

Adult Numeracy Instruction Program Administrator Background Survey

Participant Code: _____ Date: _____

Program Name (if applicable): _____

To learn something about your background, we would appreciate your answers to the following questions. All answers are confidential.

Background Knowledge and Experience

1. Which best describes you current role(s) in your program? (check all that apply)

- Program Director
- Assistant Program Director
- Teacher
- Department Head/Coordinator
- Counselor
- Professional Developer
- Other (*Specify*) _____

For the next four questions, include any part-time and full-time teaching assignments and part-time and full-time administrative assignments.

2. Counting this year, how many years have you worked as a program administrator at the adult level?

- 1–5 6–10 11–20 21–30 more than 30

3. Counting this year, how many years have you worked as a teacher, at the adult, elementary, or secondary level?

- None 1–5 6–10 11–20 21–30 more than 30

4. Counting this year, how many years have you worked as a teacher, at the adult level?

- None 1–5 6–10 11–20 21–30 more than 30

5. Counting this year, how many years have you worked as a math teacher, at the adult, elementary, or secondary level?

- None 1–5 6–10 11–20 21–30 more than 30

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6. How comfortable are you with your level of knowledge about teaching the following math topics:

	Not comfortable	Somewhat comfortable	Very comfortable
a. Number and Operation Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Patterns, Functions, and Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Geometry and Measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Data, Statistics, and Probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How prepared do you feel to support teachers (e.g., providing resources, coaching, demonstrating lessons) in their use of the following teaching strategies?

	Not comfortable	Somewhat comfortable	Very comfortable
a. Letting students lead the discussion and share their own strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Facilitating groups so that students are comfortable talking to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction in a class in which each student is working independently at her or his own pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assigning writing activities in a math class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaching algebra concepts to someone who does not know her or his times tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teaching data and graphs to someone who does not know her or his whole number concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching geometry and algebra concepts together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Having students work out answers together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8. Indicate the types of professional activities in which you participated during the last year. Mark all that apply and indicate the total number of estimated hours for each.

	Estimated Hours
<input type="checkbox"/> Coaching or mentoring by another teacher.	_____
<input type="checkbox"/> Coaching or mentoring by a specialist, administrator or expert (not a peer).	_____
<input type="checkbox"/> Participation in a training program or institute lasting more than one day in total time.	_____
<input type="checkbox"/> Completion of a college course related to my administrator role.	_____
<input type="checkbox"/> Completion of an online or self-paced course or program.	_____
<input type="checkbox"/> Participation in a training program directly related to teaching adults.	_____
<input type="checkbox"/> Participation in a training program directly related to teaching math to adults.	_____

Current Adult Education Program

9. Which levels of adult education does your program offer? (Mark all that apply.)

- Beginning ABE Literacy (NRS Level 1) or Beginning Basic Education (NRS Level 2)
- Low Intermediate Basic Education (NRS Level 3)
- High Intermediate Basic Education/Pre-GED (NRS Levels 3 and 4)
- Low Adult Secondary Education/GED (NRS Level 5)
- High Adult Secondary Education/Bridge to College (NRS Level 6)
- Mixed Levels (specify)
- Other (*Specify*) _____

10. Which one of the following best describes the setting/sponsorship of your program?

- Community college
- School district or city program (LEA)
- Community-based organization (CBO)
- Corrections
- Workplace
- Family literacy program
- Other (*Specify*) _____

**Adult Numeracy Instruction
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11. How many of the math teachers in your program ...?

Teach Math exclusively _____

Teach Math and other subjects _____

12. Which of the following best describes the math classes in your program?

- Open-entry, open-exit
- Managed enrollment
- Both
- Other (*Please describe*) _____

13. What is the average age of students in your program?

- Primarily under 25
- Primarily 25 or over

14. About what percent of students in your program are non-native English speakers?

- 0% 1–10% 11–25% 26–50% 51–75% 76–100%

15. About what percent of students in your program have been diagnosed with a learning disability?

- 0% 1–10% 11–25% 26–50% 51–75% 76–100%

16. In addition to those in Question 15, what percent of your students do you suspect have a learning disability?

- 0% 1–10% 11–25% 26–50% 51–75% 76–100%

17. What percentage of students in your program take a math class?

- 0% 1–10% 11–25% 26–50% 51–75% 76–100%

**Adult Numeracy Instruction
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Instructional Practices

18. How often do you think teachers should do the following in their math classes? (For each item, please mark the box that applies.)

	Never or rarely	Sometimes	Frequently
a. Ask students to use text books to learn about math concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Have students write about the math they are learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Give a lecture or presentation about a math concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have students complete worksheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assign homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Review homework with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Have whole class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Have students give presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Have students decide how to solve problems or explore concepts on their own or in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Have students create their own problems to solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Integrate math with other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Conduct a pre-assessment to determine what students already know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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19. Below are some statements that represent approaches to teaching. If you were teaching math, indicate how often the statement would be true of you in your math teaching by marking the appropriate box.

	Never or rarely	Sometimes	Frequently
a. I would use math investigations or problem-solving with tools, hands-on materials, or documents (like graphs) to explore new concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I would provide opportunities for my students to work in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I would encourage students to use different ways of expressing their mathematical thinking (such as drawing or writing about it).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I would follow the sequence in the workbooks for those students preparing for the GED.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I would encourage lots of writing about math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I would introduce new math content through a formal presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I would introduce new math content with open-ended explorations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I would give students time to work through frustrating problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Support for Teaching

20. For the items below, please indicate what kind of support you (or others) provide for your teachers. In the second column, indicate what kind of support you would like to provide in the future.

	Currently is provided on a regular basis	Would like to provide more
a. Assistance in planning and developing lessons	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstration lessons	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom observations and feedback	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development sessions	<input type="checkbox"/>	<input type="checkbox"/>
e. Materials or other resources for use in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
f. Coaching on specific instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>
g. Dialogue among teachers about effective practices	<input type="checkbox"/>	<input type="checkbox"/>
h. Suggestions about how to teach underperforming students	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (Specify):		

21. Below are some sources that frequently influence teachers' decisions about what to teach. Please indicate how influential you think each source is for teachers to decide what to teach in your program.

	Little or no influence	Some influence	Strong influence
a. Their students' real life math demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The GED test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The math workbooks/textbooks my program uses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The testing program (TABE, CASAS) in my state/district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My state's ABE math standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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22. Below are some statements that represent approaches to and beliefs about teaching math. Please indicate the extent to which you agree or disagree with each statement about teaching math to adult learners.

	Disagree strongly	Disagree	Agree	Agree strongly
a. Students must master whole numbers, fractions, and decimals before they tackle math content such as Algebra and data analysis and statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is difficult to find real-life applications of Algebra that are meaningful to students' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Drill and practice are the most effective ways to learn math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students need to master fractions to pass the GED.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The sequence of most GED and basic math workbooks is appropriate for teaching mathematics to adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Comprehensive coverage of many topics is important, even if it means sacrificing in-depth study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers should teach data analysis at the same time they teach basic math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Because of time, teachers should focus on teaching math procedures rather than the concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teachers should begin to teach algebraic topics even to those who have not mastered the times tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teachers should be encouraged to have students at different levels work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Adult Numeracy Instruction
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Upcoming Professional Development

23. What are your expectations for this professional development?

	Yes	No
a. Help program teams to develop good teaching plans	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide information on what we need to do to improve our program	<input type="checkbox"/>	<input type="checkbox"/>
c. Engage administrators in thinking about math instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. Focus more attention on math instruction in adult education programs	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide opportunities for teachers and administrators to discuss together issues of math instruction	<input type="checkbox"/>	<input type="checkbox"/>

24. Which of the following do you expect/hope to be accomplished by your and teachers' participation in ANI?

	Not at all	Somewhat	A lot
a. Improve my math content knowledge in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improve my knowledge of Number Operation Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improve my knowledge of Patterns, Functions and Algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improve my knowledge of Geometry and Measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improve my knowledge of Data, Statistics, and Probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increase teachers' ability to prepare students to pass the GED and meet their other goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improve teachers' ability to increase learner engagement with math in my program's classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Have a positive and lasting impact on classroom instruction in my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide training for teaching adults with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Include instruction in the use of formative assessment to inform classroom practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (<i>Specify</i>): _____			

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25. What do you expect will be the primary professional or personal benefit of the ANI?

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Your Background

The following questions are optional. You may choose not to answer any of them.

26. What is your ethnicity?

- Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.)
- Not Hispanic/Latino

27. What is your race? (Choose one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

28. What is your gender?

- Female
- Male

29. What is the highest academic degree you hold?

- High-school diploma
- Associate's degree/vocational certification
- Bachelor's degree
- Master's degree
- Education specialist or professional diploma based on at least one year's work past
- Doctorate
- Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

Thank you for completing this survey.

This instrument has been adapted from a survey used in the TIAN – Teachers Investigating Adult Numeracy – Project at the Center for Literacy Studies at the University of Tennessee and TERC © 2006-2007. TIAN is partially funded by the National Science Foundation under Grant No. ESI-0455610. UT and TERC have provided consent for MPR to adapt the survey for the ANI field test.

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Paperwork Burden Statement

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-XXXX. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** U.S. Department of Education, _____ Division, _____ Unit, 400 Maryland Avenue, S.W., PCP Room _____, Washington D.C. 20202-2800.