

# Problem Solving: Teacher Profile

*Gary Flewelling*

Mr. Flewelling is a mathematics consultant for the Wellington County Board of Education, Guelph, Ontario. The following pretested document was presented and discussed by Mr. Flewelling at the NCTM Canadian Conference held in Edmonton, October 16-18, 1986.

Your response to the 20 statements below will give you an indication of the degree to which you, the teacher, bring problem solving into your classroom.

		(Running) TOTAL
• "Learning to solve problems is the principal reason for studying mathematics."	disagree <span style="float: right;">agree</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I teach my students general problem-solving strategies."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I allow my students to work on problems in small groups."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I introduce math topics through problems."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I encourage students to write out their solution 'plan'."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I permit the use of calculators in problem-solving activities."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I stress the process of solving a problem rather than getting the answer to a problem."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I assign problems that have extraneous or missing information."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>
• "I assign ambiguous problems or problems that require an assumption to be made before a solution can be found."	never <span style="float: right;">routinely</span> 0   1   2   3   4   5	<input style="width: 80px; height: 30px;" type="text"/>

- "I assign problems that permit more than one method of solution."

never routinely

0 1 2 3 4 5
- "I assign problems that have more than one (or no) solution."

never routinely

0 1 2 3 4 5
- "The solving of a problem usually leads to my, or my students, asking, 'What if...?'"

never routinely

0 1 2 3 4 5
- "I have my students practise 'rule selection'."

never routinely

0 1 2 3 4 5
- "I don't have enough time to teach the course and teach problem solving too."

agree disagree

0 1 2 3 4 5
- "My students solve problems of their own creation."

never routinely

0 1 2 3 4 5
- "Problem solving represents a significant part of my students' marks."

disagree agree

0 1 2 3 4 5
- "I integrate problem solving throughout my courses."

never routinely

0 1 2 3 4 5
- "Problem solving is for everyone."

disagree agree

0 1 2 3 4 5
- "I enjoy solving problems with my students."

disagree agree

0 1 2 3 4 5
- "My students enjoy problem solving."

disagree agree

0 1 2 3 4 5

**PROBLEM SOLVING SCALE**

