

# Compiled Responses

of LBS Teachers in Ottawa  
to a questionnaire about  
their numeracy teaching  
practices and needs

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# Introduction

The project *Survey of Resources for Teachers of Adult Numeracy* aimed to contribute to the process of improving adult numeracy teaching in Literacy and Basic Skills (LBS) programs, by connecting teachers with resources. The first element of the project, the questionnaire, was designed to identify the resources that were most needed by teachers. Some questions in the questionnaire asked teachers directly what they feel they needed, while other questions sought to find this out indirectly, by asking teachers to describe their adult numeracy teaching and learning situations. The questionnaire had forty-five questions, and was administered to seventeen LBS teachers in Ottawa-Carleton.

This document contains the teachers' compiled responses to the questionnaire. In the tables, you will find an overall picture of the numeracy teaching context in Ottawa-Carleton LBS programs. The researcher on this project will use these data to establish priorities that will guide her search through existing adult numeracy resources. She will be looking for resources which are not currently well-known in Ottawa-Carleton, but which fill the needs of teachers and are of high quality. Should she find only a few such resources, she will suggest new resources that may usefully be developed. These recommendations for existing and new resources, as well as the questionnaire and the data compiled in this document will be presented to the Ministry of Training, Colleges and Universities, and shared with colleagues in the LBS field, so that the questionnaire may perhaps be administered elsewhere, and, in due time, existing high-quality adult numeracy resources will become better known, and appropriate new adult numeracy resources will be developed.

You might like to read this document from beginning to end, or you might prefer to browse through it or use the table of contents to locate data that are of particular interest to you. Please feel free to contact the researcher if you have any questions or comments, or if you would like more information:

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## Part 1: **Teachers**



**Q 5**

What is the highest level at which you studied math?

	<i># of teachers</i>	<i>percent of teachers</i>
high school	11	65 %
college	1	6 %
university	4	23 %
other (CEGEP)	1	6 %
<i>total</i>	17	100 %

**Q 6**

How did you feel about math when you were studying it at school?

	<i># of teachers</i>	<i>percent of teachers</i>
I liked it and I excelled	4	23 %
I did fine	6	35 %
I disliked it and I struggled	6	35 %
other (I liked it but I struggled)	1	6 %
<i>total</i>	17	100 %

**Q 7**

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

	<i>strong</i> (2)		<i>satisfactory</i> (1)		<i>rusty</i> (0)		<i>mean</i>
whole numbers	15	88 %	2	12 %	0	0 %	1.9
fractions	14	82 %	2	12 %	1	6 %	1.8
decimals	13	76 %	4	23 %	0	0 %	1.8
percent	11	65 %	4	23 %	2	12 %	1.5
measurement	10	59 %	5	29 %	2	12 %	1.5
geometry	8	47 %	2	12 %	7	41 %	1.1
data management	5	29 %	7	41 %	5	29 %	1.0
algebra	4	23 %	8	47 %	5	29 %	0.9



**Q 8**

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

	<i>strong</i> (2)		<i>satisfactory</i> (1)		<i>rusty</i> (0)		<i>mean</i>
read maps	15	88 %	1	6 %	1	6 %	1.8
estimate sales tax	12	71 %	5	29 %	0	0 %	1.7
check change	12	71 %	5	29 %	0	0 %	1.7
calc. trip distances and travel time	11	65 %	5	29 %	1	6 %	1.6
calc. trip distances and travel time	11	65 %	5	29 %	1	6 %	1.6
total groceries	10	59 %	6	35 %	1	6 %	1.5
determine tip	8	47 %	8	47 %	0	0 %	1.4
understand statistics in the news	9	53 %	5	29 %	3	18 %	1.4
income tax form	7	41 %	7	41 %	2	12 %	1.2

**Q 9**

Which unit of measure are you more comfortable with, in each of the following contexts?

**Cooking**

	<i># of teachers</i>	<i>percent</i>
cups	13	76 %
millilitres	0	0 %
both	3	18 %
no response	1	6 %
<i>total</i>	17	100 %

**Building with Wood**

	<i># of teachers</i>	<i>percent</i>
inches and feet	13	76 %
millimetres, centimetres and metres	0	0 %
both	3	18 %
no response	1	6 %
<i>total</i>	17	100 %

**Traveling**

	<i># of teachers</i>	<i>percent</i>
miles	1	6 %
kilometres	7	41 %
both	8	47 %
no response	1	6 %
<i>total</i>	17	100 %

### Understanding Air Temperature

	<i># of teachers</i>	<i>percent</i>
Fahrenheit	2	12 %
Celsius	11	65 %
both	4	23 %
no response	0	0 %
<i>total</i>	17	100 %

### Sewing

	<i># of teachers</i>	<i>percent</i>
inches and yards	7	41 %
millimetres, centimetres and metres	4	23 %
both	5	29 %
no response	1	6 %
<i>total</i>	17	100 %

### Buying by Weight

	<i># of teachers</i>	<i>percent</i>
pounds	7	41 %
grams and kilograms	2	12 %
both	8	47 %
no response	0	0 %
<i>total</i>	17	100 %

### Measuring Curtains, Carpets

	<i># of teachers</i>	<i>percent</i>
inches and feet	10	59 %
centimetres and metres	3	18 %
both	4	23 %
no response	0	0 %
<i>total</i>	17	100 %

### Contexts Suggested by Teachers

	<i>preferred unit</i>	<i># of teachers</i>
knitting	centimetres	1
flying	knots, metres and feet	1
body mass	pounds	2
people's heights	inches and feet	1

### Summary of Responses to this Question

<i>system of measurement that teachers report being more comfortable with</i>	<i># of responses</i>	<i>% of all responses</i>
Imperial	69	51 %
Metric	31	23 %
both	36	26 %
<i>total</i>	136	100 %

**Q 10**

How do you feel about math now in your daily life?

	<i># of teachers</i>	<i>percent</i>
I love it and seek out opportunities to apply it	4	23 %
I use it easily when necessary	11	65 %
I feel uncomfortable with it and I avoid situations that involve it	1	6 %
other (somewhere between using it and being uncomfortable)	1	6 %
<i>total</i>	17	100 %

**Q 1 and Q2**

For how many years have you been teaching?  
 For how many years have you been teaching adults?

<i>years teaching adults</i>	<i>years teaching</i>	<i>percent of each teacher's teaching time spent teaching adults</i>
22	22	100 %
20	20	100 %
18	23	78 %
16	38	42 %
15	15	100 %
14	23	61 %
12	25	48 %
12	15	80 %
12	12	100 %
11	20	55 %
10	18	56 %
10	10	100 %
9	23	39 %
8	11	73 %
8	8	100 %
8	8	100 %
4	20	20 %
<i>average</i>	12	67 %

Q 3

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

	<i># of teachers</i>	<i>percent of teachers</i>
in a school-based classroom	11	65 %
in a college classroom	3	18 %
one-on-one teaching or tutoring in a variety of places	3	18 %
in a community classroom	2	12 %
<i>total</i>	17	100 %

**Q 4**

What are the subjects you have taught to adults?

<i>responses</i>	<i># of teachers</i>	<i>percent of teachers</i>
math	15	88 %
reading and writing	12	71 %
computers	5	29 %
life skills	4	23 %
spelling	3	18 %
grammar	3	18 %
history	2	12 %
work skills	2	12 %
General Educational Development (GED)	2	12 %
LBS in a variety of settings	2	12 %
English	2	12 %
English as a Second Language	1 each	6 % each
business English		
parenting/family literacy		
linguistics at university		
basic communication		
study skills		
success strategies		
pre-employment		
career exploration		
personal development		
science		
chemistry		
biology		
science grades 9-12		
health		
greenhouse		
childcare worker course		
lots of general knowledge		
gliding		



**Q 11**

Are you currently teaching math?

	<i># of teachers</i>	<i>percent</i>		<i># of teachers</i>	<i>percent</i>
yes,	13	76 %	as part of an LBS class:	9	53 %
			in a class that is for math only:	4	23 %
no,	4	23 %	but I have taught math in the past:	4	23 %
			and I have never taught math:	0	0 %
<i>total</i>	17	100 %		17	99 %

**Q 12**

Have you had training in how to teach math?

	<i># of teachers</i>	<i>percent</i>	
yes	8	47 %	<ul style="list-style-type: none"> <li>• within BEd (5)</li> <li>• professional development (2)</li> <li>• diploma (1)</li> </ul>
no	9	53 %	
<i>total</i>	17	100 %	

**Q 13**

How confident do you feel about teaching math?

	<i># of teachers</i>	<i>percent</i>
very confident	5	29 %
moderately confident	7	41 %
not very confident	5	29 %
<i>total</i>	17	99 %



## Part 2: **Students**



**Q 15**

Please rank these three general LBS student goals:

	# of teachers who ranked this as the <b>most common</b> goal (3)	# of teachers who ranked this as the <b>second most common</b> goal (2)	# of teachers who ranked this as the <b>least common</b> goal (1)	no response	mean
to prepare for high school or a training program	10	4	2	1	2.5
to go straight into work from LBS	2	9	5	1	1.8
to develop personally (not to prepare for more education or a job)	4	3	9	1	1.8

**Q 16**

Why, specifically, do students want to study math?

	many students (3)		some students (2)		hardly any students (1)		no response (0)		mean
to get into high school or other further training	13	76 %	3	18 %	1	6 %	1	6 %	2.7
to manage money	8	47 %	7	41 %	2	12 %	0	0 %	2.4
to try again, for the challenge	3	18 %	8	47 %	5	29 %	1	6 %	1.8
to measure	2	12 %	8	47 %	6	35 %	1	6 %	1.6
to buy or sell	2	12 %	7	41 %	6	35 %	2	12 %	1.5
to start one's own business	1	6 %	8	47 %	7	41 %	1	6 %	1.5
to keep records	1	6 %	6	35 %	9	53 %	1	6 %	1.4
to understand the world better	1	6 %	5	29 %	9	53 %	2	12 %	1.3
to make or build things	0	0 %	5	29 %	10	59 %	2	12 %	1.2
no specific goal	1	6 %	5	29 %	6	35 %	5	29 %	1.1
to help children with their school work (appeared in 'other')	1	6 %	1	6 %	0	0 %	n/a	n/a	n/a
because they have to (appeared in 'other')	0	0 %	1	6 %	0	0 %	n/a	n/a	n/a

**Q 20**

Which subject areas of math do you find yourself teaching often?

	<i># of teachers</i>	<i>%</i>	<i>specifically...</i>
fractions	15	88 %	<ul style="list-style-type: none"> <li>• four operations</li> <li>• form</li> <li>• vocabulary</li> </ul>
decimals	15	88 %	<ul style="list-style-type: none"> <li>• four operations</li> <li>• place value</li> <li>• money</li> <li>• problem solving</li> <li>• converting to fractions and percent</li> </ul>
whole numbers	14	82 %	<ul style="list-style-type: none"> <li>• four operations</li> <li>• times tables</li> <li>• place value</li> <li>• reading large numbers</li> <li>• problem solving</li> </ul>
percent	13	76 %	<ul style="list-style-type: none"> <li>• all</li> <li>• change among fractions, decimals and percent</li> </ul>
measurement	11	65 %	<ul style="list-style-type: none"> <li>• Metric</li> <li>• linear measurement</li> <li>• volume</li> <li>• area</li> <li>• converting</li> </ul>
geometry	6	35 %	<ul style="list-style-type: none"> <li>• perimeter</li> <li>• area</li> <li>• volume</li> </ul>
algebra	5	29 %	<ul style="list-style-type: none"> <li>• 'pre-algebra'</li> <li>• order of operations</li> <li>• powers</li> <li>• signed numbers</li> </ul>
data management	4	23 %	<ul style="list-style-type: none"> <li>• simple tallies, charts and bar graphs</li> <li>• mean, median, mode</li> </ul>
other	1	6 %	<ul style="list-style-type: none"> <li>• ratio and proportion</li> </ul>

Q 21

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

	<i># of teachers</i>	<i>%</i>	<i>specifically...</i>
Using math to manage and understand money	12	88 %	<ul style="list-style-type: none"> <li>• shopping</li> <li>• working with cash</li> <li>• budgeting</li> <li>• banking</li> <li>• estimating</li> <li>• verifying pay cheque</li> </ul>
Using math in home-making	8	88 %	<ul style="list-style-type: none"> <li>• measurement</li> <li>• area and volume</li> <li>• word problems</li> </ul>
Using math to understand data that describe society	8	82 %	<ul style="list-style-type: none"> <li>• read graphs</li> <li>• conduct survey</li> <li>• create graph</li> </ul>
Using math to determine location, distance and time	5	76 %	<ul style="list-style-type: none"> <li>• time</li> <li>• distance</li> <li>• map skills</li> <li>• speed</li> </ul>
Using math to build and make things	4	65 %	<ul style="list-style-type: none"> <li>• measurement</li> <li>• area and volume</li> <li>• word problems</li> </ul>
other	4	35 %	<ul style="list-style-type: none"> <li>• use a calculator</li> <li>• measure</li> <li>• density and specific gravity</li> <li>• weather</li> </ul>
Using math to sort and organize things	2	29 %	<ul style="list-style-type: none"> <li>• use a calendar or date book</li> <li>• use cheque record</li> <li>• bar graph</li> </ul>
none of the above	2	23 %	<ul style="list-style-type: none"> <li>• we don't teach real-life tasks often, "except as they occur in word problems. However, our department sees a big need for a real-life math program at LBS levels 2-4 or 5."</li> </ul>



**Q 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?

	<i># of teachers</i>	<i>%</i>	<i>comments, summarized</i>
yes	9	53 %	<ul style="list-style-type: none"> <li>• four teachers said that a significant number of students can perform mental calculations well (including estimating, totaling, adding and subtracting, especially with money (e.g., sales tax)) in day-to-day tasks in their real lives, but can't transfer that to math in a classroom ("have no concept of the written form of math", "can't tell how they get their answers or apply this to a written question", "people can estimate, figure out real-life math but cannot transfer it into a classroom setting", "given a word problem, will be flummoxed and unable to estimate")</li> <li>• Two teachers wrote that students have strong "survival skills" and "coping strategies" to deal with the math in their daily lives.</li> <li>• students have organizational skills, memory skills, skills with fractions from cooking, and number sense.</li> </ul>
no	5	29 %	<ul style="list-style-type: none"> <li>• maybe</li> <li>• I don't know</li> <li>• occasionally</li> <li>• n/a</li> </ul>
no response	3	18 %	
<i>total</i>	17	100 %	

Q 22

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

	<i># of teachers</i>	<i>%</i>	
yes	16	94 %	<p><u>Can you think of some examples?</u></p> <ul style="list-style-type: none"> <li>• vocabulary of math: sum (2), product (5), quotient, divisor (2), decrease, increase, greater than, less than, equals, equivalents, fraction words, numerator (2), reduce, lowest terms, lowest common denominator, lowest common multiple, simplify, placement, decimal, place value, value, perimeter, averages, rationalize, standard form, profit, (compiled from the responses of six teachers)</li> <li>• ESL students have general language problems (4)</li> <li>• reading, understanding and solving word problems (3)</li> <li>• organization/presentation: use of equals sign; brackets; clear, organized solutions in a normal layout (1)</li> <li>• expressing division, e.g., 33 divided by 3 is understood, but 3 into 33 is not (1)</li> <li>• reading money amounts (1)</li> </ul>
no	0	0 %	
no response	1	6 %	
<i>total</i>	17	100 %	

**Q 23**

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

	<i># of teachers</i>	<i>%</i>	
yes	7	41 %	<p><u>Can you think of some examples?</u></p> <ul style="list-style-type: none"> <li>• the text “Coming Together: Integrating Language and Math” (levels I and 2) (2)</li> <li>• glossaries of terms (two teachers)</li> <li>• Algonquin College’s math units and chosen text (1)</li> <li>• “Math Language” (1985) by Susan Echaore and Winifred Roderman – a booklet (1)</li> <li>• real-life materials (e.g., money, calculator, cash register) (1)</li> <li>• having student explain how they are doing their math (1)</li> <li>• much explaining by the teacher (1)</li> </ul>
no	7	41 %	
no response	3	18 %	
<i>total</i>	17	100 %	

Q 17

How do students reveal their positive attitudes toward math?

<i>summarized responses</i>	<i># of rsps.</i>	<i>%</i>	<i>verbatim responses</i>
they act like conscientious, independent 'good students'	10	26 %	<ul style="list-style-type: none"> <li>• seek to complete/correct every question</li> <li>• self-program their time in class to work independently and set their own goals</li> <li>• settle down quickly and want to finish task before leaving class</li> <li>• check their won work with the answer key</li> <li>• work quietly for long periods</li> <li>• attend class regularly and use class time to work on math</li> <li>• follow introductions re: format for writing out work and completing assignments/tests</li> <li>• try to meet deadlines/time goals</li> <li>• do homework</li> <li>• attend regularly</li> </ul>
they feel good about their success and when they understand	9	23 %	<ul style="list-style-type: none"> <li>• satisfied when a goal has been accomplished</li> <li>• express things like, "In school I used to hate math but now:" or "In school I never was good at math but now..."</li> <li>• are happy when they are finally able to understand fractions or whatever</li> <li>• express pride in test marks</li> <li>• when they can make sense of it (aha!) without pressure</li> <li>• when they pass a review or a test</li> <li>• pride in good marks</li> <li>• joy when they succeed</li> <li>• glee when successful</li> </ul>
they are eager, enthusiastic and willing to try new things	5	13 %	<ul style="list-style-type: none"> <li>• excited during a hands -on activity – talking, active, laughing</li> <li>• enthusiasm</li> <li>• curiosity about how to solve a problem or how a tool can help</li> <li>• willingness to try a new skill or apply a skill in daily life</li> <li>• eagerness to work on it</li> </ul>
they relate their math to real life and themselves, take ownership	5	13 %	<ul style="list-style-type: none"> <li>• bring in their math questions</li> <li>• by understanding and relating to children's work</li> <li>• buy a calculator or text of their own</li> <li>• see how it can be directly applied</li> <li>• ask questions</li> </ul>
they spend more time than is required doing math	5	13 %	<ul style="list-style-type: none"> <li>• work through break</li> <li>• work on math in study time</li> <li>• work at break/lunch, etc.</li> <li>• ask for additional time</li> <li>• complaining they don't have enough math time</li> </ul>
they ask for extra work	3	8 %	<ul style="list-style-type: none"> <li>• request cashier duty</li> <li>• request more math work</li> <li>• ask for homework</li> </ul>
they help others	2	5 %	<ul style="list-style-type: none"> <li>• eagerness to help others</li> <li>• help other students</li> </ul>
<i>total</i>	39	101 %	

**Q 18**

How do students reveal their negative attitudes toward math?

<i>summarized responses</i>	<i># of rsps.</i>	<i>%</i>	<i>verbatim responses</i>
they avoid it or are reluctant to do it	14	39 %	<ul style="list-style-type: none"> <li>• attendance</li> <li>• miss classes</li> <li>• skipping math class</li> <li>• frequent absences, etc.</li> <li>• skipping class, taking long breaks</li> <li>• lots of 'bathroom breaks'</li> <li>• reluctant</li> <li>• reluctance to work on it</li> <li>• "Do I have to do this?"</li> <li>• refusing to do it</li> <li>• object to task assigned</li> <li>• working on other subjects or other activities during class</li> <li>• chatting with peers re: non-math discussions</li> <li>• they'll use their math time to do other work</li> </ul>
they express that they don't like it or don't find it interesting	8	22 %	<ul style="list-style-type: none"> <li>• bored</li> <li>• by groaning when it's math time</li> <li>• verbalizing they don't like math</li> <li>• "This is boring..."</li> <li>• groaning</li> <li>• math is stupid</li> <li>• 'mild' aggression – huffing/puffing</li> <li>• "I hate problem-solving."</li> </ul>
they say it is too hard	5	14 %	<ul style="list-style-type: none"> <li>• "I can't do it."</li> <li>• say they don't understand</li> <li>• comments – too hard</li> <li>• "Problem solving is hard."</li> <li>• "I never could do math."</li> </ul>
they don't see why they should do it	3	8 %	<ul style="list-style-type: none"> <li>• "I won't ever need this."</li> <li>• "Why do we need to know this?"</li> <li>• when will I ever use this?</li> </ul>
they use an answer key or calculator inappropriately, or cheat outright	3	8 %	<ul style="list-style-type: none"> <li>• check answer keys</li> <li>• by hiding a calculator and using it</li> <li>• cheating by looking at the answer key</li> </ul>
they don't attempt to understand, just go through the motions	3	8 %	<ul style="list-style-type: none"> <li>• many operate on "auto-pilot" – it's a chore</li> <li>• keep doing the same exercises and still don't get the problem right but don't seem to be aware of the fact they've done this section already</li> <li>• tendency to rote learning rather than understanding</li> </ul>
<i>total</i>	36	99 %	

**Q 19**

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

	# of tchrs.	% (/17)	highlights of responses, grouped
yes	7	41 %	<p><u>Materials that involve real-life</u></p> <ul style="list-style-type: none"> <li>• budgeting using flyers</li> <li>• using a calculator</li> <li>• hockey math quiz</li> <li>• newspaper math (graphs, temp., stats)</li> <li>• balancing the cash after coffee shop</li> <li>• inexpensive calculators and tape measures</li> <li>• some group work that has real-life application, e.g., working out sales tax</li> <li>• relate to real world</li> </ul> <p><u>Time and attention from the teacher</u></p> <ul style="list-style-type: none"> <li>• individual attention from the instructor</li> <li>• spending time with learner</li> <li>• I encourage and praise a lot</li> <li>• working on a one-to-one basis (at own pace, get teacher's time, not embarrassing)</li> <li>• the resource is me, 1:1 time</li> <li>• small group work with the teacher</li> </ul> <p><u>Opportunities for feedback and success</u></p> <ul style="list-style-type: none"> <li>• short units of work with frequent tests for frequent feedback and success</li> <li>• success</li> <li>• when students are successful or have a breakthroughs of cartoons</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>• use of puzzles, esp. in pairs or teams</li> <li>• journaling process</li> </ul>
no	3	18 %	<p><u>What do you think is needed?</u></p> <ul style="list-style-type: none"> <li>• <u>anything</u> that can help here – this is a <u>crucial</u> area!</li> <li>• I'd love to see prepared resources</li> <li>• texts with examples showing real-life situations</li> <li>• more material related to their own lives</li> <li>• Canadian content in money exercises</li> <li>• banks to develop user friendly material for low literacy levels</li> <li>• balance of practical with concept/skills</li> <li>• teacher support and feedback seems to be what is working well</li> <li>• anything that allows students to have success in their work (small steps, clear explanations, more than just answers in the back)</li> <li>• something visual – a video perhaps that demonstrates how "math" is used in daily life</li> <li>• make it fun!</li> <li>• time management materials</li> </ul>
yes and no	5	29 %	(Responses appear in the 'yes' and 'no' lists above.)
no response	2	12 %	
<i>total</i>	17	100 %	

## Part 3: **Planning and Assessment**





**Q 25**

Do you have a diagnostic test that you use regularly?

	<i># of teachers</i>	<i>percent</i>
yes	12	71 %
no	5	29 %
<i>total</i>	17	100 %

Teachers who said they do have a diagnostic test were asked, “Are you satisfied with it?”

	<i># of teachers</i>	<i>percent</i>
yes	5	42 %
no	7	59 %
<i>total</i>	12	101 %

Teachers who said they do not have a diagnostic test were asked, “Would you like one?”

	<i># of teachers</i>	<i>percent</i>
yes	4	80 %
no	1	20 %
<i>total</i>	5	100 %

Teachers’ responses to the two supplementary questions can be combined to answer the question, “Do you need a new diagnostic test?”, regardless of whether or not the teacher already has one.

	<i># of teachers</i>	<i>percent</i>
yes	11	65 %
no	6	35 %
<i>total</i>	17	100 %

**Q 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?

	<i># of teachers</i>	<i>%</i>	
yes	4	23 %	<p>How have you come to be able to do this?</p> <ul style="list-style-type: none"> <li>• most students' goals are to go on to high school/college, so their goals are the same (2)</li> <li>• practice (1)</li> <li>• students' needs are basic and clear (1)</li> <li>• time is a huge problem – but I just do it (1)</li> <li>• it's part of the program (1)</li> </ul>
no	8	47 %	<p>Why not?</p> <ul style="list-style-type: none"> <li>• not enough time (6)</li> <li>• not enough knowledge of skills required for a student's goal (3)</li> </ul>
it depends	5	29 %	<p>On what?</p> <ul style="list-style-type: none"> <li>• whether their goal is further formal math education (in which case the training plan is straightforward), or to acquire particular life skills or job skills (in which case the training plan "has to be worked out", "is much more difficult", "takes a lot of time"; "my knowledge would be the weak link in this sort of situation") (5)</li> <li>• materials available (1)</li> </ul>
<i>total</i>	17	99 %	

**Q 30**

How do you use the Ministry of Training, Colleges and Universities' learning outcomes for numeracy?

	<i># of teachers*</i>	<i>percent</i>
They are fully integrated into our program.	1	6 %
I use them when I am setting up and reviewing training plans.	6	35 %
I am waiting to see the level descriptions that the Ontario Literacy Coalition is writing.	6	35 %
I don't use them.	1	6 %
other: They are somewhat integrated into our program.	3	18 %
<i>total</i>	17	100 %

**Q 27**

Do you regularly develop demonstration tasks for students?

	<i># of teachers</i>	<i>%</i>	
no	12	71 %	Why not? <ul style="list-style-type: none"> <li>• use tests from existing textbooks or curriculum units (5)</li> <li>• don't have time (3)</li> <li>• develop tasks when needed (2)</li> <li>• working on it (2)</li> <li>• would use pre-developed tasks (1)</li> </ul>
yes	2	12 %	How would you describe this process? <ul style="list-style-type: none"> <li>• challenging finding authentic materials for higher levels, comfortable with process (1)</li> <li>• when a student appears ready to test his or her skill, they are given a review (1)</li> </ul>
other	3	18 %	<ul style="list-style-type: none"> <li>• yes and no (2)</li> <li>• occasionally (1)</li> </ul>
<i>total</i>	17	101 %	

**Q 28**

Do you have achievement tests that you use regularly?

	<i># of teachers*</i>	<i>percent</i>
yes	10	59 %
no	7	41 %
<i>total</i>	17	100 %

Teachers who said they do have achievement tests were asked, "Are you satisfied with them?"

	<i># of teachers*</i>	<i>percent</i>
yes	9	90 %
no	1	10 %
<i>total</i>	10	100 %

Teachers who said they do not have achievement tests were asked, "Would you like some?"

	<i># of teachers</i>	<i>percent</i>
yes	6	86 %
no	1	14 %
<i>total</i>	7	100 %

Teachers' responses to the two follow-up questions can be combined to answer the question, "Would you like some new achievement tests?", regardless of whether or not the teacher already has some.

	<i># of teachers*</i>	<i>percent</i>
yes	8	47 %
no	9	53 %
<i>total</i>	17	100 %

\* one teacher responded, "satisfied with current achievement tests, but would also like some new ones". She is recorded as a 'yes' in the first and second tables, not at all in the third table, and as a 'yes' in the fourth table.

**Q 29**

Do you have an exit test that you use regularly?

	<i># of teachers*</i>	<i>percent</i>
yes	7	41 %
no	9	53 %
no response	1	6 %
<i>total</i>	17	100 %

Teachers who said they do have an exit test were asked, “Are you satisfied with it?”

	<i># of teachers*</i>	<i>percent</i>
yes	7	100 %
no	0	0 %
<i>total</i>	7	100 %

Teachers who said they do not have an exit test were asked, “Would you like one?”

	<i># of teachers</i>	<i>percent</i>
yes	8	89 %
no	1	11 %
<i>total</i>	9	100 %

Teachers’ responses to the two follow-up questions can be combined to answer the question, “Would you like a new exit test?”, regardless of whether or not the teacher already has one.

	<i># of teachers*</i>	<i>percent</i>
yes	9	53 %
no	8	47 %
<i>total</i>	17	100 %

\* one teacher responded, “satisfied with current exit test, but would also like a new one”. She is recorded as a ‘yes’ in the first and second tables, not at all in the third table, and as a ‘yes’ in the fourth table.

## Part 4: Resources





**Q 14**

What are the resources you use to teach math?

<i>general response</i>	<i># of responses</i>	<i>% of all responses</i>	<i>specific responses</i>
textbooks	38	53 %	<ul style="list-style-type: none"> <li>• Essential Mathematics for Life (7)</li> <li>• Number Power (6)</li> <li>• Breakthrough to Math (5)</li> <li>• Basic Skills with Math (4)</li> <li>• High School texts (3)</li> <li>• 'a textbook' (no title given) (3)</li> <li>• Math for the Real World (2)</li> <li>• Math for the World of Work (2)</li> <li>• The Metric Unit, Math you Need, Coming Together, Understanding Numeracy, Working with Cash, Money Makes Sense (1 each)</li> </ul>
adult-appropriate manipulables or authentic documents	15	21 %	<ul style="list-style-type: none"> <li>• measuring cups and spoons (3)</li> <li>• calculator (2)</li> <li>• tape measure (2)</li> <li>• tally sheets and cash register receipts, actual cash drawer with coins, money (1 each)</li> <li>• oven thermometer, thermometer (1 each)</li> <li>• timers (1)</li> <li>• battery tester (1)</li> <li>• order forms and tax forms (1)</li> </ul>
commercially produced materials that aren't textbooks	9	13 %	<ul style="list-style-type: none"> <li>• ALBSU Math Pack (puzzles for memorizing Times Tables) (1)</li> <li>• Strength in Numbers (1)</li> <li>• Multiplication Bingo (1)</li> <li>• flash cards (1)</li> <li>• puzzles from discoverieschool.com; puzzles from a book; logic and math puzzles from various books, the internet, newspapers and magazines (1 each)</li> <li>• Numbers in Our Lives – Numeracy methods and materials (1)</li> <li>• CD ROMs (1)</li> </ul>
resources made by the teacher or the teacher's program	7	10 %	<ul style="list-style-type: none"> <li>• develop own materials, instructor-made materials, create resources as needed (1 each)</li> <li>• Math Modules prepared by Career and College Prep Faculty at Algonquin (3)</li> <li>• math journaling, written assignments mostly written by me (1)</li> </ul>
other	3	4 %	<ul style="list-style-type: none"> <li>• estimating time and amounts (1)</li> <li>• pull bits/pieces from various math resources (1)</li> <li>• 3-D (measurement) (1)</li> </ul>
	72	101 %	

What do you like about the resources you use, and what are their shortcomings?  
 (Presenting the responses to this question as comments on specific resources would have resulted in an atomistic compilation – no compilation at all, actually; therefore, strengths and weaknesses of the resources used have instead been grouped according to the resource’s feature to which they refer. This way, one sees a list of strengths to look for in a resource, and a list of weaknesses to avoid.)

<i>resource feature</i>	<i>strengths</i>	<i>weaknesses</i>
application of math skills	<ul style="list-style-type: none"> <li>• authentic, real-life</li> <li>• familiar</li> <li>• appropriate, relevant to students’ lives</li> <li>• useful, practical, tie-in with daily use, related to a life-skill</li> <li>• manipulable, hands-on, kinesthetic</li> <li>• creative, involving problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• no application of skills</li> <li>• no word problems</li> <li>• not enough applications</li> <li>• applications are not practical or life-skill oriented</li> <li>• applications are very difficult</li> <li>• no hands-on</li> <li>• not enough mixed word problems</li> <li>• not creative in approach</li> </ul>
explanations	<ul style="list-style-type: none"> <li>• clear and simple</li> <li>• minimal writing</li> <li>• best way of doing something is presented (e.g., finding LCD, calculating with %)</li> <li>• plenty of examples</li> <li>• a lot of real-life examples</li> <li>• easily demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• present a way of doing the math that is not the best way (e.g., complicated way of calculating with %)</li> <li>• not enough examples</li> <li>• explanation is more complicated than exercise</li> </ul>
practice	<ul style="list-style-type: none"> <li>• a lot</li> <li>• repetition</li> <li>• read measuring devices over and over</li> </ul>	<ul style="list-style-type: none"> <li>• not enough</li> <li>• not enough drill-type and practice</li> <li>• too much practice</li> <li>• too drill-oriented</li> </ul>
assessment	<ul style="list-style-type: none"> <li>• includes tests</li> <li>• good reviews</li> <li>• answer key</li> </ul>	<ul style="list-style-type: none"> <li>• students can do all of a section but not feel confident that they know it</li> <li>• no remediation</li> </ul>
level of math	<ul style="list-style-type: none"> <li>• starts at the very beginning</li> <li>• basic, simple</li> <li>• levels 1 and 2</li> <li>• useable by all levels</li> <li>• low level</li> </ul>	<ul style="list-style-type: none"> <li>• too basic</li> </ul>
content	<ul style="list-style-type: none"> <li>• group work</li> <li>• teaches place value</li> <li>• integrates calculators</li> <li>• Canadian!</li> <li>• has graphs, charts and diagrams</li> <li>• Metric units</li> <li>• made for specific tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Imperial units only</li> <li>• not Canadian</li> <li>• outdated</li> <li>• not relevant for all students</li> <li>• too ‘cutsy’</li> <li>• not on exactly what is needed</li> <li>• not for adults</li> </ul>

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<i>resources feature</i>	<i>strengths</i>	<i>weaknesses</i>
size and sequence of 'chunks' of content	<ul style="list-style-type: none"><li>• short, small</li><li>• manageable steps</li><li>• appropriate size so that students feel progress</li><li>• good sequence</li><li>• well structured</li></ul>	<ul style="list-style-type: none"><li>• chunks are too big</li><li>• too many chunks</li><li>• too extensive</li></ul>
appearance	<ul style="list-style-type: none"><li>• good layout</li><li>• clear</li><li>• simple</li></ul>	<ul style="list-style-type: none"><li>• too simple</li><li>• hard to read</li><li>• out-of-date pictures</li><li>• graphs, diagrams not clear or polished</li><li>• not well-spaced</li><li>• looks homemade, not professional</li></ul>
language	<ul style="list-style-type: none"><li>• not too high level</li><li>• appropriate</li><li>• okay for ESL</li><li>• simple</li></ul>	<ul style="list-style-type: none"><li>• too hard for low-level readers</li><li>• wordy</li></ul>
study skills	<ul style="list-style-type: none"><li>• encourages students to reflect on their learning</li><li>• self-directed</li><li>• self-paced</li><li>• self-reliant</li><li>• allow for and encourage independent work</li><li>• helps students become familiar with next stage of education</li></ul>	<ul style="list-style-type: none"><li>• large room for error when students work alone</li><li>• requires a lot of teacher supervision and guidance</li><li>• requires an independent student, so is not good for students who are not independent</li></ul>
variety	<ul style="list-style-type: none"><li>• a variety of tasks</li><li>• computer activity is a good break</li><li>• calculator activities are a good break</li><li>• culturally varied</li></ul>	<ul style="list-style-type: none"><li>• inconsistent</li></ul>
support for teacher	<ul style="list-style-type: none"><li>• good "methodology"</li><li>• suggests strategies</li></ul>	<ul style="list-style-type: none"><li>• not enough explanation to teacher of how to explain concepts</li></ul>
students' perception	<ul style="list-style-type: none"><li>• appeals to adults, maybe because it 'feels' academic</li><li>• fun</li></ul>	<ul style="list-style-type: none"><li>• students think it is only for children</li></ul>
miscellaneous	<ul style="list-style-type: none"><li>• inexpensive</li><li>• lightweight</li><li>• made for adults, by adult educators</li></ul>	<ul style="list-style-type: none"><li>• very time-consuming to prepare</li><li>• labour intensive to keep current</li></ul>

**Q 32**

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

	<i>often</i> (3)		<i>sometimes</i> (2)		<i>rarely</i> (1)		<i>never</i> (0)		<i>no response</i>		<i>mean</i>
my program's resource centre	13	76%	3	18%	3	18%	0	0%	0	0%	2.8
my own collection of resources	9	53%	5	29%	2	12%	0	0%	1	6%	2.4
authentic documents, e.g., a newspaper	10	59%	3	18%	3	18%	0	0%	1	6%	2.4
my colleagues	1	6%	11	65%	3	18%	0	0%	2	12%	1.9
professional development activities	0	0%	10	59%	5	29%	1	6%	1	6%	1.6
the internet	0	0%	8	47%	5	29%	3	18%	2	12%	1.4
personal acquaintances	0	0%	4	23%	9	53%	2	12%	2	12%	1.1
the public library	0	0%	4	23%	5	29%	7	41%	1	6%	0.8
AlphaPlus	0	0%	4	23%	4	23%	7	41%	2	12%	0.8
my program's administrators	0	0%	3	18%	4	23%	7	41%	3	18%	0.7
volunteers	1	6%	2	12%	2	12%	7	41%	5	29%	0.5
other (from students)	–	–	1	6%	–	–	–	–	–	–	n/a

**Q 33**

Have you borrowed any LBS resources from AlphaPlus?

	<i># of teachers</i>	<i>percent</i>
yes	6	35 %
no	11	65 %
	17	100 %

**Q 37**

Are you registered on AlphaCom?

	<i># of teachers</i>	<i>percent</i>
yes	9	53 %
no	8	47 %
	17	100 %

**Q 38**

Have you used the AlphaPlus index to web resources?

	<i># of teachers</i>	<i>percent</i>
yes	4	23 %
no	13	76 %
	17	99 %

**Q 34**

Do you have access to a computer that has an internet connection?

	<i># of teachers</i>	<i>percent</i>
yes, as often as I like	15	88 %
sometimes	2	12 %
no	0	0 %
	17	100 %

**Q 35**

How would you describe your internet-using skills?

	<i># of teachers</i>	<i>percent</i>
fabulous	1	6 %
satisfactory	10	59 %
rudimentary	6	35 %
non-existent	0	0 %
	17	100 %

**Q 36**

Are you interested in becoming more comfortable using the internet?

	<i># of teachers</i>	<i>percent</i>
yes	14	82 %
no	3	18 %
	17	100 %

**Q 39**

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

	<i># of teachers</i>	<i>percent</i>
yes	7	41 %
no	10	59 %
	17	100 %

**Q 40**

What would help you to find and use LBS resources more easily?

	<i># of teachers</i>	<i>percent</i>
handy resource centre	13	76 %
written notice about where to find resources	13	76 %
the address of a web site that organizes literacy resources on the internet	12	71 %
a resource person	11	65 %
some free time	9	53 %
some paid time	8	47 %
an internet connection	2	12 %
other (training, resources that have been reviewed and rated by a knowledgeable person)	2	12 %
a computer	0	0 %

**Q 41**

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

<i>summarized response</i>	<i># of responses</i>	<i>% of all responses</i>	<i>specific responses</i>
provide me with them	10	48 %	<ul style="list-style-type: none"> <li>• via the internet, a web site (3)</li> <li>• put them in an existing program resource centre (2)</li> <li>• demonstrate, hands-on activities, give opportunity to test in classroom; PD Day (2)</li> <li>• give access to a handy resource centre, or give the ability to keep resources in the classroom (2)</li> <li>• provide them as ready to use as possible, photocopyable for student use, and tied to the demonstrations (1)</li> </ul>
tell me about them	9	43 %	<ul style="list-style-type: none"> <li>• a newsletter (3)</li> <li>• tell me where and how to get them (2)</li> <li>• put together a catalogue (2)</li> <li>• e-mail (1)</li> <li>• written notice (1)</li> </ul>
other	2	10 %	<ul style="list-style-type: none"> <li>• I prefer to talk with someone rather than getting info from computer (1)</li> <li>• make it possible for us to purchase resources that have been reviewed and recommended (1)</li> </ul>
	21	101 %	



**Q 31**

Would you like to know more ways to...

	<b>Yes, I really would like to know more ways to do this. (3)</b>		<b>Yes, it would be nice to know more ways to do this. (2)</b>		<b>No, I already know enough ways to do this. (1)</b>		<b>no response</b>		<b>mean</b>
... use adult-appropriate manipulables and real-life materials in the classroom?	12	71 %	3	18 %	0	0 %	2	12 %	2.8
... make math relevant and meaningful?	12	71 %	4	23 %	0	0 %	0	0 %	2.6
... break down real-life numeracy tasks into learnable chunks?	9	53 %	7	41 %	0	0 %	0	0 %	2.4
... diagnose and evaluate students' ability and understanding?	9	53 %	6	35 %	1	6 %	0	0 %	2.4
... encourage effort, excellence and independence?	8	47 %	7	41 %	1	6 %	0	0 %	2.3
... find or make learning activities?	7	41 %	8	47 %	0	0 %	1	6 %	2.3
... explain and demonstrate concepts and processes?	6	18 %	9	53 %	0	0 %	1	6 %	2.3
... manage a multi-level group of students who learn at different rates?	4	23 %	7	41 %	1	6 %	4	23 %	2.1
... do something else? (give students a review prior to them writing a placement test)	1	6 %	n/a		n/a		n/a		n/a

**Q 42**

Do you need the kinds of resources listed below?

	<b>Yes! I really need this! Many students would benefit right away! (3)</b>		<b>Yes. It would be nice to have this. Some students might benefit. (2)</b>		<b>No. I have enough of this. (1)</b>		<b>No! I have never used this in a math class and I don't think I ever will. (0)</b>		no response		mean (of all responses)	mean (taking failure to respond as an indication of no need)
adult-appropriate concrete materials	12	71 %	5	29 %	0	0 %	0	0 %	0	0 %	<b>2.7</b>	<b>2.7</b>
units of related activities	9	54 %	7	41 %	1	6 %	0	0 %	0	0 %	<b>2.5</b>	<b>2.5</b>
software	7	41 %	8	47 %	0	0 %	0	0 %	2	12 %	<b>2.5</b>	<b>2.2</b>
theme units	6	35 %	6	35 %	0	0 %	0	0 %	5	29 %	<b>2.5</b>	<b>1.8</b>
computer activities	7	41 %	10	59 %	0	0 %	0	0 %	0	0 %	<b>2.4</b>	<b>2.4</b>
internet sites	6	35 %	10	59 %	0	0 %	0	0 %	1	6 %	<b>2.4</b>	<b>2.2</b>
calculator activities	7	41 %	7	41 %	1	6 %	0	0 %	2	12 %	<b>2.4</b>	<b>2.1</b>
sample demonstration tasks	6	35 %	9	53 %	0	0 %	0	0 %	2	12 %	<b>2.4</b>	<b>2.1</b>
ideas for managing multi-level classes	5	29 %	9	53 %	0	0 %	0	0 %	3	18 %	<b>2.4</b>	<b>1.9</b>
stand-alone activities	7	41 %	7	41 %	0	0 %	1	6 %	2	12 %	<b>2.3</b>	<b>2.0</b>
curriculum for specific goals	4	23 %	9	53 %	0	0 %	0	0 %	4	23 %	<b>2.3</b>	<b>1.8</b>
oral drills	3	18 %	7	41 %	1	6 %	0	0 %	6	35 %	<b>2.2</b>	<b>1.4</b>
diagnostic tests	5	29 %	7	41 %	3	18 %	0	0 %	2	12 %	<b>2.1</b>	<b>1.9</b>
puzzles	4	23 %	8	47 %	2	12 %	0	0 %	3	18 %	<b>2.1</b>	<b>1.8</b>
written drills	4	23 %	8	47 %	2	12 %	0	0 %	3	18 %	<b>2.1</b>	<b>1.8</b>
teacher training	3	18 %	8	47 %	2	12 %	0	0 %	4	23 %	<b>2.1</b>	<b>1.6</b>

*continued on next page...*

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	<b>Yes!</b> I really need this! Many students would benefit right away! (3)		<b>Yes.</b> It would be nice to have this. Some students might benefit. (2)		<b>No.</b> I have enough of this. (1)		<b>No!</b> I have never used this in a math class and I don't think I ever will. (0)		no response	mean (of all responses)	mean (taking failure to respond as an indication of no need)	
games	2	12 %	8	47 %	1	6 %	0	0 %	6	35 %	<b>2.1</b>	<b>1.3</b>
modules	4	23 %	4	23 %	1	6 %	1	6 %	7	41 %	<b>2.1</b>	<b>1.2</b>
support for using learning outcomes	1	6 %	13	13 %	1	6 %	0	0 %	2	12 %	<b>2.0</b>	<b>1.8</b>
group-work activities	4	23 %	8	47 %	1	6 %	1	6 %	3	18 %	<b>2.0</b>	<b>1.6</b>
word problems	4	23 %	6	35 %	4	23 %	0	0 %	3	18 %	<b>2.0</b>	<b>1.6</b>
videos	3	18 %	4	23 %	1	6 %	1	6 %	8	47 %	<b>2.0</b>	<b>1.1</b>
experts to consult	0	0 %	10	59 %	1	6 %	0	0 %	6	35 %	<b>1.9</b>	<b>1.2</b>
theory and research on adult numeracy	1	6 %	8	47 %	3	18 %	0	0 %	5	29 %	<b>1.8</b>	<b>1.3</b>
context-free, paper-and-pencil exercises	3	18 %	5	29 %	4	23 %	2	12 %	3	18 %	<b>1.6</b>	<b>1.4</b>
textbooks	1	6 %	6	35 %	7	41 %	2	12 %	1	6 %	<b>1.4</b>	<b>1.3</b>
other (pre-placement review)	1	6 %	–	–	–	–	–	–	–	–	–	–
other (critical thinking skills)	–	–	1	6 %	–	–	–	–	–	–	–	–

In the following table, the resources from the previous page have been sorted according to the mean expressed need for them ('no response' is not included). If a resource's mean is close to 3, that resource is written in the first column, and so on.

very much needed			not at all needed
<i>I really need this! Many students would benefit right away!</i>	<i>It would be nice to have this. Some students might benefit.</i>	<i>I have enough of this.</i>	<i>I have never used this in a math class and I don't think I ever will.</i>
<ul style="list-style-type: none"> <li>• adult appropriate concrete materials</li> <li>• units of related activities</li> <li>• software</li> <li>• theme units</li> </ul>	<ul style="list-style-type: none"> <li>• computer activities</li> <li>• internet sites</li> <li>• calculator activities</li> <li>• sample demonstration tasks</li> <li>• ideas for managing multi-level classes</li> <li>• stand alone activities</li> <li>• curriculum for specific goals</li> <li>• oral drills</li> <li>• diagnostic tests</li> <li>• puzzles</li> <li>• written drills</li> <li>• teacher training</li> <li>• games</li> <li>• modules</li> <li>• support for working with learning outcomes</li> <li>• group work activities</li> <li>• word problems</li> <li>• videos</li> <li>• experts to consult</li> <li>• theory and research on adult numeracy</li> <li>• context-free , paper-and-pencil exercises</li> </ul>	<ul style="list-style-type: none"> <li>• textbooks</li> </ul>	

The following table again sorts the resources, but this time it considers a teacher's lack of response to mean that he or she doesn't need that particular resource.

very much needed \_\_\_\_\_ not at all needed

*I really need this! Many students would benefit right away!*

*It would be nice to have this. Some students might benefit.*

*I have enough of this.*

*I have never used this in a math class and I don't think I ever will.*

- adult appropriate concrete materials
- units of related activities

- computer activities
- software
- internet sites
- calculator activities
- sample demonstration tasks
- stand alone activities
- ideas for managing multi-level classes
- diagnostic tests
- theme units
- curriculum for specific goals
- puzzles
- written drills
- support for working with learning outcomes
- teacher training
- group work activities
- word problems

- oral drills
- context-free , paper-and-pencil exercises
- games
- theory and research on adult numeracy
- textbooks
- modules
- experts to consult
- videos

**Q 44**

Decide which resource 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.

	# of teachers who ranked this <b>1st</b>	# of teachers who ranked this <b>2nd</b>	# of teachers who ranked this <b>3rd</b>	# of teachers who ranked this <b>4th</b>	# of teachers who ranked this <b>5th</b>	# of teachers who put this in their top five
adult-appropriate concrete materials	5	2	1	–	–	8
diagnostic tests	2	–	1	1	–	4
units of related activities	2	–	–	1	2	5
word problems	1	1	–	–	–	3
computer activities	–	3	–	1	–	4
ideas for managing multi-level classes	–	3	–	1	–	4
sample demonstration tasks	2	–	–	1	1	4
teacher training	1	–	1	–	1	3
theme units	–	–	–	3	2	5
curriculum for specific goals	–	1	1	–	–	2
group-work activities	–	1	1	–	–	2
textbooks	–	1	1	–	–	2
software	–	–	2	–	1	3
calculator activities	–	1	–	–	1	2
oral drills	–	–	–	2	–	2
context-free, paper-and-pencil exercises	–	–	1	–	1	2
internet sites	–	–	–	2	–	2
stand-alone activities	–	–	1	–	–	1
written drills	–	–	1	–	–	1
support for using learning outcomes	–	–	1	–	–	1
puzzles	–	–	–	–	2	2
modules	–	–	–	–	1	1
other (pre-placement review exercises)	1	–	–	–	–	1
# of teachers who ranked a resource in this place*	14	13	12	12	12	

The following four resources were not on any teacher's list of his or her five most needed resources:

- videos
- games
- theory and research on adult numeracy
- experts to consult

\*The numbers in this row are not all the same, because one teacher identified only her one most needed resource, and another teacher identified only her two most needed resources. None of these numbers is the expected 17 (all teachers), because three teachers did not rank their top-five most needed resources; two of these teachers didn't have any 'really needed' resources to rank, and the third one had two, but didn't rank them.

**Q 45**

To teach math, I wish I had...

<i>summarized responses</i>	<i># of rsps.</i>	<i>%</i>	<i>verbatim responses</i>
real-life adult material	7	17 %	<ul style="list-style-type: none"> <li>• more real life theme oriented units, e.g., money management,, metric measurement</li> <li>• more real life math (integrated) activities relevant to our students</li> <li>• materials that are relevant to adults</li> <li>• we need a collection of generic math demonstrations based on “real-life” activities as this is the next ministry requirement</li> <li>• more demonstration activities</li> <li>• real-life adult material</li> <li>• some good contextual resources that reflect the adult world, needs and experiences</li> </ul>
Canadian content	7	17 %	<ul style="list-style-type: none"> <li>• Cdn content</li> <li>• textbooks with Canadian content</li> <li>• CANADIAN CONTENT</li> <li>• more Canadian based materials</li> <li>• Canadian content!</li> <li>• Canadian</li> <li>• Canadian content is very important</li> </ul>
manipulatives for adults	6	14 %	<ul style="list-style-type: none"> <li>• manipulatives for adults</li> <li>• lots of manipulables</li> <li>• 5 cash registers</li> <li>• manipulatives to teach measurement</li> <li>• a lot more manipulables</li> <li>• tools</li> </ul>
computer-related resources	3	7 %	<ul style="list-style-type: none"> <li>• Adult-oriented software for times tables, etc.</li> <li>• I really want some high quality, easy to access math software</li> <li>• more computer automated learning materials</li> </ul>
materials on specific subjects	2	5 %	<ul style="list-style-type: none"> <li>• better material on teaching place value and order of operations</li> <li>• a resource that teaches percent using ratio and proportion and ‘mixes up’ the word problems and has more review</li> </ul>

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miscellaneous (general)	8	20 %	<ul style="list-style-type: none"><li>• students who could remember what they learned last week and could recognize that they can apply what they do in class to their lives outside</li><li>• more confidence teaching math (I have forgotten most of my algebra and geometry)</li><li>• a million dollars</li><li>• more time!</li><li>• I'd like to be able to spend a lot more time with each student as their numeracy gaps are so different</li><li>• a variety of tried and true resources</li><li>• choice – a shopping cart of... (sic)</li><li>• resources need to be cheap – money is a huge problem!</li></ul>
miscellaneous (specific)	8	20 %	<ul style="list-style-type: none"><li>• simple adult math games to make math more fun</li><li>• a review package of basic math skills for new students before they write the placement test...jog their memories...In this way, students would be placed more appropriately, which would avoid other problems such as boredom, frustrations</li><li>• something that addresses the language of math as it teaches math skills [paraphrased]</li><li>• more enrichment learning activities</li><li>• a textbook with the answer worked out but not in the same book as the questions</li><li>• a revision to Jerry Howatt's Basic Skills series or a resource that is very similar, to use as a pre-placement review [paraphrased]</li><li>• ready-made materials that were broken down into 3 subgroups for the same task: (1) for a very weak student who needs small steps and lots of support, (2) an average student who can move through material with a lot of practice, and (3) a strong student who simply needs a resource to work on their own with [paraphrased]</li><li>• a better understanding of the thinking concepts behind the skills, strategies to teach these, activities to use, and Cdn content exercises for reinforce these skills</li></ul>

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42 100 %

N.B. Two teachers did not respond to this question.