Mathematics Teachers' Efficacy and Expectancy Beliefs Instrument (MTEEBI)
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Please **CIRCLE** the appropriate rating to describe your position to each statement in the table below. Your ratings should be focused only on mathematics throughout the survey. *Your responses will be kept secure to maintain confidentiality*.

Use the following ratings to describe your position on each of the items below.

SA= Strongly Agree
A= Agree
U= Uncertain
D= Disagree
SD= Strongly Disagree

1. I know how to prepare students to consider the meanings of units of measure used in different contexts.	SA	A	U	D	SD
2. Regardless of the teacher's instruction, students won't be able to use available tools to investigate problems on their own.	SA	A	U	D	SD
3. When a student commits an error in math, I am able to diagnose his/her conceptual errors.	SA	A	U	D	SD
4. Students at my grade level think concretely, and teachers can't be expected to teach them to work with abstractions in mathematics.	SA	A	U	D	SD
5. I understand math concepts well enough to be effective in teaching at my grade level.	SA	A	U	D	SD
6. Increased effort in math teaching produces little change in some students' math achievement.	SA	A	U	D	SD
7. When students are given the opportunity to make their own generalizations, they end up more confused than if the teacher teaches the mathematics directly.	SA	A	U	D	SD
8. Even a very skilled teacher cannot expect English Language Learners to attempt to understand complex mathematics problems.	SA	A	U	D	SD
9. No matter how skilled the teacher, some students can't understand what quantities mean, even if they can compute them.	SA	A	U	D	SD
10. I feel comfortable addressing students' questions about mathematical concepts and ideas.	SA	A	U	D	SD
11. Even a teacher with good math teaching abilities may not be able to help some students learn math.	SA	A	U	D	SD
12. I am comfortable allowing my students to make their own approximations or simplifications when approaching a real-life problem.	SA	A	U	D	SD
13. I can easily integrate students' strategies and ideas into my math lessons even if they are different from my lesson plan.	SA	A	U	D	SD
14. I know how to prepare students to plan their own approaches to solving problems.	SA	A	U	D	SD
15. I can develop students' ability to produce mathematics (e.g. a number sentence, expression or equation) to model their own interpretation of a situation.	SA	A	U	D	SD

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16. A teacher can be expected to help a student learn math despite his or her impoverished home environment.	SA	A	U	D	SD
17. Students who have low motivation for learning math can be turned on to learning by their math teachers.	SA	A	U	D	SD
18. I am able to make sure my students can use materials to represent problems in multiple ways.	SA	A	U	D	SD
19. I can incorporate multiple representations into my lessons to improve student learning.	SA	A	U	D	SD
20. Seeing many different approaches to solve one problem confuses many students and hinders their learning.	SA	A	U	D	SD
21. I can help students learn to work on their own to gather appropriate evidence to support their mathematical ideas.	SA	A	U	D	SD
22. I can teach students to determine on their own which situations require an exact answer and which require an estimate.	SA	A	U	D	SD
23. I can teach my students to decompose and re-combine numbers and expressions in different ways depending on the context.	SA	A	U	D	SD
24. I feel comfortable teaching students to understand relationships between concepts of algebra and concepts of arithmetic.	SA	A	U	D	SD
25. No matter what the teacher does, students can't seem to determine when an approximate answer is appropriate.	SA	A	U	D	SD
26. I am comfortable helping my English language learners gain conceptual understanding of mathematics.	SA	A	U	D	SD
27. I am comfortable letting my students struggle with a problem for which there is no immediately obvious method of solution.	SA	A	U	D	SD
28. I can help students learn to see relationships between quantities.	SA	A	U	D	SD
29. I can teach students to make a habit of asking themselves whether their work makes sense.	SA	A	U	D	SD
30. I am comfortable analyzing and synthesizing different student approaches to a mathematics problem to bring closure to a mathematical discussion.	SA	A	U	D	SD
31. I know how to develop students' ability to use the math they know to solve problems in everyday life.	SA	A	U	D	SD
32. Even with appropriate instruction, most students rarely consider whether their math work makes sense.	SA	A	U	D	SD
33. I am able to help students from impoverished backgrounds excel in math.	SA	A	U	D	SD

Thank you for completing the survey.

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