



Add+Vantage MR  
Training Survey Report  
July 30<sup>th</sup> – August 2<sup>nd</sup> 2007

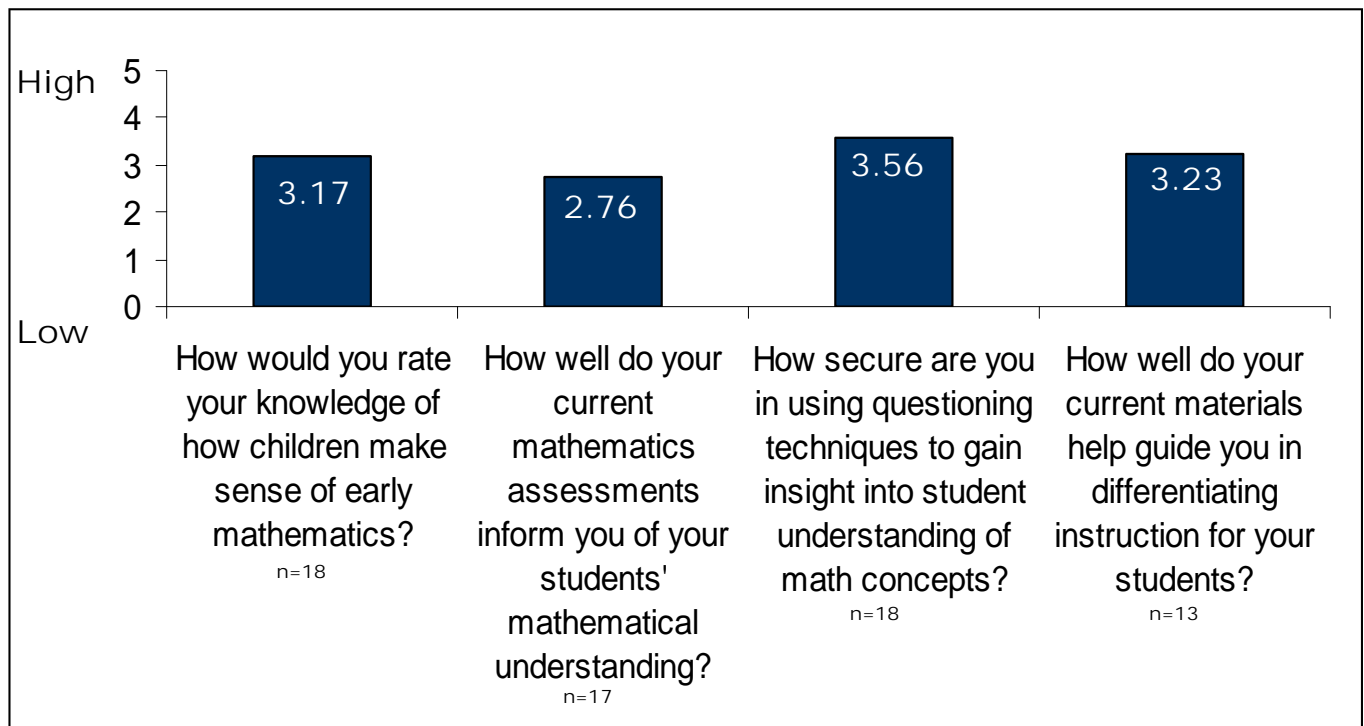
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Respondents

Initial Survey: 18  
Final Survey: 18  
Average Years of Service: 12.38

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Initial Survey



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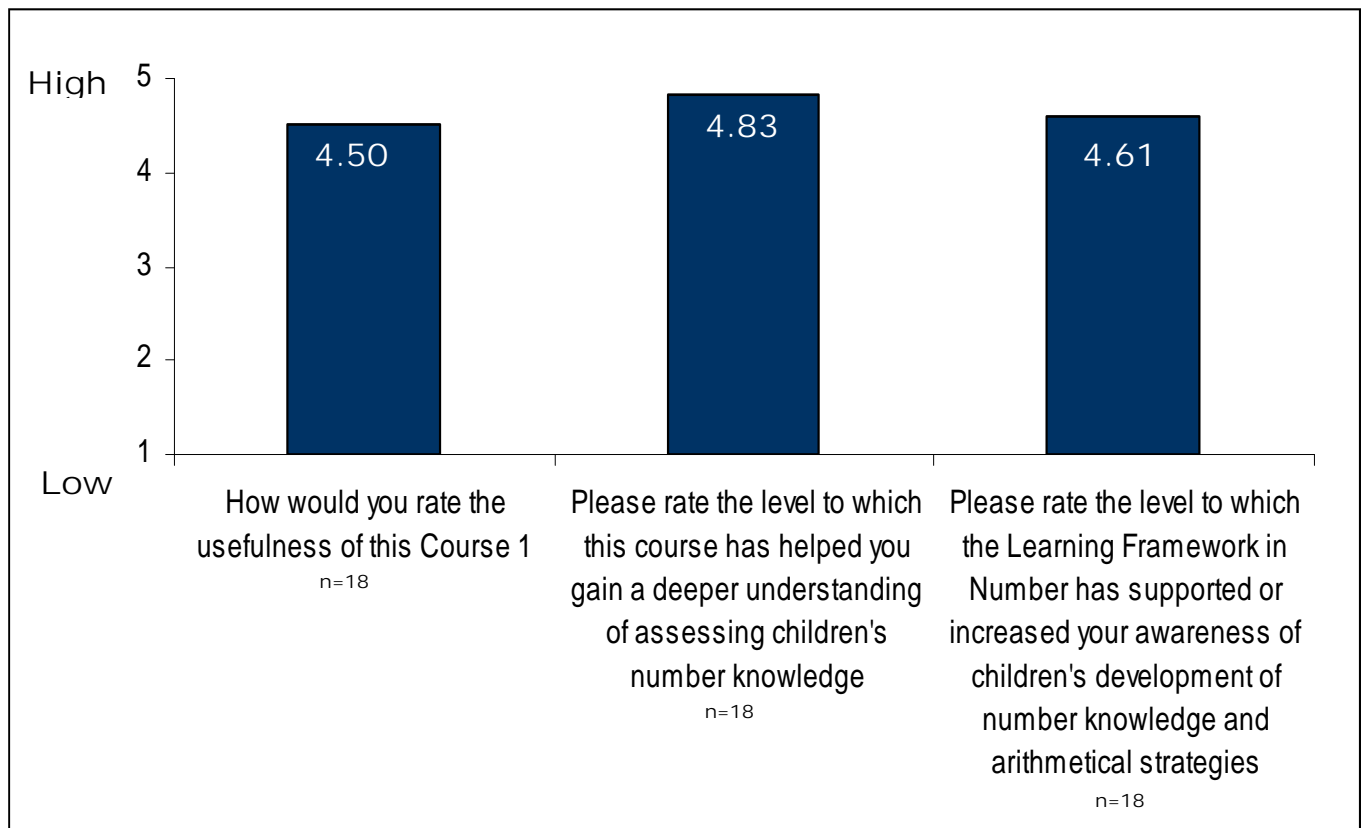
## Barriers to Learning Mathematics

Teachers were asked to list challenges that students may experience when learning mathematics. Five respondents listed individual backgrounds and experiences as barriers to learning. Similarly, four respondents identified absent or deficit problem solving strategies as developmental obstacles. Smaller numbers of respondents listed issues with school curricula, communication difficulties, time constraints, and student self-confidence learning barriers.

### Sample Responses:

- “Communicating understanding in writing”
  - “Rote memorization”
  - “Our Everyday Math curriculum moves fast for some students.”
  - “Varied backgrounds and experiences with number coming into school”
  - “Seeing how math is used outside of school”
  - “Poor self-confidence in regard to math”
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## FINAL SURVEY



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## Use of Collegial Teams

Teachers reported several intended uses for collegial teams when implementing Add+Vantage MR. Ten respondents identified opportunities for meetings, communication, and feedback as a function for collegial teams. Smaller numbers of respondents listed material sharing, capacity building, and instruction/assessment collaboration as outcomes of these teams.

### Sample Responses:

- “To get information to the teachers”
- “Grade level meetings”
- “Share video of assessments to teach to different constructs.”
- “Share ways different districts have utilized course 1 ideas.”

## Classroom Support

Teachers identified several avenues for program support at a classroom level. Five respondents listed provisions for additional manipulatives and materials as a support need. Four respondents acknowledged a need for implementation assistance.

### Sample Responses:

- “How to implement”
- “More demonstration of settings and tasks for each construct.”
- “Materials”

## Building Support

Teachers identified several avenues for program support at a building level. Three respondents listed participation and buy-in from building administrators as a useful support. Additionally, three respondents identified the provision of adequate time for planning, assessments, and collaboration as necessary.

### Sample Responses:

- “Administration to buy in and be trained”
- “Planning time”
- “Assessment time and data collection”

## District Support

Teachers identified several avenues for program support at a district level. Four respondents recognized a need for awareness from district officials. Three respondents listed financial support for program endeavors as useful.

### Sample Responses:

- “District members need information regarding the program and its success.”
  - “Information on how to use data to drive instruction”
  - “Funding for training”
  - “Increased awareness about the program”
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## Additional Feedback

Teachers were presented with an unstructured prompt requesting feedback. Eight respondents identified the training as a positive citing various beneficial aspects ranging from program design to presenter skill.

### Sample Responses:

- "I have developed a deeper understanding of how children learn number sense."
  - "The assessment practice with an actual child was extremely beneficial!"
  - "It was a plus having an administrator leading the session. It gave a different perspective."
  - "I would have liked to *do* the games. I learn better when I actually do the activity."
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