- — —
- f) Solving problems with three-dimensional shapes ----- — —

D. Data and Probability

- a) Reading and interpreting data from one or more sources to solve problems (interpolating, extrapolating, drawing conclusions) ----- — —
- b) Identifying appropriate procedures for collecting data ----- — —
- c) Organizing and representing data to help answer questions ----- — —
- d) Calculating and interpreting statistics summarizing data distributions ----- — —
- e) Theoretical and empirical probability of simple events ----- — —
- f) Theoretical and empirical probability of compound events ----- — —

19

A. How often do you usually assign mathematics homework to the students in this class?

Check **one** circle only.

I do not assign mathematics homework ---

(Go to #20)

Less than once a week ---

1 or 2 times a week ---

3 or 4 times a week ---

Every day ---

B. When you assign mathematics homework to the students in this class, about how many minutes do you usually assign? (Consider the time it would take an average student in your class.)

Check **one** circle only.

15 minutes or less ---

16–30 minutes ---

31–60 minutes ---

61–90 minutes ---

More than 90 minutes ---

C. How often do you do the following with the mathematics homework assignments for this class?

Check **one** circle for each line.

Always or almost always
Sometimes
Never or almost never

a) Correct assignments and give feedback to students ----- — —

b) Have students correct their own homework ----- — —

c) Discuss the homework in class ----- — —

d) Monitor whether or not the homework was completed ----- — —

e) Use the homework to contribute towards students' grades or marks ----- — —

20

How much importance do you place on the following assessment strategies in mathematics?

Check **one** circle for each line.

A Lot
Some
None

a) Observing students as they work ----- — —

b) Asking students to answer questions during class ----- — —

c) Short, regular written assessments ----- — —

d) Longer tests (e.g., unit tests or exams) ----- — —

e) Long-term projects ----- — —

21

About how often do <eighth grade> students in this class take mathematics tests on computers or tablets?

Check **one** circle only.

More than once a month ---

Once a month ---

Twice a year ---

Once a year ---

Never ---

22

A. In the past two years, have you participated in professional development in any of the following?

Check **one** circle for each line.

	Yes		No	
a) Mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mathematics pedagogy/instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Mathematics curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Integrating technology into mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Improving students' critical thinking or problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Mathematics assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Addressing individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Do you need future professional development in any of the following?

Check **one** circle for each line.

23

In the past two years, how many hours in total have you spent in formal <in-service/professional development> (e.g., workshops, seminars, etc.) for mathematics?

Check **one** circle only.

None ---

Less than 6 hours ---

6–15 hours ---

16–35 hours ---

More than 35 hours ---

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



BOSTON
COLLEGE

timss.bc.edu

<Grade 8>



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