Pre-Service Elementary Mathematics Teachers' Beliefs and Self-Efficacy ID ____/ (Birthday: Month/Day/Year)

Operations with Whole Numbers

Operations with Fractions

r					1				
	Please indicate how prepared you feel to do each one.	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared	Not Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
1	Develop students' understanding of mathematics beyond algorithms.								
2	Take students' prior understanding into account when planning curriculum and instruction.								
3	Engage students in inquiry-oriented activities.								
4	Use informal questioning to assess student understanding.								
5	Assess students' mathematical learning and take the next steps.								
6	Pose good mathematical questions and problems that are productive for students' learning.								
7	Make judgments about the mathematical quality of instructional materials and modify as necessary.								
8	Respond productively to students' mathematical questions and curiosities.								
9	Use mathematically appropriate and comprehensible definitions with students.								
10	Use mathematically appropriate and comprehensible explanations for students.								
11	Use technology with students.								
12	Give access for mathematical learning to all members of a diverse population.								
13	Identify and make connections among various mathematical topics.								
14	Represent mathematical ideas and concepts carefully in multiple ways.								

Instrument	Pre-Service Elementary Ma	athematics Teachers' l	Beliefs and So	elf-Efficacy	ID/	_/ (Birth	day: Month/Da	ay/Year)
	e connections between physical, bhical models and symbolic notation.							

Instrument Pre-Service Elementary Mathematics Teachers' Beliefs and Self-Efficacy ID __/__ (Birthday: Month/Day/Year) Part II – Open ended questions. Description Description

For this section, refer to the list of 15 different items in the second column from the previous page.

A. If you had to choose just <u>one of the fifteen items as the "most important" – which one would it be? Why?</u>

B. If you had to choose just <u>one</u> of the fifteen items as the "least important" – which one would it be? Why?

Part III – Demographic Information.

A. Gender

_____ Male _____ Female

B. How many college mathematics courses have you completed? Select only one.

None 1 semester 2 semesters 3 semesters 4 semesters 5 or more semesters

C. To which grade level are you currently assigned? Select only one. (If you teach in a multi-grade level, then select those two grade levels.)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Grade 6					