

Appendix H – Survey Frequencies
 Prepared by the University of Chicago Survey Lab

Frequency Tables

Which Cohort Year R Participated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2004-2005	11	45.8	45.8	45.8
2005-2006	13	54.2	54.2	100.0
Total	24	100.0	100.0	

Version of questionnaire used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Main Year 1	11	45.8	45.8	45.8
Main Year 2	12	50.0	50.0	95.8
Early Leavers Year 2	1	4.2	4.2	100.0
Total	24	100.0	100.0	

You liked the idea of being in a program with colleagues from your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	15	62.5	62.5	62.5
Secondary reasons	4	16.7	16.7	79.2
Not reasons	5	20.8	20.8	100.0
Total	24	100.0	100.0	

To improve your math knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	23	95.8	95.8	95.8
Not reasons	1	4.2	4.2	100.0
Total	24	100.0	100.0	

To meet teachers from other schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	4	16.7	16.7	16.7
Secondary reasons	10	41.7	41.7	58.3
Not reasons	10	41.7	41.7	100.0
Total	24	100.0	100.0	

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Other teachers at your school who were enrolling urged you to join them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	5	20.8	20.8	20.8
Secondary reasons	8	33.3	33.3	54.2
Not reasons	11	45.8	45.8	100.0
Total	24	100.0	100.0	

Your principal urged you to enroll

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	2	8.3	8.3	8.3
Secondary reasons	7	29.2	29.2	37.5
Not reasons	15	62.5	62.5	100.0
Total	24	100.0	100.0	

Free tuition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	14	58.3	58.3	58.3
Secondary reasons	5	20.8	20.8	79.2
Not reasons	5	20.8	20.8	100.0
Total	24	100.0	100.0	

For your long-term career progress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	18	75.0	75.0	75.0
Secondary reasons	5	20.8	20.8	95.8
Not reasons	1	4.2	4.2	100.0
Total	24	100.0	100.0	

For immediate application to teaching work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	15	62.5	65.2	65.2
Secondary reasons	5	20.8	21.7	87.0
Not reasons	3	12.5	13.0	100.0
Total	23	95.8	100.0	
Missing Missing	1	4.2		
Total	24	100.0		

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For math endorsement credit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	14	58.3	58.3	58.3
Secondary reasons	4	16.7	16.7	75.0
Not reasons	6	25.0	25.0	100.0
Total	24	100.0	100.0	

Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 Main reasons	5	20.8	20.8	20.8
Secondary reasons	1	4.2	4.2	25.0
Not reasons	18	75.0	75.0	100.0
Total	24	100.0	100.0	

Other (open end)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Algebra for 8th graders at my school was a goal	1	4.2	4.2	4.2
general knowledge	1	4.2	4.2	8.3
Left blank	3	12.5	12.5	20.8
Not Applicable	18	75.0	75.0	95.8
To learn innovative ways to help my students think mathematically	1	4.2	4.2	100.0
Total	24	100.0	100.0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid You still had colleagues from your school during the entire program.	21	87.5	91.3	91.3
All others dropped out leaving you as the only teacher from your school in the program.	2	8.3	8.7	100.0
Total	23	95.8	100.0	
Missing Missing	1	4.2		
Total	24	100.0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	20	83.3	83.3	83.3
No	4	16.7	16.7	100.0
Total	24	100.0	100.0	

Was it easy to use the guides?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	16.7	17.4	17.4
4 Very	19	79.2	82.6	100.0
Total	23	95.8	100.0	
Missing Missing	1	4.2		
Total	24	100.0		

Did you find the use of the guides helpful at the time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	16.7	17.4	17.4
4 Very	19	79.2	82.6	100.0
Total	23	95.8	100.0	
Missing Missing	1	4.2		
Total	24	100.0		

Do you still find the materials helpful?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	4.2	4.3	4.3
3	4	16.7	17.4	21.7
4 Very	18	75.0	78.3	100.0
Total	23	95.8	100.0	
Missing Missing	1	4.2		
Total	24	100.0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	22	91.7	91.7	91.7
No	2	8.3	8.3	100.0
Total	24	100.0	100.0	

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How helpful was the facilitator during the times you interacted?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not at all helpful	1	4.2	4.3	4.3
	2	2	8.3	8.7	13.0
	3	2	8.3	8.7	21.7
	4	5	20.8	21.7	43.5
	5 Very helpful	13	54.2	56.5	100.0
	Total	23	95.8	100.0	
Missing	Not Apply	1	4.2		
	Total	24	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, quite a bit	12	50.0	50.0	50.0
	Yes, somewhat	8	33.3	33.3	83.3
	No, the materials and courses would have been just as valuable without the facilitator	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Created a new spirit of cooperation	8	33.3	34.8	34.8
	Boosted the existing "team spirit"	8	33.3	34.8	69.6
	Reinforced existing divisions or hierarchy	2	8.3	8.7	78.3
	Had no effect	5	20.8	21.7	100.0
	Total	23	95.8	100.0	
Missing	See Notes	1	4.2		
	Total	24	100.0		

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Has this effect persisted until now?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	58.3	87.5	87.5
	No	2	8.3	12.5	100.0
	Total	16	66.7	100.0	
Missing	Not Apply - no longer at that school	3	12.5		
	Not Apply - had no effect	5	20.8		
	Total	8	33.3		
Total		24	100.0		

Please rate the algebra course instructor Lynn Narasimhan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	8.3	18.2	18.2
	4	4	16.7	36.4	54.5
	5 Excellent	5	20.8	45.5	100.0
	Total	11	45.8	100.0	
Missing	Not Apply	13	54.2		
Total		24	100.0		

Please rate the algebra course instructor James Lynn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.2	9.1	9.1
	4	1	4.2	9.1	18.2
	5 Excellent	9	37.5	81.8	100.0
	Total	11	45.8	100.0	
Missing	Not Apply	13	54.2		
Total		24	100.0		

Please rate the algebra course instructor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 Excellent	13	54.2	100.0	100.0
Missing	Not Apply	11	45.8		
Total		24	100.0		

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Helped you learn your subject matter better?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	6	25.0	25.0	25.0
	Very Much	18	75.0	75.0	100.0
	Total	24	100.0	100.0	

Provided you with teaching strategies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	2	8.3	8.3	8.3
	Very Much	22	91.7	91.7	100.0
	Total	24	100.0	100.0	

Linked you to a support group of teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	4.2	4.2	4.2
	A little	3	12.5	12.5	16.7
	Moderately	7	29.2	29.2	45.8
	Very Much	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

Provided useful teaching resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately	1	4.2	4.2	4.2
	Very Much	23	95.8	95.8	100.0
	Total	24	100.0	100.0	

How much assigned homework did you do?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most	6	25.0	25.0	25.0
	All	18	75.0	75.0	100.0
	Total	24	100.0	100.0	

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How much homework did you turn in on time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Half	3	12.5	12.5	12.5
	Most	6	25.0	25.0	37.5
	All	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

How many class sessions did you miss?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	58.3	58.3	58.3
	Some	9	37.5	37.5	95.8
	Most	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

How many of the three algebra courses did you complete?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
	Total	24	100.0		

Why not complete all 3 courses: Too much work expected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
	Total	24	100.0		

Why not complete all 3 courses: Too big a time commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
	Total	24	100.0		

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Why not complete all 3 courses: Travel/logistical problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Why not complete all 3 courses: Material not relevant to teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Why not complete all 3 courses: Friends dropped out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Why not complete all 3 courses: Did not match my learning style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Why not complete all 3 courses: Level of instruction too difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

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Why not complete all 3 courses: Personal life complications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Why not complete all 3 courses: Other reason

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not reasons	1	4.2	100.0	100.0
Missing	Not Apply	23	95.8		
Total		24	100.0		

Other reason for not completing all 3 courses (open end)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	24	100.0	100.0	100.0

Please rate the instructor for the assessment course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.2	4.3	4.3
	4	5	20.8	21.7	26.1
	5 Excellent	17	70.8	73.9	100.0
	Total	23	95.8	100.0	
Missing	Not Apply	1	4.2		
Total		24	100.0		

The assessment course... provided you with useful classroom strategies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	1	4.2	4.5	4.5
	Moderately	5	20.8	22.7	27.3
	Very much	16	66.7	72.7	100.0
	Total	22	91.7	100.0	
Missing	Not Apply	1	4.2		
	Missing	1	4.2		
	Total	2	8.3		
Total		24	100.0		

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The assessment course... linked you to a support group of teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	8.3	9.1	9.1
	A little	1	4.2	4.5	13.6
	Moderately	8	33.3	36.4	50.0
	Very much	11	45.8	50.0	100.0
	Total	22	91.7	100.0	
Missing	Not Apply	1	4.2		
	Missing	1	4.2		
	Total	2	8.3		
Total		24	100.0		

The assessment course... increased your teaching effectiveness?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	2	8.3	9.5	9.5
	Moderately	4	16.7	19.0	28.6
	Very much	15	62.5	71.4	100.0
	Total	21	87.5	100.0	
Missing	Not Apply	1	4.2		
	Missing	2	8.3		
	Total	3	12.5		
Total		24	100.0		

Value of: Formative evaluation guides

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	12.5	12.5	12.5
	4	12	50.0	50.0	62.5
	5 Most valuable	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

Value of: Teaching guides

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	8.3	8.3	8.3
	4	8	33.3	33.3	41.7
	5 Most valuable	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

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Value of: Student activity guides for problem-solving and writing about math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.2	4.3	4.3
	4	5	20.8	21.7	26.1
	5 Most valuable	17	70.8	73.9	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

Value of: Project facilitator visits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Least valuable	3	12.5	13.0	13.0
	2	1	4.2	4.3	17.4
	3	3	12.5	13.0	30.4
	4	6	25.0	26.1	56.5
	5 Most valuable	10	41.7	43.5	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

Value of: Graduate courses in algebra (3 courses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Least valuable	1	4.2	4.2	4.2
	4	1	4.2	4.2	8.3
	5 Most valuable	22	91.7	91.7	100.0
	Total	24	100.0	100.0	

Value of: Graduate course in assessment (1 course)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Least valuable	1	4.2	4.3	4.3
	3	2	8.3	8.7	13.0
	4	4	16.7	17.4	30.4
	5 Most valuable	16	66.7	69.6	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

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Effect on use of: Peer interaction teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little less	1	4.2	4.2	4.2
	A little more	8	33.3	33.3	37.5
	A lot more	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

Effect on use of: Student initiated cognitive and meta-cognitive techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little less	1	4.2	4.2	4.2
	A little more	5	20.8	20.8	25.0
	A lot more	18	75.0	75.0	100.0
	Total	24	100.0	100.0	

Effect on use of: Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little less	1	4.2	4.2	4.2
	A little more	5	20.8	20.8	25.0
	A lot more	18	75.0	75.0	100.0
	Total	24	100.0	100.0	

Effect on use of: Teacher-initiated instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot less	1	4.2	4.3	4.3
	A little less	1	4.2	4.3	8.7
	The same (no effect)	1	4.2	4.3	13.0
	A little more	8	33.3	34.8	47.8
	A lot more	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

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Effect on use of: Teaching to multiple learning styles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The same (no effect)	1	4.2	4.2	4.2
A little more	7	29.2	29.2	33.3
A lot more	16	66.7	66.7	100.0
Total	24	100.0	100.0	

Effect on use of: Reframing techniques

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A lot less	1	4.2	4.2	4.2
A little less	1	4.2	4.2	8.3
The same (no effect)	1	4.2	4.2	12.5
A little more	7	29.2	29.2	41.7
A lot more	14	58.3	58.3	100.0
Total	24	100.0	100.0	

Effect on use of: Applications and practical examples

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A little more	8	33.3	33.3	33.3
A lot more	16	66.7	66.7	100.0
Total	24	100.0	100.0	

Effect on use of: Affective domain

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A little less	1	4.2	4.2	4.2
The same (no effect)	3	12.5	12.5	16.7
A little more	8	33.3	33.3	50.0
A lot more	12	50.0	50.0	100.0
Total	24	100.0	100.0	

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Effect on use of: Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The same (no effect)	3	12.5	13.0	13.0
	A little more	8	33.3	34.8	47.8
	A lot more	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

Effect on use of: Teacher instruction of cognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The same (no effect)	1	4.2	4.2	4.2
	A little more	9	37.5	37.5	41.7
	A lot more	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encourage	23	95.8	100.0	100.0
Missing	Missing	1	4.2		
Total		24	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	95.8	100.0	100.0
Missing	Missing	1	4.2		
Total		24	100.0		

A group-building, bonding experience with teachers inside your school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	12	50.0	52.2	52.2
	Secondary reasons	10	41.7	43.5	95.7
	Not reasons	1	4.2	4.3	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

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A chance to communicate and share ideas with teachers outside your school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	13	54.2	56.5	56.5
	Secondary reasons	8	33.3	34.8	91.3
	Not reasons	2	8.3	8.7	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

Practical value in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	21	87.5	91.3	91.3
	Secondary reasons	1	4.2	4.3	95.7
	Not reasons	1	4.2	4.3	100.0
	Total	23	95.8	100.0	
Missing	Missing	1	4.2		
Total		24	100.0		

Credentials for advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	18	75.0	81.8	81.8
	Secondary reasons	4	16.7	18.2	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Increased own knowledge, skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	20	83.3	95.2	95.2
	Secondary reasons	1	4.2	4.8	100.0
	Total	21	87.5	100.0	
Missing	Missing	3	12.5		
Total		24	100.0		

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Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Main reasons	2	8.3	66.7	66.7
	Not reasons	1	4.2	33.3	100.0
	Total	3	12.5	100.0	
Missing	Not Apply	20	83.3		
	Missing	1	4.2		
	Total	21	87.5		
Total		24	100.0		

Other (open end)

Build knowledge in subject area
I believe there should be a link between the Elementary, High School, and the University. It should be a lifetime relationship, not just for a quarter, semester or year.
Left Blank (1 entry)

Doesn't fit in with school schedule

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

Too much work in general

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

Too stressful while working

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

Not helpful for teaching

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

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Not challenging enough

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

Other

		Frequency	Percent
Missing	Not Apply	23	95.8
	Missing	1	4.2
	Total	24	100.0

Other (open end)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	21	100.0	100.0	100.0
	Total	24	100.0	100.0	

Marginal comments & Data Entry Notes

None (17 entries)
[Even though checked yes for Q20, Checked 1 for Q20B - Doesn't fit in with school schedule]
[Q13 - a double check beyond the "5" of excellent]
[Q15B - R marked 4 but put a caveat with a margin note saying "Not clear about which guides" [Q20 R answered "yes" but added this note to other specify for "No": Many teachers teach after-school programs and find it difficult to take on classes for self-development at the same time]
[Q17 grammatical errors as written - this response heavily erased and re-written]
[Q17 grammatical errors as written]
[Q7 although said never interacted with facilitator as part of program, margin note says did during class at U of C and is answering this question on that basis][Q13 and Q14 - Margin note that did not register for this course]
[Q8 - both 1 and 2 are checked - created new cooperative spirit and boosted existing spirit]

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

R has a master's degree

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Has a BA only	10	41.7	41.7	41.7
Has a master's degree	14	58.3	58.3	100.0
Total	24	100.0	100.0	

R has any non-education degree

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid All post-secondary degrees are in education	14	58.3	58.3	58.3
Has some degree in a non-education field	10	41.7	41.7	100.0
Total	24	100.0	100.0	

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

Grade(s) R teaching during course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5	4	16.7	16.7	16.7
6	1	4.2	4.2	20.8
6 thru 8	1	4.2	4.2	25.0
7	2	8.3	8.3	33.3
7 & 8	2	8.3	8.3	41.7
7 & 8 Special Ed.	1	4.2	4.2	45.8
8	9	37.5	37.5	83.3
K-8	3	12.5	12.5	95.8
PreK-8	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Total years of teaching experience

	N	Minimum	Maximum	Mean	Std. Deviation
Total years of teaching experience	24	2	34	13.58	8.900
Valid N (listwise)	24				

Total years of teaching with CPS

	N	Minimum	Maximum	Mean	Std. Deviation
Total years of teaching with CPS	24	2	34	12.79	8.698
Valid N (listwise)	24				

Years at current school through 2005

	N	Minimum	Maximum	Mean	Std. Deviation
Years at current school through 2005	24	2	34	8.96	7.827
Valid N (listwise)	24				

CSMI professional development during the past year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	12	50.0	50.0	50.0
Yes	12	50.0	50.0	100.0
Total	24	100.0	100.0	

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

Math professional development during the past year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	10	41.7	41.7	41.7
Yes	14	58.3	58.3	100.0
Total	24	100.0	100.0	

Students receive after school math instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	11	45.8	45.8	45.8
Yes	13	54.2	54.2	100.0
Total	24	100.0	100.0	

Students received additional math instruction during school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	14	58.3	58.3	58.3
Yes	10	41.7	41.7	100.0
Total	24	100.0	100.0	

Self-contained classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	14	58.3	58.3	58.3
Yes	10	41.7	41.7	100.0
Total	24	100.0	100.0	

Hours spent teaching math

	N	Minimum	Maximum	Mean	Std. Deviation
Hours spent teaching math	23	.5	3.0	1.359	.6520
Valid N (listwise)	23				

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

What are the most important things the program did for you?

-To implement various assessment tools - Learned new math strategies - Used math activities performed in class with my students (love the Frog activity)
1) Built my core knowledge - reviewed & reinforced 2) Presented resources for a more interactive teaching style 3) gave me an opportunity to talk about math with "math people" - shared ideas, strategies, successes & failures 5) Strengthened long-range planning 6) New materials introduced
helped me teach math in a new deeper, more meaningful way
It allowed be to transfer my limited knowledge of algebra concepts into engaging hands on 'real' experiences for the students. It also allowed me to interact with my colleagues to brainstorm new strategies for teaching algebra.
It helped me overcome some math anxieties I personally had, and it answered questions I've always had about math.
It reminded me that my students can develop stronger algebraic skills and go further in algebra. We now use graphing calculators by the end of the year.
Left blank (4 entries)
Reading and analyzing problems. Doing problems with steps.
reinforced my algebra skills. They were skills and facts that I haven't used in many years to this extent.
Reinforced strategies that I was using and gave me resources for my classes. Meeting with other teachers who taught math was great. The teachers at DePaul were excellent and extremely supportive. It was a fantastic experience.
Show how algebra can be connected at all grade levels.
The algebraic thinking model has really stayed with me as well as the fun activities.
The most important things the program did for me is to provide a learning environment where teachers can discuss and interchange ideas and different effective strategies. The materials were excellent! (smiley face drawn in)
The most important things the program did for me was to help me solve math equations, use variable, and integrate math with all subjects area.
The program allowed me to focus more on student learning and understanding by the use of a variety of learning strategies. Working in small groups has proved very successful and the students enjoy learning from this practice.
The program gave me a better understanding of the teaching and the importance of teaching algebra in middle school.
The program gave me confidence in a subject area that I had no confidence in doing, let alone teaching.
The program improved my knowledge of both, math content and pedagogy. It provided me with a new vision, a more effective way to teach mathematics. During the program, I learned how to become a facilitator rather than a lecturer. I also took more risks. I had my fifth graders working on some of the very problems my colleagues and I solved during class. Using manipulatives, my students were able to explore different ways to solve those problems and present the solutions to the class. These are some of the most important things the program did for me.
The program reinforced what I already knew about Math and practices in an inclusive classroom.
The program taught me creative ways to teach algebra.
When I was in the math program, I learn different strategies to work with the students.

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

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

<p>At present, the program continues having an impact on my teaching. Recently, I asked my students whether they preferred to work on a rich problem by designing their own solutions, or had me explain how to solve it. I was very pleased with their response and did not feel offended at all. Most of them said they could work it out in their groups. In my opinion, this is an excellent way for my students to learn that when given a problem, they can think their way through solution, even if it is different from other people's solutions.</p>
<p>I'm able to bring interesting activities to the class that allows everyone to participate at some level.</p>
<p>I am currently the math specialist. I use the tools of the 4 classes with the instruction and I do for teachers teaching math in self-contained classes. Math path helps them & students to process. I also use my program skills in small group settings with students, both struggling & accelerated learners. I continue to work with program educators to enhance my learning and teaching.</p>
<p>I am no longer a classroom teacher; however, I have passed on activities and organizers (i.e. Math Path) to teachers and encouraged them to use them.</p>
<p>I am not in the program now, but when I do work with math, I try to use some of the strategies and games that I learned when I was in the class.</p>
<p>I continue to use all of the practices that were taught to me during these sessions. they have made me a better teacher.</p>
<p>I continue to use the resources from DePaul. Group work and problem solving are always used. Modeling and having students create their own problem are all central to my instruction. Journal and math path are also integrated in instruction.</p>
<p>I encourage my students to talk out their anxieties with their peers who do understand math concepts, because I felt having my peers explain things helped me to better understand some things. I felt that when I did understand something I could explain it to others well.</p>
<p>I still use collaborative small grouping, peer coaching, and math path for problem solving. The students seem to have a higher comfort level of understanding math.</p>
<p>I use many, if not all, of the new strategies and approaches that I learned during the course.</p>
<p>I use most of the material to prepare for the ISAT preparation reviews</p>
<p>I will continue to teach math in a thoughtful, research based way</p>
<p>I will incorporate some of the strategies learned throughout this course continuously</p>
<p>It makes me want to engage students in solving problems. Just for them to try is satisfying to me.</p>
<p>It reinforced my desire to do cross-grade level tutoring and incorporated more games into math class.</p>
<p>Left blank (3 entries)</p>
<p>My confidence has increased as a teacher of math. I use many of the strategies I learned in this program with my students. I have also received a masters degree in math education because of my experience in this program and encouraged other teachers to enroll as well.</p>
<p>The program has had a very positive impact on my teaching because it has allowed me to pass on my new found confidence in algebra to my students. Because I am enthusiastic about it, they have a more positive approach to it.</p>
<p>The program have continue to impact my teaching today, because I often use all the math materials and resources I received when I was attending the classes.</p>
<p>This program continues to impact my teaching today because I still use the problem-solving strategies I learned in class.</p>
<p>Using the materials from the class in my class, currently. It is exciting!!</p>
<p>Yes, continuing with strategies learned.</p>

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

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

Both instructors (Lynn and Jim) were very knowledgeable and helpful. I would encourage others to take this course if it was filled with upper-level math teachers.
I am a "math person." I enjoy the subject, enjoy teaching the subject & enjoy sharing the subject. This is not the general feeling about math among teachers. My colleagues were "afraid" to participate in these courses because they doubt their own abilities. In my current role as math specialist, I attend professional development with the teachers that I service. They say that they are (even) uncomfortable at P.D. without the support of their "math person" (me). I am concerned that too few teachers are willing to explore math. How do we market math better?
I appreciate the opportunity to participate in the program.
I feel it was a very worthwhile program and more teachers should take advantage of it. It has really jumpstarted my math teaching.
I feel that the program is very useful to take and you will learn a lot of skills and strategies that you can take back to your school and class to work with students.
I learned so much in the short time I was in this program. It was a delight working with my facilitator who was very knowledgeable in the perfect area. Thank you!
I really enjoyed the colleagues from other schools I met there, and I will always remember that cohort.
I really enjoyed the program. The instructors (Algebra courses & Assessment course) were great. I liked the text that was used, especially book 2. We received a lot of classroom materials, which was great. These materials allowed us to perform the activities we performed in class with our students.
I want to say thank you for this most rewarding experience. The benefits I derived from it are invaluable. Please continue providing these excellent programs.
I would and have definitely recommended this program to others who have been offered the chance. The professors are fabulous and understand the difficulties faced by today's teachers.
It gives me a new way of looking at math.
It is a GREAT program. It is administered quite effectively. The instructors are excellent. And last but not least, When can I do it again?
It is an excellent program.
It was a great opportunity!
Left blank (6 entries)
No, it was a great program. I am very glad that I was a part of it.
Not at this time. Thanks.
The program and the instructor was EXCELLENT.
This program has made teachers who were or are anxious about teaching math feel more confident about their math knowledge and teaching skills. The instructors have allowed students to seek assistance whenever there were questions or whenever concepts needed to [sic] broken down to make sure students (classroom at school) understood lessons clearly. The instructors have always been patient and helpful. I hope this program continues.

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

Mention of program providing R with more or more effective teaching skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	10	41.7	45.5	45.5
	Present	12	50.0	54.5	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program as a motivator for teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	17	70.8	77.3	77.3
	Present	5	20.8	22.7	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program as a source of good ideas & strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	4	16.7	18.2	18.2
	Present	18	75.0	81.8	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program as a source of good materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	11	45.8	50.0	50.0
	Present	11	45.8	50.0	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Still finds strategies helpful / still uses what learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	6	25.0	27.3	27.3
	Present	16	66.7	72.7	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

Still finds materials helpful / still uses materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	13	54.2	59.1	59.1
	Present	9	37.5	40.9	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program boosting teacher's confidence in math or teaching math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	19	79.2	86.4	86.4
	Present	3	12.5	13.6	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program's approach helping teachers lower student anxiety about math

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	19	79.2	86.4	86.4
	Present	3	12.5	13.6	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program connecting R to other teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	18	75.0	81.8	81.8
	Present	4	16.7	18.2	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program connecting R with experts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	19	79.2	86.4	86.4
	Present	3	12.5	13.6	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Appendix H – Survey Frequencies

Prepared by the University of Chicago Survey Lab

Mention of program improving R's math skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	15	62.5	68.2	68.2
	Present	7	29.2	31.8	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of why math is important at grade levels R teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	18	75.0	81.8	81.8
	Present	4	16.7	18.2	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Mention of program as helpful for planning teaching program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	21	87.5	95.5	95.5
	Present	1	4.2	4.5	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		

Gives some global positive assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Present	8	33.3	36.4	36.4
	Present	14	58.3	63.6	100.0
	Total	22	91.7	100.0	
Missing	Missing	2	8.3		
Total		24	100.0		