



Evaluation of Strategies to Address Unfinished Learning in Math (ReSolve Math Study)

Appendix A

Math Teacher Survey Consent Form and Survey (Fall)

May 2023

ReSolve Math Study

Teacher Survey Fall 2023/2024/2025



Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. Reports will summarize findings across the sample and will not associate responses with specific school or individual. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Paperwork Reduction Act of 1995

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 **xxxx-xxxx**. The approximate time required to complete the survey is estimated to be 10 minutes including time for reviewing instructions, looking for necessary information, and completing questions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

Dear Teacher:

The ReSolve Math Study is a groundbreaking national study designed to test **whether consistent and intensive use of digital math products as a complement to teacher-led instruction can accelerate 4th and 5th graders' math learning**. Your participation is voluntary, but your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.

The survey will take about **10 minutes** to complete. As a token of appreciation for your time, you will receive **\$15** for completing this survey.

Below are the answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of this survey is to obtain information about you, your teaching experience, and your instructional practices.

Who is conducting this survey?

The ReSolve Math Study was commissioned by the U.S. Department of Education's Institute of Education Sciences. The study is being led by MDRC (a nonprofit, nonpartisan research organization that has been doing work in the education and social policy field since 1974), and the study survey is being administered by Westat (a research firm with expertise in survey research and data collection in education and other areas since 1963).

Why should I participate in this survey?

Policymakers and educational leaders rely on findings from studies like this to inform their decisions on approaches to addressing unfinished learning among students in elementary school. The current project will fill a critical gap in the research on the consistent use of digital math products to complement core teacher-led instruction and the best instructional approaches these products can take in helping students to catch-up.

Will my responses be kept confidential?

Yes. Your responses are protected from disclosure by the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. The study team will present the information collected as part of this study in an aggregate form and will not associate responses to any of the people who participate. We will not provide information that identifies you or your school to anyone outside the study team except as required by law. Your

responses will be used only for statistical purposes. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Will my information ever be used in the future for other studies?

Yes. The study team may share the data we collected from the study with other researchers to use in their work, but those records will not contain your name or any other information that could identify you. You are agreeing now to sharing this information for future research purposes.

What are the benefits to me of being in the survey?

There are no direct benefits to you for participating in the survey. However, you are helping educators learn how to support students' math learning.

What are the risks to participation?

There are few risks involved other than accidental disclosure of information. MDRC and Westat have safeguards in place to ensure respondents' confidentiality, including restricted access to survey data and separating identifying information such as teacher and school names from survey responses. All study team members sign a confidentiality pledge, and all staff with access to identifiable study data have received clearance from the U.S. Department of Education and are subject to severe legal consequences for any breach of confidentiality. Any data that identifies you will be destroyed at the end of the study. If you have any questions about your rights as a research volunteer, contact the study team at ReSolveMath@mdrc.org or <Toll free numbers>.

How will my information be reported?

The information you provide will be combined with the information provided by other teachers in statistical reports. No individual data that links your name, e-mail address, or school with your responses will be included in the statistical reports.

Thank you for your cooperation in this very important effort!

Yes, I agree to participate in this survey

No, I do not agree to participate

ReSolve Math

Teacher Survey

Fall 2023/2024/2025

Section 1. Teaching Assignment

[PROGRAMMER: When piping in the appropriate school years and school year ranges, please consult the following chart and insert the years according to the cohort that the school is part of and the year of participation.]

	Year 1	Year 2
Cohort 1	2023-2024	2024-2025
Cohort 2	2024-2025	2025-2026

For example, when there is a parenthesis like (SY 2023-24/SY 2024-25/SY 2025-26), you would pick ONE of the ranges based on the cohort and the year of participation]

1-1. This school year (SY 2023-24/SY 2024-25/SY 2025-26), do you teach students in any of the following grade levels?

	Yes, I teach this level	No, I do not teach this level
01 Grade 4	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Grade 5	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If neither Grade 4 nor Grade 5 question were marked “yes” in question 1-1, then skip to a screen confirming grades selected before exiting the survey.]

1-2. This school year (SY 2023-24/SY 2024-25/SY 2025-26), do you teach mathematics?

- 01** Yes
- 02** No

[PROGRAMMER: If question 1-2 was marked “no”, then skip to a screen confirming they do not teach mathematics before exiting the survey.]

Section 2. Math Instruction

[PROGRAMMER: For question 2-1, please restore a reference to 4th or 5th grade based on the respondent’s answers to question 1-1. If the respondent teaches both 4th and 5th grade, restore 4th during Year 1 of the study (SY 2023-24/2024-25) and 5th during Year 2 of the study (2024-25/2025-26)]

2-1. Our next questions focus on the math you teach to your [4th /5th] grade students.

Please indicate your disagreement or agreement with each of the following statements.

[PROGRAMMER: randomize items]

	Strongly disagree	Disagree	Agree	Strongly agree
01 I am good at math.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 I am able to answer my students’ questions about math.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 I have a good understanding of the mathematics I teach.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 I have a good understanding of the pedagogy of how to teach math.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Even if I try very hard, I do not teach mathematics as well as I do other subjects.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

2-2. Now we’d like to learn more about your past teaching experience.

Last year (SY 2022-23/SY 2023-24/SY 2024-2025), did you teach 4th or 5th grade mathematics?

- 01** Yes
- 02** No

[PROGRAMMER: If question 2-2 was marked “no” then skip to question 3-1]

2-3. Last year (SY 2022-23/SY 2023-24/SY 2024-2025), did you teach mathematics in 4th grade, 5th grade, or both?

- 01** I taught 4th grade mathematics last year
- 02** I taught 5th grade mathematics last year
- 03** I taught both 4th and 5th grade mathematics last year

[PROGRAMMER: For question 2-4 - 2-7, please restore a reference to 4th or 5th grade based on the respondent’s answers to question 2-1. If the respondent taught both 4th and 5th grade, restore 4th during Year 1 of the study (2023-24/2024-25) and 5th during Year 2 of the study (2024-25/2025-26)]

2-4. In an average week last year (SY 2022-23/SY 2023-24/SY 2024-25), how often did your math instruction for a typical [4th /5th] grade student you taught focus on:

	None or almost none of the time	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
01 Below-grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Above-grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

2-5. SUPPLEMENTAL DIGITAL MATH PRODUCTS are computer-based or online programs that provide students with mathematics instruction or practice, and which are not curriculum materials. CURRICULUM MATERIALS are instructional materials intended to constitute a full, comprehensive course of study for a particular subject and grade level.

In the [4th / 5th] grade math classes you taught last year (SY 2022-23/SY 2023-24/SY 2024-25), did any of your students use one or more supplemental digital math products during the school day?

- 01** Yes
- 02** No
- 03** I don’t know

[PROGRAMMER: If question 2-5 is “yes” then ask:]

2-6. In the [4th / 5th] grade math classes you taught last year (SY 2022-23/SY 2023-24/SY 2024-25), did at least some students use any of the following supplemental digital math products during the school day?

	YES, at least some students used this product	NO, students did NOT use this product
01 Freckle (Renaissance Learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Other supplemental math product(s) (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If there is an affirmative response to 2-6 then ask:]

2-7. For each of the following supplemental digital math products, please think of a typical [4th/ 5th] grade student who used it, and indicate how often this typical student used the product during math instructional time last school year?

Your best estimate is fine.

[PROGRAMMER: Hover over definition to be displayed on “math instructional time” in the stem: Math instructional time includes any time during the school day that is specifically dedicated for students to learn math. It includes whole class instruction, small group instruction, students working independently in the classroom, and supplemental instructional periods—such as pull-out instruction or intervention time—that are dedicated to math. It does not include special periods, such as computer time, that could be used for instruction in any subject.]

Supplemental digital math products	Less than monthly	Monthly	2-3 times per month	Once per week	2-4 times per week	Every day
[PROGRAMMER: Pipe in products used from question 2-6 including “other” responses]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

Section 3. About You

3-1. These final questions are about you and your teaching experience.

Across your entire career, including the current school year (SY 2023-2024/SY 2024-25/SY 2025-26), for how many years have you served as a teacher?

Round to the nearest whole number. Do not include student teaching.

[NUMERIC TEXTBOX] YEARS

3-2. In what area(s) are you certified to teach?

	Yes, I am certified	No, I am not certified
01 Elementary education	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 English learners (K-12)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 Other K-12 subject area(s)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If “other” is indicated in question 3-2 then ask:]

3-3. In what other area(s) are you certified to teach?

[RESPONSE TEXTBOX] SUBJECTS

[PROGRAMMER: If Mathematics was marked “yes” in question 3-2 then ask:]

3-4. Did you have to pass a subject-specific licensure test in mathematics to be certified to teach mathematics?

- 01 Yes
- 02 No

3-5. What is the highest degree you have earned?

- 01 High School Diploma or a GED
- 02 Associate degree
- 03 Bachelor’s degree (examples: BA, BS)
- 04 Master’s degree (examples: MA, MAT, MBA, MEd, MS.)
- 05 Educational specialist or professional diploma (at least one year beyond master’s level)
- 06 Doctorate or first professional degree (examples: PhD, EdD, JD)

[PROGRAMMER: If an Associate degree, Bachelor's degree, Master's degree, Educational specialist or professional diploma, or a Doctorate or first professional degree was marked in question 3-5 then ask:]

3-6. Do you have an *undergraduate* degree in any of the following?

Select all that apply.

- 01** Mathematics
- 02** Education
- 03** Other

[PROGRAMMER: If a Master's degree, Educational specialist or professional diploma, or a Doctorate or first professional degree was marked in question 3-5 then ask:]

3-7. Do you have a *graduate* degree in any of the following?

Select all that apply.

- 01** Mathematics
- 02** Education
- 03** Other

[PROGRAMMER: Ask all:]

3-8. Did you participate in a teacher preparation program before becoming a classroom teacher?

- 01** Yes
- 02** No

[PROGRAMMER: If yes was marked in question 3-8 then ask:]

3-9. Which of the following teacher preparation programs did you complete?

Select all that apply.

- 01** Undergraduate program
- 02** Post-baccalaureate program
- 03** Post-baccalaureate alternative certification program (e.g., TFA, TNTP, or a training program run by your school district)
- 04** Other (please specify): [TEXTBOX]