

**Professional Development Program
Evaluation Survey**

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

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

2. All teachers initially enrolled with others from their school. Which of the following was true for you?

- ₁ You enrolled in the program with others from your school and continued to have colleagues enrolled throughout the time you stayed in the program
- ₂ 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. Are any of the teachers with whom you first enrolled still at your current school?

- ₁ Yes
- ₂ No

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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
B. Did you find the use of the guides helpful at the time?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
C. Do you still find the materials helpful?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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?

- ₁ Yes
- ₂ No

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

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

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

- ₁ Yes, quite a bit
- ₂ Yes, somewhat
- ₃ No, the materials and courses would have been just as valuable without the facilitator’s input

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

- ₁ Created a new spirit of cooperation
- ₂ Boosted the existing “team spirit”
- ₃ Reinforced existing divisions or hierarchy
- ₄ Created new divisiveness or hierarchy
- ₅ Had no effect

8A. Has that effect persisted until now?

- ₁ Yes
- ₂ No
- ₃ Not applicable – you are not at that school any more

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

9A. Please rate the algebra course instructor Ms. Narasimhan

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

9B. Please rate the algebra course instructor Mr. Lynn

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

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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
B. Provided you with teaching strategies?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
C. Linked you to a support group of teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
D. Provided useful teaching resources?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

11. Please rate your level of effort in the courses. Your honest response will help us develop realistic expectations for this type of program.

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

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

- ₁ One
- ₂ Two
- ₃ Three

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

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

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

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

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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
B. linked you to a support group of teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
C. increased your teaching effectiveness?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

15. Please rate the 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

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.

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

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?

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

- ₁ Encourage
- ₂ Discourage

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

₁ Yes →

Q20A. Please rate the following as reasons you <i>would</i> do it again.			
	1-3 Main reasons	Secondary reasons	<u>Not</u> reasons
A group-building, bonding experience with teachers inside your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
A chance to communicate and share ideas with teachers outside your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Practical value in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Credential for advancement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Increased own knowledge, skill	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Other, please specify	_____		

₂ No →

Q20B. Please rate the following as reasons you would <i>not</i> do it again.			
	1-3 Main reasons	Secondary reasons	<u>Not</u> reasons
Doesn't fit in with school schedule	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Too much work in general	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Too stressful while working	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Not helpful for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Not challenging enough	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Other, please specify:	_____		

21. Is there anything else you wanted to say about the program?

THANK YOU for your assistance!
Your cooperation helps us to evaluate and improve programs like these.

Please return the survey in postage paid envelope provided.

Appendix D – Questionnaire for Early Leavers in Year 1
Prepared by the University of Chicago Survey Lab