

**Adult Numeracy Instruction  
Program Administrator Post-Professional Development Survey**

**Participant Code:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Name (if applicable):** \_\_\_\_\_

To learn something about your experience with the ANI Professional Development Program, we would appreciate your answers to the following questions. All answers are confidential.

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**Knowledge of Math Content**

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Please answer the following questions reflecting your opinions following the ANI Professional Development Program in which you have participated.

**1. 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"/>

# Adult Numeracy Instruction

## Program Administrator Post-Professional Development Survey—Continued

2. After participating in the ANI Professional Development Program, 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	NA
a. Letting students lead the discussion and share their own strategies.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
c. Differentiating instruction for students with a range of abilities	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
g. Teaching geometry and algebra concepts together	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>

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**Instructional Practices**

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**3. 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	Usually
a. Ask students to use textbooks 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"/>

# Adult Numeracy Instruction

## Program Administrator Post-Professional Development Survey—Continued

**4. 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 after participating in the ANI Professional Development Program.**

	Disagree strongly	Disagree	Agree	Agree strongly
a. Students <b>MUST</b> 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. 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"/>
g. 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"/>
h. 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"/>
i. 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"/>
j. 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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**5. Below are some sources that frequently influence teachers' decisions about what to teach. Please indicate how influential each source will *now be for you in deciding what math content to offer in your program.***

	Little or no influence	Some influence	Strong influence
a. My 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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**Support for Teaching**

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**6. After participating in the ANI Professional Development Program, please indicate what kind of support you would like to provide to your teachers.**

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

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**Reflections on the ANI Professional Development Program**

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**7. To what extent do you think that ANI helped with the following?**

	Not at all	Somewhat	A lot
a. Helped program teams to develop good teaching plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided information on what we need to do to improve our program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engaged administrators in thinking about math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Focused more attention on math instruction in adult education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided opportunities for teachers and administrators to discuss together issues of math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**8. To what extent did ANI accomplish the following?**

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

**9. To what extent was ANI successful in each of the following?**

	Not at all	Somewhat	A lot
a. Responsive to my professional development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Appropriate to my knowledge, skills, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided opportunities to engage in activities that I will be able to adapt for classroom use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Was enjoyable and stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Scope of the professional development was appropriate for the amount of time designated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**10. In your opinion, what was of most value to you of the ANI professional development? What do you think was of least value?**

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**11. In your opinion, what do you think was of most value to teachers who participated? What do you think was of least value to them?**

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**12. Do you think that teacher participation in the ANI professional development will have an impact on instructional quality? Why or why not?**

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**13. Do you think that teacher participation in the ANI professional development will have an impact on **student achievement**? Why or why not?**

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**14. Were there any particular aspects of ANI that you feel should have been handled differently or could be improved? If so, please describe.**

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**15. As a professional development program for adult education program administrators, how would you rate the ANI program? (Mark only one.)**

- Poor
- Fair
- Good
- Very good
- Excellent

**16. Would you recommend ANI to your program administrator colleagues? (Mark only one.)**

- No
- Not sure
- Probably
- Definitely

**17. If you have any additional comments about ANI you think would be important for us to know, please write them in the space below.**

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*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.

# Adult Numeracy Instruction Program Administrator Post-Professional Development Survey—Continued

## *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.