



Questionnaire

for Teachers of Adult Numeracy

October 2000

**Created by the Ottawa-Carleton District School Board.
Funded by the National Literacy Secretariat
and the Ontario Ministry of Training, Colleges and Universities**

This questionnaire aims to find out:

What kinds of resources would help you in your numeracy teaching?

Some parts of this questionnaire seek answers to this question indirectly, by asking you about your math teaching experiences and your students' needs, while other parts are more direct.

You can submit this questionnaire anonymously, or you can write your name on this cover page. You might want to decide this after you have filled out the questionnaire.

If a question is not relevant to you, write NA or something similar.

If you run out of space for your answer, please write in the margins or on the back of a page. The same goes for moments when you have a comment to make — write anywhere!

I hope it won't take more than an hour to complete.

Thank you for your time and thought!

May 2000

Survey of Resources for Teachers of Adult Numeracy

Your teaching experience

1. For how many years have you been teaching? _____

2. For how many years have you been teaching adults? _____

3. In which kind of place have you done most of your teaching of adults?

- _____ in a community classroom
- _____ in a school-based classroom
- _____ in a college classroom
- _____ one-on-one teaching or tutoring in a variety of places
- _____ other (please specify) _____

4. What are the subjects you have taught to adults?

Your own experiences with math

5. What is the highest level at which you studied math? (Check one.)

- high school
- college
- university
- other (please specify) _____

6. How did you feel about math when you were studying it at school? (Check one.)

- I liked it and I excelled.
- I did fine.
- I disliked it and I struggled.
- other (please specify) _____

7. Please identify whether you feel your math skills are strong, satisfactory or rusty in each of the following areas:

	My skills are strong in this area.	My skills are satisfactory in this area.	My skills are rusty in this area.
whole numbers			
fractions			
decimals			
percent			
measurement			
data management, including graphing			
geometry			
algebra			

8. Please identify whether you feel your math skills are strong, satisfactory or rusty in each of the following real-life tasks:

	My skills are strong in this area.	My skills are satisfactory in this area.	My skills are rusty in this area.
estimating how much tax on a purchase			
estimating the total cost of a basket of groceries			
checking that you have been given correct change			
determining how much to tip			
doing the calculations required on your income tax form			
understanding statistics in the news			
estimating and calculating trip distances and travel time			
reading maps			
another real-life task (please specify) _____			
yet another real-life task (please specify) _____			
still another real-life task (please specify) _____			

9. Which unit of measure are you more comfortable with, in each of the following contexts? (Circle one of each pair, or, if you are equally comfortable with both units, circle both of them.)

Context	Do you prefer to measure with...
cooking	cups or mL? Fahrenheit or Celsius?
building with wood	inches/feet or mm/m?
traveling	miles or km?
understanding air temperature	Fahrenheit or Celsius?
sewing	inches/yards or cm/m?
buying by weight	pounds or grams/kg?
measuring curtains, carpets	inches/feet or cm/m?
other (please specify) _____	

10. How do you feel about math now in your daily life? (Check one.)

I love it and I seek out opportunities to apply it.

I use it easily when necessary.

I feel uncomfortable with it and I avoid situations that involve it.

other (please specify) _____

Your math teaching experience

11. Are you currently teaching math?

_____ yes

If yes, please choose one: _____ *I teach math as part of a Literacy and Basic Skills class.*

_____ *I teach a class that is specifically for math.*

_____ no

If no, have you taught math in the past?

_____ *yes (please specify what kind of teaching it was, and for how long you did it):* _____

_____ *no*

12. Have you had training in how to teach math?

_____ yes (please specify) _____

_____ no

13. How confident do you feel about teaching math? (Check one.)

_____ very confident

_____ moderately confident

_____ not very confident

14. What are the resources you use to teach math? (Name specific ones, or give general types.)

Resource	What do you like about this resource?	What are this resource's shortcomings?

Student goals

15. Please rank these three general LBS student goals. Put 1 beside the most common one, 2 beside the next most common one, and 3 beside the least common one.

- _____ to prepare for high school or a training program
- _____ to go straight into work from LBS
- _____ to develop personally (not to prepare for more education or a job)

16. Why, specifically, do students want to study math? Check the appropriate box.

	many students give this reason for studying math	some students give this reason for studying math	hardly any students give this reason for studying math
to measure			
to make or build things			
to manage money			
to plan time and travel			
to keep records			
to buy or sell			
to start one's own business			
to try again, for the challenge			
to get into high school or training			
to understand the world better			
no specific goal			
other (please specify): _____			

Student attitudes

17. How do students reveal their positive attitudes toward math?

18. How do students reveal their negative attitudes toward math?

19. Have you found resources to help students improve their attitudes and self confidence?

____ yes

What are they? _____

____ no

What do you think is needed? _____

Math subject areas

20. Which subject areas of math do you find yourself teaching often? (Check as many as necessary, and please specify where possible.)

_____ whole numbers, specifically: _____

_____ fractions, specifically: _____

_____ decimals, specifically: _____

_____ percent, specifically: _____

_____ measurement, specifically: _____

_____ data management, specifically: _____

_____ geometry, specifically: _____

_____ algebra, specifically: _____

_____ other, specifically: _____

21. Which real-life math tasks do you find yourself teaching often?

_____ using math to manage and understand money, specifically: _____

_____ using math to build and make things, specifically: _____

_____ using math in home-making, specifically: _____

_____ using math to understand data that describe society: _____

_____ using math to sort and organize things, specifically: _____

_____ using math to determine location, direction and time, specifically: _____

_____ other, specifically: _____

_____ none of the above

22. Have you found that students need to learn the language of math?

_____ yes

Can you think of some examples? _____

_____ no

23. Have you found resources to help students learn the language of math?

_____ yes

If yes, have you found resources to help them learn this? _____

_____ no

24. Do you think that some of your students have number sense and math skills that are strong but usually not recognized in a math class?

>> *You have answered about half of the questions.*<<

Evaluation and Assessment

25. Do you have a diagnostic test that you use regularly?

_____ yes

Are you satisfied with it? _____ yes
_____ no

_____ no

Would you like one? _____ yes
_____ no

26. Do you feel that you have the knowledge and time necessary to create a math training plan that is suited to a student's goal?

_____ yes

How have you come to be able to do this? _____

_____ no

Why not? _____

_____ it depends

On what? _____

27. Do you regularly develop demonstration tasks for students?

_____ yes

How would you describe this process? _____

_____ no

Why not? _____

28. Do you have achievement tests that you use regularly?

yes

Are you satisfied with them? *yes*
 no

no

Would you like some? *yes*
 no

29. Do you have an exit test that you use regularly?

yes

Are you satisfied with it? *yes*
 no

no

Would you like one? *yes*
 no

30. How do you use the Ministry of Training, Colleges and Universities' learning outcomes for numeracy (Check as many as necessary.)

They are fully integrated into our program.

I use them when I am setting up and reviewing training plans.

I am waiting to see the level descriptions that the Ontario Literacy Coalition is writing.

I don't use them.

other (please specify) _____

Math teaching strategies

31. Would you like to know more ways to... ↓

	Yes, I really would like to know more ways to do this.	Yes, it would be nice to know more ways to do this.	No, I already know enough ways to do this.
... explain and demonstrate concepts and processes?			
... find or make learning activities?			
... manage a multi-level group of students who learn at different rates?			
... break down real-life numeracy tasks into learnable chunks?			
... make math relevant and meaningful?			
... encourage effort, excellence and independence?			
... diagnose and evaluate students' ability and understanding?			
... use adult-appropriate manipulables and real-life materials in the classroom?			
... do something else? (please specify)			

Access to resources (for all LBS teaching — not only math)

32. How often do you get LBS resources from the following places?

	often	sometimes	rarely	never
my program's resource centre				
my program's administrators				
my own collection of resources				
my colleagues				
the public library				
personal acquaintances				
volunteers				
the internet				
AlphaPlus				
professional development activities				
authentic documents, e.g., a newspaper				
other, specifically: _____				

33. Have you borrowed any LBS resources from AlphaPlus?

- yes
 no

34. Do you have access to a computer that has an internet connection? (Check one.)

- yes, as often as I like
 sometimes
 no
 other (please specify) _____

35. How would you describe your internet-using skills? (Check one.)

- fabulous
 satisfactory
 rudimentary
 non-existent

36. Are you interested in becoming more comfortable using the internet?

- yes
 no

37. Are you registered on AlphaCom?

yes

no

38. Have you used the AlphaPlus index to web resources?

yes

no

39. Have you looked at the National Adult Literacy Database (NALD) web site?

yes

no

40. What would help you to find and use LBS resources more easily? (Check as many as necessary.)

a handy resource centre

a computer

some free time

some paid time

a resource person

written notices about where to find resources

an internet connection

the address of a web site that organizes literacy resources on the internet

other (please specify _____)

41. If someone wanted to make numeracy resources available to you, how should they do it?

Resources

42. Do you need the kinds of resources listed below?

	Yes! I really need this! Many students would benefit from it right away!	Yes. It would be nice to have this. Some students might benefit.		No. I have enough of this.	No! I have never used this in a math class and I don't think I ever will.
textbooks					
units of related activities					
stand-alone activities					
teacher training					
experts to consult					
adult-appropriate concrete materials					
ideas for managing multi-level classes					
curriculum for specific goals					
word problems					
theory and research about adult numeracy development					
support in working with numeracy learning outcomes					
theme units					
diagnostic tests					
sample demonstration tasks					
context-free, paper-and-pencil exercises					
group-work activities					
games					
calculator activities					
computer activities					
software					
internet sites					
puzzles					
oral drills					
written drills					
videos					
modules					
other _____					
other _____					

43. Look at the checkmarks you put in the first column of the previous question, indicating the resources you really need. If you have checked more than ten, please circle the ten you need the most.

44. Please look at the ten resources you circled in the previous question. Decide which one you need the most, and write **1** beside it. Then choose the next most-needed item, and write **2** beside it. Continue until you have ranked the **5** resources you need the most.

45. And, for the final question: How would you continue the phrase below?

To teach math, I wish I had...

Will you be submitting this anonymously, or would you like to identify yourself on the front page?