

**Instructions in italics are to be read aloud to the pretest respondent on the phone. The remainder is text the respondent should be seeing on his or her own copy.**

## Professional Development Program Evaluation Survey

*I want to thank you for agreeing to help us with pre-testing this questionnaire. We are testing to make sure the questions work, so we are not looking for your actual answers now, just trying to see if the questions are worded and formatted well.*

*The way this works is that I will ask you to look over questions one at a time to get your initial reactions. Please don't read ahead because we are looking for problems that might arise on the first read rather than the second or third. I will ask you questions about the questions.*

*Some of my questions are stupid and obvious – please bear with me. The difficulty is that since we put this together, all the questions seem reasonable and clear to us even though this may be far from true. Our questions are NOT a commentary on your ability to comprehend, but rather an effort to identify problems that we can't even see any more.*

*As we go, please feel free to add your own comments about anything that seems unclear, that would be difficult to answer or that you think nobody would answer honestly.*

*[Did you get the attachment? Great – is it OK to start?]*

Appendix A – Pre-Test Questionnaire  
Prepared by the University of Chicago Survey Lab

*1-1. Can you look over the first question and tell me how you think the rating works – that is, when would you check the boxes coded 1, 2 or 3?*

*1-2. Can you now scan through the reasons and tell me if you think any are hard to understand or might be a little off-target?*

*1-3. Are any reasons missing?*

**First are some questions about your enrollment in the program.**

**1. Please rate each of the following as a reason you enrolled in the program**

	Main reason	One of several reasons	Not a reason
A. Appeal of being in a program with colleagues from your school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
B. To improve your math knowledge	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
C. To meet interesting teachers from other schools	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
D. Other teachers at your school who were enrolling urged you to join them	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
E. Your principal urged you to enroll	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
F. Free tuition	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
G. For your long-term career progress.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
H. For immediate application to teaching work	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
I. For math endorsement credit	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
J. Other, please specify	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*2-1. OK, question 2 takes a minute to read. Can you read it and rephrase the gist of it in your own words?*

**2. Which of the following was true for you?**

- ☐<sub>1</sub> You enrolled in the program with others from your school and continued to have colleagues enrolled throughout the time you stayed in the program
- ☐<sub>2</sub> You enrolled in the program with others from your school, but all others dropped out leaving you as the *only* teacher from your school in the program

*3-1. Any problem with question 3?*

**3. Are any of the teachers with whom you first enrolled still at your current school?**

- ☐<sub>1</sub> Yes
- ☐<sub>2</sub> No

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*4-1. Read through question 4 and tell me if you recall the materials to which this question refers. Can you visualize what we're talking about here?*

4. As part of the program, you received guides to organize analysis of student math status such as the “math path” and ISAT Problem Solver guides, and charts to use to plan your instructional priorities. Please rate these materials below.

	Not at all			Very
A. Was it easy to use the guides?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
B. Did you find the use of the guides helpful at the time?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
C. Do you still find the materials helpful?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

*Next I would like you to read the transition statement about the project facilitator and scan through questions 5, 6 and 7. Let me know if you could easily answer these questions.*

As part of the program, a project facilitator made visits to each school to assist teachers with using the program resources. The following questions ask for your evaluation of this aspect of the program.

5. Did you get as much of the facilitator's time as you needed?

- ☐<sub>1</sub> Yes  
☐<sub>2</sub> No

6. How helpful was the facilitator during the times you interacted?

Not at all helpful				Extremely helpful	Never interacted
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>4</sub>

7. Did the facilitator's work increase the value of the courses and materials?

- ☐<sub>1</sub> Yes, quite a bit  
☐<sub>2</sub> Yes, somewhat  
☐<sub>3</sub> No, the materials and courses would have been just as valuable without the facilitator's input

*8-1. For questions 8 and 8A – can you summarize what this question is asking for?*

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8-2. *Is the skip pattern clear here? What question would you answer next if you felt the facilitator had reinforced existing divisions and hierarchy at your school? What about if you thought the facilitator had no effect on cooperation?*

8-3. *Are there other dimensions about the role or effect of the facilitator we have not asked about that you think we should be asking about?*

**8. What effect did the facilitator's work have on cooperation among math teachers at your school?**

- ☐<sub>1</sub> Created a new collegial atmosphere
- ☐<sub>2</sub> Boosted the existing "team spirit"
- ☐<sub>3</sub> Reinforced existing divisions or hierarchy
- ☐<sub>4</sub> Created new divisiveness or hierarchy
- ☐<sub>5</sub> Had no effect

**8A. Has that effect persisted until now?**

- ☐<sub>1</sub> Yes
- ☐<sub>2</sub> No
- ☐<sub>3</sub> Not applicable – you are not at that school any more

**Now are some questions about the algebra courses that were part of the program.**

*Q9-1. Any problems with question 9? (For Year 1 ask – can you remember which instructor is which?)*

**9. Please rate the algebra course instructor.**

Poor					Excellent
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	

*Q10-1. Can you scan through question 10 and tell me if you think you could answer these questions?*

*Q10-2. Are we missing any aspects of the algebra courses you think we should be rating?*

**10. How much do you think the algebra courses ...**

	Not at all	A little	Moderately	Very much
A. Helped you learn your subject matter better?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
B. Provided you with teaching strategies?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
C. Linked you to a support group of teachers?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
D. Provided useful teaching resources?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

*Q11-1. Do you think teachers will answer Q11 honestly? (Why not?)*

*Q11-2. Are these good indicators of effort or is there a better question we could ask?*

**11. Please rate your level of effort in the courses. Your honest response helps us learn what realistic expectations might be for a program designed for full-time teachers.**

	None	Some	Half	Most	All
A. How much assigned homework did you do?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
B. How much homework did you turn in on time?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
C. How many class sessions did you <u>miss</u>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

*Q12-1. Can you look through 12A and tell me if you think any reasons are missing?*

12. How many of the three algebra courses did you complete?

- ☐<sub>1</sub> One  
☐<sub>2</sub> Two  
☐<sub>3</sub> Three

Q12A. Please rate each of the following as reasons  
you did *not* complete all three courses

	Main reason	One of several reasons	Not a reason
Too much work expected	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Too big a time commitment	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Travel/logistical problems	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Material not relevant to teaching	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Friends dropped out	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Did not match my learning style	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Level of instruction too difficult	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Personal life complications	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Other, specify _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

Q13-1. Any problem with Q13?

13. The program also included a course on assessment. Please rate the  
instructor for the assessment course.

Poor				Excellent
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

Q14-1. Can you scan through Q14 and tell me if you think these are relevant dimensions for the  
assessment course?

Q14-2. Could you easily answer these? (Why not?)

14. How much do you think the assessment course ...

	Not at all	A little	Moderately	Very much
A. provided you with useful classroom strategies?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
B. linked you to a support group of teachers?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
C. increased your teaching effectiveness?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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*Q15-1. Can you describe the task we are presenting in question 15? Is this a reasonable task? (Why not?)*

*Q15-2 Could you easily answer this question? (Why not?)*

**Finally, we have some questions that ask you to assess the program overall.**

**15. Please rate the *relative* value of the various aspects of the program below**

	Least Valuable				Most Valuable
A. Formative evaluation guides	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
B. Teaching guides	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
C. Student activity guides for problem-solving and writing about math	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
D. Project facilitator visits	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
E. Graduate courses in algebra (3 courses)	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
F. Graduate course in assessment (1 course)	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5

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*Q16-1. Question 16 takes some time to read. Could you please take a few minutes to read through the items and tell me if there are any you find confusing or would not be able to answer easily.*

**16. To the best of your ability, please indicate whether the program prompted you to use the following teaching techniques *more* or *less* often or whether the program had no effect on your use of these techniques.**

<b><u>Due to the program</u>, do you use the following ...</b>	<b>A lot less</b>	<b>A little less</b>	<b>The same (no effect)</b>	<b>A little more</b>	<b>A lot more</b>
<b>A. Peer interaction teaching methods</b> (peer tutors, peer coaching, pair students, study groups, group projects, etc.)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>B. Student-initiated cognitive and meta-cognitive techniques</b> (math journals, write out steps, draw pictures/diagrams of problem-solving process, students create own problems, etc.)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>C. Practice</b> (students apply new skills to a variety of problems)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>D. Teacher-interactive instruction</b> (one-on-one teaching, model problems for students, small group instruction)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>E. Teaching to multiple learning styles</b> (manipulatives, models, visuals, technology)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>F. Reframing techniques</b> (break problem into smaller parts, fewer or simpler problems, re-state problem, re-teach lesson with different approach)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>G. Applications and practical examples</b> (real world applications, relate math to student's lives, story problems, projects)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>H. Affective Domain</b> (positive reinforcement, verbal encouragement and patience)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>I. Assessment</b> (use oral as well as written exams, re-testing, look for error patterns)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
<b>J. Teacher instruction of cognition</b> (math path, flow charts, teach students to “undo” problems, etc.)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

*Q17-1. Questions 17 and 18 are open-ended and ask you to write text for answers. Do you think you would write anything here? (Why not?)*

*Q17-2. Do you think having these questions after the fixed-choice ratings helped you to think about the impact of the program or do you think you would have had more to say if these questions came first?*

**17. What are the most important things the program did for you?**

**18. How, if at all, is the program continuing to have an impact on your teaching today?**

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*Q-19-1. Could you easily answer Q19? (Why not?)*

19. Would you encourage or discourage other teachers from taking part in similar programs?

- ☐<sub>1</sub> Encourage  
☐<sub>2</sub> Discourage

*Q20-1. Can you scan through the reasons in question's 20A and tell me if you think any reasons are poorly stated? Are any missing?*

*Q20-2. What about 20B?*

20. If you had it to do over again, would you still enroll?

- ☐<sub>1</sub> Yes →

**Q20A. Please rate the following as reasons you *would* do it again.**

	Main reason	One of several reasons	Not a reason
A group-building, bonding experience	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Practical value in the classroom	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Credential for advancement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Increased own knowledge, skill	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Other, please specify			

- ☐<sub>2</sub> No →

**Q20B. Please rate the following as reasons you would *not* do it again.**

	Main reason	One of several reasons	Not a reason
Too much work in general	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Too stressful while working	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Not helpful for teaching	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Not challenging enough	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Other, please specify:			

*Thank you very much for your time. We depend on people such as you to help us develop better questionnaires. I would like to send you a check for \$25 as a more tangible thank you for helping us. I need to get the correct spelling of your name and an address to which to send it:*

**NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*We will be sending you the final questionnaire after we make any modifications based on our pre-testing. We hope that you will still fill it out and return it – a high response rate is very important to the quality of this evaluation effort. Thank you again for your time and have a nice weekend.*