



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 04/01/2024 11:52 AM ET by McLoed, Matt

#### Amendment Summary

<b>RRB Number</b>	2020-1519
<b>Study Title</b>	Math for All Scale Up Study
<b>Event Type</b>	Modification/Continuing Review defined 04/01/2024
<b>Schools Participating</b>	609789 - John Barry Elementary School 609795 - George Rogers Clark Elementary School 609869 - Anna R. Langford Community Academy 609893 - John C Dore Elementary School 609899 - Christian Ebinger Elementary School 609949 - William P Gray Elementary School 609988 - Patrick Henry Elementary School 610094 - Louis Nettelhorst Elementary School 610104 - William J Onahan Elementary School 610135 - Portage Park Elementary School 610203 - Enrico Tonti Elementary School 610229 - A.N. Pritzker School 610290 - Benjamin E Mays Elementary Academy

#### Description of Research Activities to Date

No changes since continuation request approved 2/27/2024.

#### Preliminary Results to Date

No changes since continuation request approved 2/27/2024

#### Type of Request

Modification

*Please select continuing review if no changes have been made to your study protocol. If you plan on proposing a modification AND a continuing review, please select modification, as an approved modification will extend your approval period.*

## Indicate Proposed Modification Areas

Survey/Instrument(s)

***After summarizing your proposed modifications on this page, please update the following pages as appropriate. Please update all aspects of your proposal to reflect your proposed modifications. Any changes made within your proposal will be displayed as tracked changes to your assigned reviewer.***

### **Please provide an overview of the proposed modifications to your survey/instruments**

We are requesting approval of an instrument that will be used in a focus group setting with a sub group of teachers who participated in the Math for All PL.

## **Optional Attachments - please attach any reports/publications that have been created thus far here.**

*No answer provided.*

## **Pertinent CPS Documentation**

### **Submitter**

McLoed, Matt

**Email:** mmcleod@edc.org

**Phone:**

## **Overview of Pertinent CPS Documentation**

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website [here](#). Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

### **External Research Study and Data Policy**

✓ I have read and understood the External Research Study and Data Policy

### **CPS RRB Guidelines**

✓ I have read and understood the CPS RRB Guidelines

### **CPS Equity Framework**

✓ I have read and understood the CPS Equity Framework

### **CPS Vision**

✓ I have read and understood the CPS Vision

### **CPS Volunteer Policy**

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

## **Study Personnel Details**

### **Study Title**

Math for All Scale Up Study

**Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?**

No

**Primary Study Organization/University**

Education Development Center, Inc. (EDC)

**Current Study Contacts**

Name	Role
McLoed, Matt	Coordinator
McLoed, Matt	Primary Contact
McLoed, Matt	Principal Investigator
Mertens, Alanna	District Supporter

**Is the Principal Investigator a Student?**

No

**Is the researcher a CPS Staff Member?**

No

**Funding and Intervention Information**

**Is this project contracted by the CPS Board of Education?**

No

**Is a funding source associated with the proposed research?**

Yes

**Who is the primary funding source?**

US Dept. Of Education

**What is the amount of funding awarded?**

\$7,800,000.00

**Please list primary contact information of funder.**

U.S. Department of Education, Office of Innovation and Improvement,  
Education Innovation and Research (EIR) Program (Grant No. U411B180037)

**Select the option that applies to your study**

My study will involve a selection of individual schools

**Please select all potential school sites involved with this study**

A.N. Pritzker School  
Anna R. Langford Community Academy  
Benjamin E Mays Elementary Academy  
Christian Ebinger Elementary School  
Enrico Tonti Elementary School  
George Rogers Clark Elementary School  
John Barry Elementary School  
John C Dore Elementary School  
Louis Nettelhorst Elementary School  
Patrick Henry Elementary School  
Portage Park Elementary School  
William J Onahan Elementary School  
William P Gray Elementary School

**Will this research require any in-person interaction or intervention activities?**

Yes

**Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?**

Yes

*Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.*

**Please review CPS's Acceptable Use of Technology Guidance (AUP)**



*Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.*

*Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>*

**Please check all of the following that apply to your research protocol:**

Focus Groups  
Interviews  
Questionnaire

**Please outline your protocol for focus group activities, describing when, where, duration, frequency, and with whom.**

We will gather a subgroup of 5 - 10 teachers who participated in the Math for All PL and who voluntarily agree to join. Each teacher will join one 45 - 60 minute focus group which will be conducted through video conference during April or May of 2024.

**Does this involve video, audio, or photograph recording?**

No

**Please describe how data will be captured and stored securely**

All data will be assigned study identification numbers. Analysis files will have identifiers stripped, leaving only the study ID for file merging. The key that links study IDs with individuals will be kept in a separate file/directory accessible only to research staff. All identifiable data will be stored on encrypted external hard drives (Iron Keys) that are not connected to the Internet, and kept in locked filing cabinets accessible only to research staff.

**Please attach all study materials corresponding to focus group procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Teacher Focus Group Interview Questions\_March 28.pdf

Focus Group  
Protocols

**Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.**

Attached are protocols for interviewing Teachers, Facilitators and District Personnel. We will interview only a small subset of these individuals and participation will be strictly voluntary. We will interview them after the schools have completed participation in the PL series, so timing will vary, but these will be completed between March and July of 2023. We will interview each participant only once and conduct these interviews via a 30 - 45 minute phone call.

**Does this involve video, audio, or photograph recording?**

Yes

**Please describe the protocol for audio/video recording**

Interviews will be audio recorded for the purpose of transcription only. Participants will be reminded of this and permission to record will be confirmed prior to recording.

**Please describe how data will be captured and stored securely**

We will use a handheld device that is not connected to the internet. No identifying information will be collected on the recording and the recording will be securely destroyed upon transcription. The transcriptions will be handled in a manner consistent with all other data described in the following section.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

District Staff MFA Interview Protocol.docx	Interview Protocols
Facilitator Follow Up Interview Protocol.docx	Interview Protocols
School Leader Interview Protocol.docx	Interview Protocols
School Staff MFA Interview Protocol_Resource Use for Math_SpEd PD.docx	Interview Protocols
Teacher Follow Up Interview Protocol.docx	Interview Protocols

**Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.**

The study design is a Randomized Control Trial (RCT) in which participating schools will be randomly assigned to be provided the PD at either the K-2 or the 3-5 grade band. All teachers at the school will be asked to complete the data collection activities. Treatment schools that are randomly assigned to have their K-2 teachers receive the MFA PD will be compared to schools where Grades K-2 teachers follow business as usual (BAU) routines (and where Grades 3-5 teachers are assigned to receive the MFA PD). Likewise, treatment schools that are randomly assigned to have their Grades 3-5 teachers receive the MFA PD will be compared to schools where Grades 3-5 teachers follow BAU routines (and where Grades K-2 teachers are assigned to receive the MFA PD).

Teachers will be provided a stipend of \$50 for completing the data collection. Teachers will be asked to complete 2 forms of data as described below:

- \* Pre/Post survey asking questions regarding dispositions about preparation for and comfort with teaching mathematics to DL students. This survey will be completed 3 times - beginning and end of Y1 of participation in the program; and end of Y2. This survey will be completed by both MFA and BAU teachers. We anticipate that this survey will take 40 - 50 minutes to complete.

- \* Instructional Practice Logs. This log will be completed by both MFA and BAU teachers 8 times in Y1 and Y2 of the school's participation in Math for All. These logs are expected to take 10 - 15 minutes to complete each time.

- \* At each site we will also train 2 teacher leaders as facilitators of the PD. These Facilitators will be asked to complete a log documenting the adaptations made to the PD. We anticipate this will take approximately 20 min after each PD session.

All of these documents have previously been reviewed and approved by CPS RRB through prior application and modification procedures.

**Please describe how data will be captured and stored securely**

All survey, log, and administrative data will be assigned study identification numbers. Analysis files will have identifiers stripped, leaving only the study ID for file merging. The key that links study IDs with individuals will be kept in a separate file/directory accessible only to research staff. All identifiable data will be stored on encrypted external hard drives (Iron Keys) that are not connected to the Internet, and kept in locked filing cabinets accessible only to research staff.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

MFA Consent forms.pdf

Consent Forms

RRB1519 MFA Teacher and Facilitator Logs and Surveys.pdf

Surveys

**Detail the method of Survey Administration (e.g. paper, online, etc.)**

All data will be collected through online surveys.



**Will this research require the use or access of existing CPS data?**

Yes

**Detail all existing CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data**

please see attached data sharing agreement

**Attach all applicable authorization agreements for CPS data**

CPS_No_Cost_Service_Agreement_Final_5.4.22.docx_FE.pdf	Data Sharing Agreement
FINAL Education Development Center, Inc. (10.01.2023-9.30.2025) No Cost Research Evaluation Services First Renewal - PE.pdf	Data Sharing Agreement

**Will this research require the use or access of existing non-CPS data?**

No

**Study Details**

**Please select all of the following that will be participating in the study?**

Teachers  
Other Staff

**Has this project been reviewed by an Institutional Review Board (IRB)?**

Yes, and it was deemed exempt

**IRB of Record Name**

EDC, Inc

**IRB Protocol Number**

P2018-0492 / 12321

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

RRB1519 MFA IRB Approval Letter.pdf IRB Letters

**IRB of Record Primary Contact Email Address**

astockdale@edc.org

**Please select your primary area of research from the following:**

General Curriculum and Instruction

## Secondary Study Subject(s)

Equity  
Math Curriculum  
Special Education

## Study Overview

### Executive Summary or Abstract

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

Developed by Education Development Center, Inc (EDC) and Bank Street College and published by Corwin Press, Math for All (MFA) is a professional development program that has shown promise for positively affecting teachers and students. MFA prepares K-5th grade teachers to help students with diverse strengths and needs – including those with disabilities – in general education classrooms to achieve high-quality, standards-based outcomes in mathematics. The proposed study will conduct a randomized controlled trial (RCT) to test the efficacy of MFA and is designed to investigate the impact of the PD program on teachers' knowledge and classroom practices as well as its effect on student academic achievement in mathematics. Additionally, this EIR scale-up project will build capacity for MFA and its expansion by preparing local facilitators to lead the PD and school leaders to support implementation. Facilitators will be local staff developers (ISLs, content and diverse learning specialists, instructional coaches, etc.) who will lead PD with teachers at the schools. Training local facilitators helps districts build internal capacity and ownership of the intervention, and enables them to spread the use of MFA within and across schools over time. For this project, we will recruit 3 cohorts of schools and facilitators, each one engaged a two-year cycle. The facilitators will be trained during an institute in the summer of the first year and will then implement the professional development with 3 – 4 schools during the subsequent two school years.

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

The study will be focused on the following research questions:

1. What is the impact of the Math for All professional development on:
  - Teachers' classroom practices
  - Teachers' beliefs about teaching mathematics to diverse learners
  - Students' performance on mathematics achievement tests
2. How is the Math for All program being implemented?

MFA has shown to have a positive impact on teachers' beliefs and student achievement when implemented by the authors of the program. The purpose of this study is to test the effectiveness when the program is implemented by other facilitators and to gather information about necessary modifications to the structure of the program when scaled to this degree.

## Purpose and Literature Review

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

While there is a great need to improve PD efforts, there is little rigorous evidence available to guide this process. A review of research on teacher PD (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007) attests to the paucity of relevant studies that link PD to student outcomes. What we do know is that PD that is focused on teachers' knowledge of academic subject matter and how students learn that content has been found more likely to be related to changes in classroom practices and enhanced student outcomes than traditional approaches that focus mainly on the processes for delivery of instruction (e.g., PD on general instructional strategies for supporting students) (Cohen & Hill, 1998; Corcoran, 1995; Garet, Porter, Desimone, Birman, & Yoon, 2001; Kennedy, 1998). This suggests that teachers' competencies for differentiating instruction to meet the needs of all learners in general education classrooms, including those with disabilities, must be developed in the context of content-focused mathematics PD to have a significant impact on classroom practices and student achievement. A small number of PD programs do integrate learning about how to differentiate instruction with learning about mathematics content (e.g., Brodesky, Gross, McTigue, & Palmer, 2007; Moeller et al., 2012). While small-scale pilot and field tests have accompanied the development of these efforts, they have yet to be evaluated rigorously and on a larger scale. Research about one of these programs, Math for All (MFA) (Moeller et al., 2012), has demonstrated the feasibility of its implementation in a variety of different school districts, its promise for improving teachers' knowledge, skills, and classroom practices (Meier et al., 2008) and students' learning outcomes, and the possibility that staff developers other than the developers can implement the program with fidelity (Moeller et al., 2012). MFA has been carefully designed based on a best practices model of PD (e.g., Committee on Science and Mathematics Teacher Preparation, 2001; Darling-Hammond et al., 2009; Loucks-Horsley, Hewson, Love & Stiles, 1998; Mathematical Sciences Education Board, 2001). Research has helped to refine and lend empirical support for this model. Garet et al. (2001) identified six core features of PD activities that were related to teachers' self-reported increases in knowledge and skills and changes in classroom practice: (1) a focus on content, including the content students learn and how they learn it; (2) opportunities for active learning (e.g., to practice and reflect on what participants learn and to obtain feedback); (3) coherence with other learning activities (e.g., alignment with standards); (4) the duration of the activity (e.g., contact hours, span of time); (5) the form of the activity (e.g., workshop vs. study group); and (6) collective participation of teachers (e.g., from the same school, grade, or subject). The overall goal of this project is to implement, test, and refine strategies for regionally expanding MFA in a variety of settings and with diverse high-need populations in Chicago, and to build local capacity and infrastructure to support the sustainability and continued expansion of the program after this project ends. Building on Coburn's (2003) framework for scale, our strategies are designed to support the depth, sustainability, spread, and shift

to local ownership of MFA, and include (1) training of local staff developers and teacher leaders as facilitators of the program, (2) inclusion of school leaders in the PD for facilitators and teachers, and (3) integration of MFA into the existing PD structures that are part of teachers' regular work schedules. Research efforts are designed to yield formative findings to help refine the scale-up strategies, provide evidence about MFA's effectiveness in a variety of settings and for diverse student populations.

### **Research Activities and Student/Staff Involvement**

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

The study design is a Randomized Control Trial (RCT) in which participating schools will be randomly assigned to be provided the PD at either the K-2 or the 3-5 grade band. All teachers at the school will be asked to complete the data collection activities. Treatment schools that are randomly assigned to have their K-2 teachers receive the MFA PD will be compared to schools where Grades K-2 teachers follow business as usual (BAU) routines (and where Grades 3-5 teachers are assigned to receive the MFA PD). Likewise, treatment schools that are randomly assigned to have their Grades 3-5 teachers receive the MFA PD will be compared to schools where Grades 3-5 teachers follow BAU routines (and where Grades K-2 teachers are assigned to receive the MFA PD). Teachers will be provided a stipend of \$50 for completing the data collection.

Teachers will be asked to complete 2 forms of data as described below:

- \* Pre/Post survey asking questions regarding dispositions about preparation for and comfort with teaching mathematics to DL students. This survey will be completed 3 times - beginning and end of Y1 of participation in the program; and end of Y2. This survey will be completed by both MFA and BAU teachers. We anticipate that this survey will take 40 - 50 minutes to complete.

- \* Instructional Practice Logs. This log will be completed by both MFA and BAU teachers 8 times in Y1 and Y2 of the school's participation in Math for All. These logs are expected to take 10 - 15 minutes to complete each time.

Additionally, we will train 2 teacher leaders at each site as facilitators. These individuals will be asked to adapt the PD for the local context and to complete a log to document any adaptations they implemented so we can understand fidelity of implementation.

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

1. To assess the impact of the Math for All professional development, we will collect data from teachers who participate in the Math for All professional development and from a comparison group of teachers who participate in business-as-usual professional development. Participating schools have the option to select the grade band (K-2 or grades 3-5) for which they would like to receive the Math for All professional development. Teachers in the grade band (K-2 or grades 3-5) not participating in the PD will serve in the comparison group.

To assess impact on teachers' classroom practices, we will collect teaching logs from teachers.

To assess the impact on teachers' beliefs about teaching mathematics to diverse learners we will administer three surveys.

To assess the impact of the Math for All professional development program we will request and analyze scores from standardized mathematics achievement tests that are being administered by CPS schools. We have established a data sharing agreement with CPS to obtain access to this data.

2. To document the fidelity of implementation of Math for All and to establish a treatment contrast with the comparison group, we will draw on multiple data sources. To document fidelity at the classroom level, we will use data from teacher logs. To document the fidelity of the implementation of the Math for All professional development, we will draw on multiple data sources to establish the dosage, adherence, participant responsiveness, and differentiation between the Math for All and comparison group teachers. Data sources will include teachers' attendance records and teacher feedback forms completed at the end of professional development sessions. We will also collect data from teacher leaders (facilitators-in-training), including two surveys, facilitator logs after each PD session, and collect feedback forms after facilitator PD sessions.

## Data Analysis Plan

1. To assess the impact of the Math for All professional development, we will conduct descriptive analyses (e.g., counts, frequencies, group means), correlational analyses, and multilevel modeling of the teacher and student data. These quantitative analyses will be complemented by qualitative data from open-ended questions in the teacher surveys and logs.

2. To document the fidelity of implementation of Math for All and to establish a treatment contrast with the comparison group, we will conduct descriptive analyses of facilitator surveys and logs. Qualitative data will be analyzed thematically and coded.

## Benefits and Commitment to Equity

## Benefit to CPS

### **Which (if any) CPS vision goals does your research support?**

50% of students will meet college readiness benchmarks on the SAT.  
65% of 2nd grade students will be at or above national attainment for math.  
70% of students will be at or above national attainment for math.

*Click here to access more information on the CPS Vision Goals.*

### **Please describe how your project supports each of the Vision Goals selected above.**

Our professional development is designed to provide teachers a method and framework for planning lessons that make mathematics accessible to all students - including those with disabilities. Focused on K-5 grades, we expect that our work with teachers results in changes to their instructional practices in mathematics which in turn leads to higher student achievement in mathematics.

### **Which (if any) of the CPS core values does your research support?**

Academic Excellence  
Equity  
Whole Child

### **Please describe how your project supports each of the core values selected above.**

The core of our professional learning program is to understand a child's learning profile through a neurodevelopmental framework (NDF) containing 8 constructs of learning - memory, language, higher order thinking, psychosocial functions, motor functions, spatial organization, sequential organization, and attention. Through applying these same lenses to a lesson and understanding what the lesson is asking of the student and where the student might thrive or struggle, teachers make adaptations to the lesson with the goal of providing access for the student to the lesson and the mathematics.

### **How does this project support the district broadly?**

The core values of the NDF and our professional learning are very much in line with the STEM department's goals for teaching and learning. Primarily among those is providing access to the mathematics, but also involved are identity and authority of the students as mathematicians; rigorous mathematics in the classroom and ultimately, student achievement. Through Math for All, we anticipate that 200+ teachers will have better understanding and confidence in a process to provide access for their students. CPS on the whole will also gain 40+ teacher leaders trained to implement and spread this process to other schools not directly participating in Math for All. CPS will also have access to the research results to help shape future ventures and goals.



## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

One of our core beliefs is that all students can and deserve to learn rigorous mathematics. This professional development is designed to help teachers understand the students in their room. Though not focused on racial diversity, the process we engage teachers in does ask them to reflect on potential biases about who can and cannot learn and excel in mathematics. We push them to understand the student and what their obstacles are to accessing and learning the mathematics and how adaptations (not modifications) to lessons can help a student around those obstacles. We ask the teachers to change the instruction, not the student.

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*

### **How are your research activities accessible to individuals with disabilities?**

Our primary focus is adapting lessons to provide access for individuals with disabilities. We ask the teachers to understand the student's strengths and what they bring to the table and adapt the lesson to help them overcome challenges and obstacles. We work with the teachers to develop adaptations to lessons that keep the mathematics rigorous - not reducing expectations of the students.

### **Are your research activities translated into languages other than English as appropriate for the community?**

The participants in our research activities are teachers, teacher leaders and administrators. If any language other than English is required for their participation, we will translate our instruments into those languages.

**Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address	CPS Supporter Details
Mertens, Alanna <b>Email:</b> amertens@cps.edu <b>Business:</b>	P-5 Mathematics Manager
	1000



**Link to New Contact Form**

User had the option to start a different form here.

**How will you share your research findings with the population(s) you are studying?**

We will publish research findings and make them available to all who request.

**Research Activities****Start Date of Recruitment**

01/15/2019

**End Date of Recruitment**

10/15/2021

**Please provide the date that you will begin primary data collection**

09/15/2019

**Please provide the end date of primary data collection**

09/01/2023

**Please provide the date that you will begin analysis**

10/01/2021

**Please provide the end date of analysis**

05/01/2024

**Please provide the approximate date that you will finalize your research report.**

05/30/2024

**Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)**

we will attempt to publish our findings in an academic peer reviewed journal.

**Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?**

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

**Will this study involve study subject randomization or a control group?**

Yes

**What will those in the control group receive instead of the intervention during or after the study is conducted? Please explain.**

We are training 2 facilitators at each site with the expectation that the control group receives the PD during the year(s) following the study.

**Will your research employ study-subject deception or non-disclosure?**

No

**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

Yes

**Please describe**

The intervention we are studying is a published PD program called Math for All

**Has the curriculum, program, PD, etc. already been approved by the district?**

Yes

**Please list the contact information for internal CPS supporter.**

Alanna Mertens (amertens@cps.edu).

Jessica Mahon (no longer with CPS)

Gavin Creaden (grcreaden@cps.edu)

Elizabeth McDermott (egmcdermott@cps.edu)

**Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?**

No

*Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>*

## Study Population

**Will you be submitting a secondary Data Request?**

Yes

**Please use the following link to begin the Data Request Form. The number listed above will be used to respond to the question regarding RRB submission protocol number**

User had the option to start a different form here.

## Study Subject Inclusion Criteria

We will accept schools serving high need students that agree to participate. For the purpose of this study, all schools in CPS meet this designation. Our primary point of contact will be the principal, assistant principal or other school leader. We will ask for all mathematics and special education support teachers in the treatment grade band to participate. We will also ask for the voluntary participation from all K-5 teachers at the school in the research activities.

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

## Study Subject Exclusion Criteria

There are no exclusion criteria

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

**Please select all special populations that may be targeted for your study**

Economically Disadvantaged  
Diverse Learner  
English Language Learner  
Multilingual Learners  
Non-English Speaking

**Describe the potential direct and/or indirect benefits for all detailed research procedures and populations**

The intervention is PD for teachers that we expect will have positive outcomes for their students. We focus on meeting the needs of DL and EL/ML but the framework and planning processes allow the teachers to adjust for whatever the population is in their classroom. Once analyzed, the research findings will allow teachers, administrators and other district leaders to understand best practices around instruction and professional development as well.

**Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations**

The risk involved is minimal. the greatest potential risk is breach of confidentiality for teachers regarding their participation in this study.

**How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

We will minimize risk by ensuring that data collected is tagged with a confidential study ID only accessible to research personnel and that the key that links this ID to identifiable information is kept on an external hard drive in a locked cabinet.

**What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

We will offer the involved individual the opportunity to withdraw from the research.

## Will you compensate study subjects?

Yes

### **Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population**

Anyone who completes the research instruments will be compensated up to \$50 per year.

*Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.*

### **Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.**

Teachers who complete all research activities will be mailed a gift card at the end of each school year in which they participate. These cards are mailed directly to the teachers, ensuring privacy of participation. No data will be associated with this process.

### **Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.**

The \$50 compensation will be prorated for any participant who withdraws from the research. This will be based on the portion of the research activities they completed.

## Study Recruitment

### **Outline every aspect of the recruitment process for teacher participants.**

We will recruit schools through the principal or other school leaders by meeting with them, the school ILT or another representative body of the teachers. We will ask that all mathematics and special education support for the treatment grade band be encouraged and provided release or Professional Development time to engage in the PD. In these meetings, we will clearly outline the expectations for participation, the expected outcomes and the research activities. These details will be provided in writing as they are being explained in presentation. We will also make ourselves available for any follow up questions.

**Outline every aspect of the recruitment process for non-teacher staff participants.**

As schools are recruited, we will ask for 2 teacher leaders, instructional coaches, specialists, etc. to be trained and serve as facilitators both during the study (with intense support from the Math for All team) and after the school's participation in the study has concluded (with access to the Math for All team for support).

**Please attach all recruitment materials not attached elsewhere (Optional).**

*No answer provided.*

**Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).**

*No answer provided.*

**Identify study team members who will recruit subjects.**

Matthew McLeod  
Babette Moeller

**Will this research involve screening procedures**

No

**Compliance**

**FERPA**

*For more information on FERPA, click here.*

**Is any aspect of this research subject to FERPA?**

No

**ISSRA**

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

No

## PPRA

*For more information on PPRA, click here.*

### Is any aspect of this research subject to PPRA?

No

## Permission, Confidentiality, and Security

### Attach a draft of the permission letter that will be sent to school Principals

MFA MOU Gray  
2020 .pdf

Support  
Letters

*Please note that Principals have final authority over what happens in their schools.*

### How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

During recruitment, only directly involved project personnel will have access to names of potential participating schools. Once a school has decided to participate, names of participating teachers will be provided directly from the school to the researchers who will assign each individual a study ID and use that to collect consent forms and data. No other personnel will have access to individual data, only aggregated results.

### Describe the data confidentiality or security provisions that will be in place for all research data.

All data will be collected via online surveys that only research personnel can access. Each participant will be assigned a study ID number which will be kept confidential and associated only through a file kept on a hard drive that is not connected to the internet and will be stored in a locked cabinet. Only research personnel will have access to individual data which will be aggregated before being shared with the implementation team or published to any external source.

### How will you store participant data?

With codes

*These details must be included in all applicable consent forms*

**Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.**

Each person will have a unique identifying code which will be kept on an external hard drive not connected to the internet which will be stored in a locked cabinet. Codes will be deleted no more than 2 years after the study concludes. Only 2 individuals (Teresa Duncan and Jason Schoenberger) on the research team will have access to the codes. None of the implementation team, nor anyone external to the project will have access to the codes.

### Will you keep participants' contact information on file after the data have been collected?

No

### Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

### What will you do with the data once the research has been completed (choose all that apply)?

Other

*Please note that the district discourages storing study data for longer than three years after study completion.*

**Please describe other plans for research data after your study is completed. Please be specific about timeline (i.e. how long) for retaining data.**

information will be stored for no more than 2 years after the conclusion of the study strictly for auditing purposes.

## Attachments

### Please attach all miscellaneous attachments

*No answer provided.*

*If you are resubmitting your protocol following initial review, please attach your response letter here.*



**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

No

### **Acknowledgements**

## Acknowledgements

### Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

## Submission Date

11/09/2022

**All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:**

**CPS RRB/Data Request ePay System**

*Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.*

**RRB #**

2020-1519

**Payment Confirmation Number**

20000156

-----  
**Load CR/Mod into IRBManager**

**- Submitted 04/01/2024 11:53 AM ET by System, The**

CR/Mod Processing

- Submitted 05/06/2024 1:58 PM ET by Corson, Adam

CR/Mod Processing

**Ready for Review**

Approve

**Approval Date**

05/06/2024

**Approval Period (in number of months)**

12

**Existing Background Check Level**

Level I

**Existing Background Check Justification**

Interactions with staff

**Does background check level need to be updated?**

No

**Notes for Letter**

*No answer provided.*

**RRB Meeting Date for Notification**

05/10/2024

## Current School Sites

609789 - John Barry Elementary School  
609795 - George Rogers Clark Elementary School  
609869 - Anna R. Langford Community Academy  
609893 - John C Dore Elementary School  
609899 - Christian Ebinger Elementary School  
609949 - William P Gray Elementary School  
609988 - Patrick Henry Elementary School  
610094 - Louis Nettelhorst Elementary School  
610104 - William J Onahan Elementary School  
610135 - Portage Park Elementary School  
610203 - Enrico Tonti Elementary School  
610229 - A.N. Pritzker School  
610290 - Benjamin E Mays Elementary Academy

## School Sites Chosen Within Data Entry

A.N. Pritzker School  
Anna R. Langford Community Academy  
Benjamin E Mays Elementary Academy  
Christian Ebinger Elementary School  
Enrico Tonti Elementary School  
George Rogers Clark Elementary School  
John Barry Elementary School  
John C Dore Elementary School  
Louis Nettelhorst Elementary School  
Patrick Henry Elementary School  
Portage Park Elementary School  
William J Onahan Elementary School  
William P Gray Elementary School

## School Contacts for Sites Chosen

Arriaga, Gerardo

**Email:** GArriaga@cps.edu

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S Muhammad-Leonard, Yasmeen

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**Phone:**

S. Wood, Maureen

**Email:** mswood@cps.edu

**Phone:**

Stevente Albert-Reese, Joenile

**Email:** JSReese@cps.edu

**Phone:**

**Are the Supplementary Sites the same?**

False

### Administrative Reviewer

Corson, Adam

**Email:** ACorson1@cps.edu

**Phone:**

**Load Approved Modifications**

**- Submitted 05/06/2024 1:58 PM ET by System, The**



## Determination Letter Finalization

- Submitted 05/06/2024 2:20 PM ET by Corson, Adam

**Review Generated Letter and Confirm Before Sending**

### RRB #

2020-1519

### Study Title

Math for All Scale Up Study

### Principal Investigator

McLoed, Matt

**Email:** mmcleod@edc.org

**Phone:**

### Determination Letter

**In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.**

Name	Type	Date
RRB#2020-1519- Matt McLoed	Determination Letter	05/06/2024

*This determination letter will be automatically attached to an email being sent to the principal investigator.*

**Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.**

Modification/Continuing Review defined 04/01/2024

### Output Background Check Level

N/A

### Additional Attachments to Decision Email

*No answer provided.*

## Notes for Determination Email

*No answer provided.*

### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
McLoed, Matt	Coordinator	Missing
McLoed, Matt	Primary Contact	Missing
McLoed, Matt	Principal Investigator	Missing
Mertens, Alanna	District Supporter	Missing

**Please use the text box above to indicate the background check level required or any other pertinent information.**

Level I

### Background Check Level Justification

Interactions with staff

### Other Notes in Letter

N/A

**Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.**

DUA Not required per MRSA with the BOE

05/06/2024 • Corson, Adam • *Not Internal*

05/30/2024

## Math for All Lesson Adaptation Planning Process and Tool Teacher Focus Group Interview Questions

As you may recall, a key component of the Math for All professional learning program is the **lesson adaptation planning process**. This process includes the following steps:

- Identify the learning goals of a lesson
- Analyze the demands of the main learning activity
- Analyze the strengths and challenges of a focal student in relation to those specific demands
- Plan adaptations that build on the focal students' strengths and remove barriers that prevent the student from accessing the mathematical content, while keeping the rigor of the mathematics intact.

Math for All provides opportunities for teachers to learn about this process through case lessons, and apply that learning through planning adaptations to mathematics lessons they will teach in their own classrooms.

The lesson adaptation process typically takes place during a Math for All workshop. Teachers use the Lesson Adaptation Planning Tool to guide them through the process and to document their plans. After the workshop, teachers are expected to:

- Carry out the adapted lesson.
- Conduct a brief observation of their focal student during the lesson and document these observations using the Lesson Adaptation Planning Tool
- Respond to a series of questions to help them reflect on the implementation of the adapted lesson.
- Share the completed Lesson Adaptation Planning Tool with their facilitators for feedback.
- Refer to the completed tool when they are asked to share their experience with implementing the lesson with their colleagues during the next workshop.

One of the premises underlying Math for All is that adapting lessons is needed on an ongoing basis, to ensure that the mathematics curriculum the school is using is accessible to all students. This is why lesson planning is such an important component of Math for All. The professional learning is designed to help teachers learn about the process and the thinking that goes into it, so they can continue it collectively as a school or grade band and on their own after the workshops end.

The Math for All team is interested in continually refining the materials and activities they are using with teachers and are eager to incorporate teachers' feedback. **The purpose of this focus group is to learn about your experience with, and perspectives on, the lesson adaptation process, and the tools used to support it, as well as your suggestions for refining the process and the tools.** The questions we will be asking have no right or wrong answers and we are interested in hearing your honest feedback.

## **Lesson Adaptation Planning Process**

What parts of the lesson adaptation **process** did you find useful? Why?

What parts of the lesson adaptation **process** did you find impractical? Why?

In what ways, if any, does the lesson planning process continue to be a regular part of your practice? (Prompts, if necessary: analysis of goals, demands of the task, thinking about the strengths and challenges of the focal student, planning adaptations)

What, if any, specific processes or tools is your school/district expecting you to use for lesson planning? How well does the Math for All lesson adaptation planning process align with your school's or district's expectations and tools for lesson planning? How often do you get feedback on your lesson plans and from whom?

What can the Math for All facilitators do to better support teachers' engagement in the lesson adaptation planning process?

How could school leaders best support the Math for All lesson adaptation planning process? During the workshops? After the workshops?

**Lesson Adaptation Planning Tool [Also referred to as the "Lesson Adaptation Template". Have a copy of the tool ready for the participants to refer to during the focus group.]**

What, if any, suggestions do you have for changing the way we communicate those expectations and purpose(s)?

What are your thoughts about the Lesson Adaptation Planning Tool we have been using to support the lesson planning process?

How did it support your planning of adaptations and your reflections on how they worked?

What aspects of this tool were manageable? What aspects were challenging?

How useful was the feedback you received based on the lesson adaptations plans and documentation you submitted to your facilitators? How did the feedback influence how you thought about your focal student of the lesson adaptation process?

There were a few areas where we found that teachers' responses were not as complete as we had hoped.

- (1) One of our key learning goals in Math for All is to have teachers make connections between the neurodevelopmental demands of a mathematical activity, the focal students' neurodevelopmental learning profile, and the selection of instructional strategies. Teachers sometimes do not make this connection (e.g., they select

adaptations that are not connected to the specific demands of the task, or the students' strengths and challenges).

- How clear was this connection for you when you worked on your lesson adaptations?
- How can we better scaffold teachers to make these connections?
- What suggestions do you have for changing the layout or design to better support making these connections?

(2) Another area where teachers' responses were sometimes incomplete was the documentation of the observation of the adapted learning activity.

- What do you think were the barriers for teachers to complete this section?
- What would make documenting how the adapted learning activity played out for the focal student more manageable? Would having another person in the classroom to help with observing be helpful?
- We observed that some teachers wrote observation notes somewhere else, but didn't share them with the facilitators. How might we encourage them to share those notes?
- How did you feel about the expectations to document the implementation of the adapted learning experience? (e.g., Did you think you had to document the entire lesson rather than just a small portion of it?)
- How else could teachers share this information? Would video or audio recording (e.g., with a smartphone) be an option?

(3) A third area was the reflections about the implementation of the adapted lesson.

- Which questions did you find most helpful for reflecting on students' learning?
- What questions did you ask yourself as you reflected on the outcomes of the adapted lesson?
- What got in the way of answering some of the questions? [Probe for length, wording, time]

Are there other planning and/or reflection tools that you are using, or that you have encountered in other professional learning workshops that you use? If so, what are they like and what makes them useful?

What suggestions do you have, if any, for changing the Lesson Adaptation Planning Tool to make it more useful for teachers?

Math for All (MFA)

Interview Questions to Determine Resource Use for Math and Special Education Professional Development (PD) Activities at Schools Participating in the MFA Study

**For central district office personnel overseeing math/special education PD for district:**

1. Does CPS provide guidance to its elementary school teachers on how they should fulfill the requirement to complete 120 hours of PD every 5 years, for example,
  - a. do you set a minimum number of hours for math or special education?
  - b. does this vary across schools or networks?
  - c. do you specify which providers are eligible to offer PD and what PD content is eligible to count towards the state requirement?
2. What PD is the CPS Office of Math/ your Network offering its elementary school teachers in math and/or special education this year? For each one (e.g., Skyline), please describe the PD including:
  - i. Who is responsible for developing the PD?
    1. If internal to CPS, how much time does this person/team spend on developing the PD and on delivering it?
  - ii. Approximately how many people attend/participate in this PD?  
Does it count towards the state PD requirement?
  - iii. How is the PD delivered, e.g.,
    1. in what time chunks?
    2. how many hours total?
    3. is it virtual or in person?
      - a. If virtual, what platform is used?
      - b. If in person, where does it take place?
  - iv. If there is a vendor involved, what does CPS pay the vendor?
  - v. Do schools have to pay CPS/ the network for the PD?
    1. If yes, how much?
  - vi. Do the schools need to pay the vendor for the PD and/or for materials?
    1. If yes, how much.
  - vii. When does the PD take place (time of year, time of day, during/after school/PD day etc.)?
  - viii. Do teachers receive stipends or travel allowances for attending?
    1. If yes: how much?
      - a. Is this the same for everyone and if not, how do the amounts vary?

Do schools need to hire subs when this PD is being delivered?

    2. If yes, is there a standard sub rate?
      - a. If yes, what is that sub rate?
    3. If no, what is the typical range of sub rates?
  - ix. Is it mandatory or optional?
    1. If optional, how do you recruit participants?

- x. Are there any special materials or equipment used for the PD?
  - 1. If yes, please describe these and how many are needed.
- 3. For any of the PD described in Q2., what was different last year?
- 4. Can you describe your involvement in the **MFA PD**?
  - a. What activities have you participated in?
  - b. What percentage of your work time over the course of the last 2 years would you say you have spent on MFA (or how many hours per week and over how many weeks, if that's easier to gauge)?
- 5. Do you have any way of tracking how much math or special education PD teachers in CPS elementary schools participate in?
- 6. Are all CPS elementary schools using Skyline math?
- 7. How does Skyline fit in with other math curricula or resources a school might already be using (e.g., Go Math; BlueStreak Math)?

## **Math for All Follow-Up Interviews with Facilitators**

The purpose of this interview is to explore the longer-term impact of the Math for All (MFA) professional learning (PL) program, including the sustainability of MFA-related lesson planning and classroom practices, and the extent to which MFA PL and practices have expanded beyond the group of teachers who were initially involved.

### **1. What do you see as the core of MFA?**

[Probe for: Neurodevelopmental (ND) framework; developing a deeper understanding of a focal student; adapting mathematics lessons with a focal student in mind; collaboration between special education and general education teachers; more nuanced understanding of how students learn/students' strengths & challenges; making adaptations based on a match between demands of the task and a students' learning profile, without watering down the math; increasingly, focus on bilingual/ELL students; lesson planning cycle (structured process for teachers to collaboratively plan adaptations for rigorous math lessons)]

### **2. How, if at all, did MFA affect the way you think about math education? About the education of diverse learners/students with disabilities? About professional learning and school change? About your role as a local facilitator/teacher leader?**

### **3. How has MFA impacted teachers and your school community? Can you share a story to illustrate?**

Probe for: Teacher collaboration, teachers' collaborative lesson planning, individual teachers' use of MFA ideas (e.g., ND framework) and practices (planning lessons for a focal student), improved classroom practices/increased and improved differentiation, more positive beliefs about students' capabilities, more focus on students' strengths.

### **4. Have you noticed any impacts on students? Can you share a story to illustrate?**

Probe for: Engagement, confidence, academic performance

### **5. In what ways, if any, are you still serving as a MFA facilitator/facilitating teachers' collaborative lesson planning and/or MFA PL?**

Probe for: facilitating teachers' lesson planning, conducting MFA workshops for teachers from other grade bands, incorporating ideas from MFA into other PL (e.g., PL in other subject areas), bringing MFA PL to other schools.

If you are continuing to support MFA practices and/or PL, what, if any, adaptations or changes (e.g., in the materials, processes, format, timing) have you made? What have been the reasons for making these adaptations/changes?

Are you receiving the MFA newsletter? If so, in what ways, if any, does it contribute to sustaining MFA-related conversations and practices?

If you ARE continuing to serve as a MFA facilitator, what systems are in place/how does the context of your school and school district support that? In what ways, if any, have/are the leaders of [name of school] supported/supporting you in your role as facilitator and the implementation of MFA?



If you ARE NOT continuing to serve as a MFA facilitator, what are the reasons for that? Probe for: Are you not able to serve as a facilitator? If so, what are the constraints? What might be done to remove these constraints? Do you not want to serve as a facilitator? If so, why? What might make you change your mind?

**6. [If they are also serving as a teacher]: What, if any, ideas and classroom and lesson planning practices are you continuing to use?**

Potential lines of questioning: Are you continuing to collaborate with other teachers (e.g., general education, special education, ELL teachers, teachers from different grade levels)? Are you continuing to plan lessons together? Are you continuing to plan around a focal student? Are you continuing to reference the neurodevelopmental (ND) framework? Are you continuing to do the math yourself first when you plan lessons? In what ways, if any, are you using these ideas from Math for All outside of math/in other subject areas?

**7. In what ways, if any, have Math for All-related practices or ideas spread to other parts of [name of school] (e.g., new teachers, other grades or grade bands, other subject areas)? Have they spread to other parts of your network/district/or service area? What has been your role in supporting this? What/who has facilitated this? Have there been any barriers? If so, what were these?**

**8. Changes: In what ways, if any, have changes at [name of school] and/or in your district impacted the application of MFA ideas and practices over the past two to three years?**

Does the need to improve the mathematics performance of diverse learners still exist? Has your role in helping to address this need changed? What supports do you as a teacher leader/coach/instructional support leader/special education administrator, currently have for supporting mathematics instruction/instruction of students with disabilities? Has there been other mathematics PL since your school participated in MFA? Has there been a focus on reading? Have there been pandemic-related changes? If there was curricular change in your school or district, did you continue to apply the MFA approach with the new curriculum? If changes had a negative impact, what circumstances would have to be in place to keep MFA alive/bring back MFA practices?

**9. What suggestions, if any, do you have for how the impact of Math for All on facilitators, teachers, and students can be sustained in the long-term?**

## **Math for All Follow-Up Interviews with School Leaders**

The purpose of this interview is to explore the longer-term impact of the Math for All (MFA) professional learning (PL) program, including the sustainability of MFA-related lesson planning and classroom practices, and the extent to which MFA PL and practices have expanded beyond the group of teachers who were initially involved.

### **1. What do you see as the core of MFA?**

[Probe for: Neurodevelopmental (ND) framework; developing a deeper understanding of a focal student; adapting mathematics lessons with a focal student in mind; collaboration between special education and general education teachers; more nuanced understanding of how students learn/students' strengths & challenges; making adaptations based on a match between demands of the task and a students' learning profile, without watering down the math; increasingly, focus on bilingual/ELL students; lesson planning cycle (structured process for teachers to collaboratively plan adaptations for rigorous math lessons)]

### **2. How, if at all, did MFA affect the way you think about mathematics education? About the education of diverse learners/students with disabilities? About PL and school change? About the role of local facilitators/teacher leaders? About your role as a school leader? In what ways, if any, has it affected your practices (e.g., the way you select or conduct PL for your teachers, the way you support teachers' lesson planning and their efforts to differentiate mathematics instruction, the way you observe teachers)?**

### **3. How has MFA impacted teachers and your school community? Can you share a story to illustrate?**

Probe for: Teacher collaboration, teachers' collaborative lesson planning, individual teachers' use of MFA ideas (e.g., ND framework) and practices (planning lessons for a focal student), improved classroom practices/increased and improved differentiation, more positive beliefs about students' capabilities, more focus on students' strengths

### **4. Have you noticed any impacts on students? Can you share a story to illustrate?**

Probe for: Engagement, confidence, academic performance

### **5. In what ways, if any, do MFA ideas and practices continue to be used at your school?**

Probe for: Teacher collaboration, teachers' collaborative lesson planning, individual teachers' use of MFA ideas (e.g., ND framework) and practices (planning lessons for a focal student), MFA workshops for teachers from other grade bands, incorporating ideas from MFA into other PL (e.g., PL in other subject areas).

What do you hear teachers saying about MFA? As you walk through the school, what evidence of MFA do you see?

Does there continue to be a local champion/facilitator who is sustaining and/or moving this work forward?

If your teachers are continuing to use MFA ideas and practices, what systems are in place/how does the context of your school and school district support that?

If your teachers ARE NOT continuing to use MFA ideas and practices, what are the reasons for that? Probe for the impact of teacher turnover.

**6. In what ways, if any, have Math for All-related practices or ideas spread to other parts of your school (e.g., new teachers, other grades or grade bands, other subject areas)? What has been your role, if any, in supporting this? What/who has facilitated the expansion of MFA at your school? Have there been any barriers? If so, what were these?**

**7. Changes: In what ways, if any, have changes at your school and/or in your district impacted the application of MFA ideas and practices over the past two to three years?**

Does the need to improve the mathematics performance of diverse learners still exist? Has your role in helping to address this need changed? What mandates and supports do you as a school leader, currently have for supporting mathematics instruction/instruction of students with disabilities? Has there been other mathematics PL since your school participated in MFA? Has there been a focus on reading? Have there been pandemic-related changes? If there was curricular change in your school or district, did you continue to apply the MFA approach with the new curriculum? If changes had a negative impact, what circumstances would have to be in place to keep MFA alive/bring back MFA practices?

**8. What suggestions, if any, do you have for how the impact of Math for All on facilitators, teachers, and students can be sustained in the long-term?**

Math for All (MFA)

Interview Questions to Determine Resource Use for Math and Special Education Professional Development (PD) Activities at Schools Participating in the MFA Study

**For principals/curriculum directors working directly at/in school sites:**

1. Does the {Name of state} state requirement for {Number of hours} hours of PD over {Number of years} years apply to all the {Number of teachers in MFA study at this school/district} teachers and {Number of facilitators in MFA study at this school/district} facilitators in your school/district who are participating in the Math for All study?

2. Are there any other district or school requirements or expectations regarding teacher PD, for example, a number of hours that must be completed each year by each teacher? If yes, please explain.

a. Is there any specific requirement or expectation for math or special education PD? If yes, please explain.

3. Are there regularly scheduled PD times for teachers in your school/district?

If yes, please explain how often these happen, when, and for how long each time (e.g., One 7-hour PD day per month when no students are in school, or 2 hrs per week after school for 36 weeks, or 5 summer days, 6 hrs per day).

a. Do teachers also do PD offered by external providers (e.g., universities) and does this count towards the state mandated requirement?

4. We understand that X of your K-2 teachers are doing Math for All PD for around 20hrs per year. When and where does this PD take place (after school, during a scheduled PD day, summer etc.)?

5. Do the MFA teachers do other kinds of math or special education PD in addition? If so, please describe these briefly, indicating:

- a. the name of the PD program
- b. who the provider or organizer is
- c. when it takes place
- d. for how many hours teachers participate in this PD each year.

6. For those teachers **not** participating in Math for All:

- i) What are they doing during the time the MFA teachers are engaging in MFA PD?
- ii) What math and special education PD are they engaging in? Please describe each type of PD briefly.

7. If we need more details about how these other math and special education PD sessions are implemented, is there someone we could contact?

## **Math for All Follow-Up Interviews with Teachers**

The purpose of this interview is to explore the longer-term impact of the Math for All (MFA) professional learning (PL) program, including the sustainability of MFA-related lesson planning and classroom practices, and the extent to which MFA PL and practices have expanded beyond the group of teachers who were initially involved.

### **1. What do you see as the core of MFA?**

[Probe for: Neurodevelopmental (ND) framework; developing a deeper understanding of a focal student; adapting mathematics lessons with a focal student in mind; collaboration between special education and general education teachers; more nuanced understanding of how students learn/students' strengths & challenges; making adaptations based on a match between demands of the task and a students' learning profile, without watering down the math; increasingly, focus on bilingual/ELL students; lesson planning cycle (structured process for teachers to collaboratively plan adaptations for rigorous math lessons)]

### **2. How, if at all, did MFA affect the way you think about math education? About the education of diverse learners/students with disabilities? About PL and school change?**

### **3. How did your participation in Math for All impact your practice? What ideas and classroom and lesson planning practices are you continuing to use?**

Potential lines of questioning: Are you continuing to collaborate with other teachers (e.g., general education, special education, ELL teachers, teachers from different grade levels)? Are you continuing to plan lessons together? Are you continuing to plan around a focal student? Are you continuing to reference the neurodevelopmental (ND) framework? Are you continuing to do the math yourself first?

In what ways, if any, are you using ideas from Math for All outside of math/in other subject areas?

If there ARE continued conversations/practices related to MFA, what systems are in place in the context of your school and/or school district that support continued conversations or practices? In what ways has/have your school leader(s) supported the implementation of MFA?

If you DO NOT have continued conversations/practices related to MFA, what were the reasons for that? Time? Teacher turnover? Lack of facilitation/leadership? Anything else that "got in the way?" What do you wish you had more of or less of in order for this work to continue?

Are you receiving the MFA newsletter? If so, in what ways, if any, does it contribute to sustaining MFA-related conversations and practices?

### **4. How has/is MFA impacted/impacting your students? Can you share a story about a student to illustrate?**

Probe for: Engagement, confidence, academic performance

**5. Have MFA-related practices or ideas spread to other parts of your school (e.g., new teachers, other grades or grade bands? Other subject areas)?**

In what ways, if any, are you personally sharing information about the neurodevelopmental framework with colleagues in other grades?

In what ways, if any, are you sharing information about collaborative lesson planning, planning around a focal student?

Is there a facilitator/coordinator/champion at your school who is keeping MFA ideas and practices alive? If there is such a person, what is their role?

**6. Changes: In what ways, if any, have changes at your school impacted the application of MFA ideas and practices over the past two to three years?**

Does the need to improve the mathematics performance of diverse learners still exist? Has your role in helping to address this need changed? What mandates and supports do you as a school leader, currently have for supporting mathematics instruction/instruction of students with disabilities? Has there been other mathematics PL since your school participated in MFA? Has there been a focus on reading? Have there been pandemic-related changes? If there was curricular change in your school or district, did you continue to apply the MFA approach with the new curriculum? If changes had a negative impact, what circumstances would have to be in place to keep MFA alive/bring back MFA practices?

**7. What suggestions, if any, do you have for how the impact of Math for All on facilitators, teachers, and students can be sustained in the long-term?**

## Math for All Scale-Up Study Teacher Consent Form

Dear Teacher,

You are invited to participate in an important study that examines the impact of the Math for All professional development program on teachers and students. Researchers from the Education Development Center, Inc. (EDC), Bank Street College of Education, Deacon Hill Research Associates, Abt Associates, and Teachers' College, Columbia University received funding from the U.S. Department of Education to conduct this research. Math for All is a professional development program designed to enhance teachers' preparation to teach high-quality mathematics to students with different strengths and needs, including those with disabilities. EDC is a nonprofit research and development organization dedicated to improving the quality, effectiveness, and equity of education. You are invited to participate in this research study either because you are participating in the Math for All professional development (PD) program or in a business-as-usual comparison group.

**About the Research.** We ask you to participate in our research to help EDC and its collaborators understand whether the Math for All PD program is making a difference in the classroom. The study will be carried out during the 2019–2020 and 2020–2021 school years. We will ask you to participate in the following data collection activities:

- Complete three online surveys (one in Fall 2019, one in Spring 2020, and one in Spring 2021). The surveys will take about 30 minutes to complete.
- Submit eight logs each school year that capture your practice in your math lessons. Logs will be collected at regular intervals throughout the school year. Each log will take about 10 minutes to complete.
- Agree to be observed at least twice (once in the Fall, once in the Spring) during the 2019–2020 and 2020–2021 school years.
- We may also conduct interviews, and collect work samples, such as lesson plans.
- If you are participating in the Math for All PD program, you will be asked to provide feedback on the professional development by completing a brief feedback form at the conclusion of each session. The feedback form will take 5 minutes to complete.

Teachers, please be aware that you have the right to review a copy of the questions asked of or materials that will be used with you. If you would like to do so, you should contact Dr. Babette Moeller, Principal Investigator, at [bmoeller@edc.org](mailto:bmoeller@edc.org) or 1-800-225-4276 ext. 4205.

**Benefits.** By participating in the research, you may help improve the Math for All PD program, and you may help add to the knowledge base about how to best provide professional development to help teachers improve the math education of students with different abilities and disabilities.

**Potential Risks.** Participation in the research will involve minimal risk. The main risk is breach of confidentiality. We will make every effort to minimize this risk.

**Confidentiality.** Surveys and other identifiable data will be stored securely at EDC, Deacon Hill Research Associates, or Teachers College, Columbia University and will be seen only by research staff. The results of the study, including your survey and interview answers, may be quoted as de-identified data, and may be presented at scientific meetings and in published reports. De-identified data means that you will never be identified by name or described in a way that will identify you in public materials. We will not share any identifiable data with your school and school district. Your name will be replaced with a number on your research record. Names will be kept in a locked file cabinet accessible only to research staff. All other data will be encrypted and stored securely. All confidential electronic and paper data will be destroyed three years after the conclusion of the study. Consent forms will be destroyed six years after the conclusion of the study.

**Your Rights.** Participation in the research is voluntary. You may decide not to participate, or to stop participating at any time, without penalty or loss of benefits that you would get otherwise.

April 5, 2019 *As*

## Math for All Scale-Up Study

However, if you stop participating, any information that you have given us up to that point will remain part of the study.

**Costs and Compensations.** It will not cost you anything to be in the study. For each of the two years of the study, you will receive a \$50 stipend for participating in research activities outside of regular school hours.

**Contact Information.** If you have questions about this research, please contact Dr. Babette Moeller at 1-800-225-4276 ext. 4205 or [bmoeller@edc.org](mailto:bmoeller@edc.org). If you have any questions about your rights as a participant in the evaluation or concerns about the research, you can contact EDC's Human Protections Administrator at 1-800-225-4276 ext. 2971 or [HumanProtections@edc.org](mailto:HumanProtections@edc.org).

Please complete this form and return it to a researcher. You may keep a copy of this form for your records.

Sincerely,



Dr. Babette Moeller  
Principal Investigator  
Education Development Center, Inc.

### TEACHER CONSENT FORM

I understand that my participation in the Math for All research study involves the completion of three surveys and sixteen instructional logs over the course of the 2019–2020 and 2020-2021 school years. I agree to be observed at least twice during each of these two school years. I understand that researchers may also collect work samples (such as lesson plans), invite me to participate in an interview, and collect session feedback forms if I participate in the Math for All PD.

- ☐ **Yes, I agree** to participate in the Math for All research.
- ☐ **No, I do not** agree to participate in the Math for All research.

\_\_\_\_\_  
Your Name (please print)

\_\_\_\_\_  
Your School (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

April 5, 2019 *As*



## Math for All Scale-Up Study School Leader Consent Form

Dear School Leader,

You are invited to participate in an important study that examines the impact of the Math for All professional development program on teachers and student learning. Researchers from the Education Development Center, Inc. (EDC), Bank Street College of Education, Deacon Hill Research Associates, Abt Associates, and Teachers' College, Columbia University received funding from the U.S. Department of Education to conduct this research. Math for All is a professional development program designed to enhance teachers' preparation to teach high quality mathematics to students with different strengths and needs, including those with disabilities. EDC is a nonprofit research and development organization dedicated to improving the quality, effectiveness, and equity of education. You are invited to participate in this research study because your school is participating in the Math for All professional development program.

**About the Research.** We ask you to participate in our research to help EDC and its collaborators understand whether the Math for All professional development program is making a difference in the classroom. The study will be carried out during the 2019–2020 and 2020–2021 school years. We will ask you to participate in two interviews, in Spring, 2020 and 2021. The interview will take about 30 minutes to complete and will be conducted by phone or videoconference. The interviews will be recorded and transcribed for the purpose of maintaining the integrity of the data. We will also ask you to provide feedback on any Math for All professional development session you may attend by completing a brief feedback form at the conclusion of each session. The feedback from will take 5 minutes to complete.

Please be aware that you have the right to review a copy of the questions asked of or materials that will be used with you. If you would like to do so, you should contact Dr. Babette Moeller, Principal Investigator, at [bmoeller@edc.org](mailto:bmoeller@edc.org) or 1-800-225-4276 ext. 4205.

**Benefits.** By participating in the research, you may help improve the Math for All professional development program, and you may help add to the knowledge base about how to best provide professional development to help teachers improve the math education of students with different abilities and disabilities.

**Potential Risks.** Participation in the research will involve minimal risk. The main risk is breach of confidentiality. We will make every effort to minimize this risk.

**Confidentiality.** Interview notes, recordings, transcripts and other identifiable data will be stored securely at EDC or Teachers College, Columbia University and will be accessible only to research staff. The results of the study, including your interview answers, may be quoted as de-identified data, and may be presented at scientific meetings and in published reports. De-identified data means that you will never be identified by name or described in a way that will identify you in public materials. We will not share any identifiable data with your school and school district. Your name will be replaced with a number on your research record. Names will be kept in a locked file cabinet accessible only to research staff. All other data will be encrypted and stored securely. All confidential electronic and paper data will be destroyed three years after the conclusion of the study. Consent forms will be destroyed six years after the conclusion of the study.

**Your Rights.** Participation in the research is voluntary. You may decide not to participate, or to stop participating at any time, without penalty or loss of benefits that you would get otherwise. However, if you stop participating, any information that you have given us up to that point will remain part of the study.

**Costs and Compensations.** It will not cost you anything to be in the study. For each of the two years of the study, you will receive a \$50 stipend for participating in the research activities.

April 5, 2019 *As*

## Math for All Scale-Up Study

**Contact Information.** If you have questions about this research, please contact Dr. Babette Moeller at 1-800-225-4276 ext. 4205 or [bmoeller@edc.org](mailto:bmoeller@edc.org). If you have any questions about your rights as a participant in the evaluation or concerns about the research, you can contact EDC's Human Protections Administrator at 1-800-225-4276 ext. 2971 or [HumanProtections@edc.org](mailto:HumanProtections@edc.org).

Please complete this form and return it to a researcher. You may keep a copy of this form for your records.

Sincerely,



Dr. Babette Moeller  
Principal Investigator  
Education Development Center, Inc.

### SCHOOL LEADER CONSENT FORM

I understand that my participation in the Math for All Research study involves the completion of two interviews, and the completion of feedback forms for any professional development sessions I attend.

- ☐ **Yes, I agree** to participate in the Math for All research.
- ☐ **No, I do not** agree to participate in the Math for All research.

\_\_\_\_\_  
Your Name (please print)

\_\_\_\_\_  
Your School (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

April 5, 2019 *As*

## Math for All Scale-Up Study Facilitator Consent Form

Dear Math for All Facilitator-in-Training,

You are invited to participate in an important study that examines the impact of the Math for All professional development program on teachers and students. Researchers from the Education Development Center, Inc. (EDC), Bank Street College of Education, Deacon Hill Research Associates, Abt Associates, and Teachers' College, Columbia University received funding from the U.S. Department of Education to conduct this research. Math for All is a professional development program designed to enhance teachers' preparation to teach high-quality mathematics to students with different strengths and needs, including those with disabilities. EDC is a nonprofit research and development organization dedicated to improving the quality, effectiveness, and equity of education. You are invited to participate in this research study because you are participating in the Math for All professional development program (MFA PD program) as a facilitator-in-training.

**About the Research.** We ask you to participate in our research to help EDC and its collaborators understand whether the Math for All PD program is making a difference in the classroom. The study will be carried out during the 2019–2020 and 2020–2021 school years. We will ask you to participate in the following data collection activities:

- Complete three online surveys (one in Summer 2019, one in Spring 2020, and one in Spring 2021). Each survey will take about 30 minutes to complete.
- Submit approximately 5 logs each school year that capture your experience facilitating each Math for All session. Each log will take about 15 minutes to complete.
- Agree to be observed facilitating Math for All PD at least twice during the 2019–2020 and 2020–2021 school years.
- Provide feedback on the facilitator training you will receive by completing a brief feedback form at the conclusion of each session. The feedback form will take 5 minutes to complete.
- We may also invite you to participate in an interview, and collect work samples, such as PowerPoint presentations and agendas for Math for All sessions you facilitate. Interviews will be recorded and transcribed for the purpose of maintaining the integrity of the data.

Facilitators, please be aware that you have the right to review a copy of the questions asked of or materials that will be used with you. If you would like to do so, you should contact Dr. Babette Moeller, Principal Investigator, at [bmoeller@edc.org](mailto:bmoeller@edc.org) or 1-800-225-4276 ext. 4205.

**Benefits.** By participating in the research, you may help improve the Math for All PD program, and you may help add to the knowledge base about how to best provide professional development to help teachers improve the math education of students with different abilities and disabilities.

**Potential Risks.** Participation in the research will involve minimal risk. The main risk is breach of confidentiality. We will make every effort to minimize this risk by going through extensive efforts to de-identify all data as described below.

**Confidentiality.** Surveys and other identifiable data will be stored securely at EDC, Deacon Hill Research Associates, or Teachers College, Columbia University and will be accessible only to research staff. The results of the study, including your survey and interview answers, may be quoted as de-identified data, and may be presented at scientific meetings and in published reports. De-identified data means that you will never be identified by name or described in a way that will identify you in public materials. We will not share any identifiable data with your school and school district. Your name will be replaced with a number on your research record. Names will be kept in a locked file cabinet accessible only to research staff. All other data will be encrypted and stored securely. All confidential electronic and paper data will be destroyed three years after the conclusion of the study. Consent forms will be destroyed six years after the conclusion of the study.

**Your Rights.** Participation in the research is voluntary. You may decide not to participate, or to stop participating at any time, without penalty or loss of benefits that you would get otherwise.

April 5, 2019 *As*

## Math for All Scale-Up Study

However, if you stop participating, any information that you have given us up to that point will remain part of the study.

**Costs and Compensations.** It will not cost you anything to be in the study. For each of the two years of the study, you will receive a \$50 stipend for participating in research activities outside of regular school hours.

**Contact Information.** If you have questions about this research, please contact Dr. Babette Moeller at 1-800-225-4276 ext. 4205 or [bmoeller@edc.org](mailto:bmoeller@edc.org). If you have any questions about your rights as a participant in the evaluation or concerns about the research, you can contact EDC's Human Protections Administrator at 1-800-225-4276 ext. 2971 or [HumanProtections@edc.org](mailto:HumanProtections@edc.org).

Please complete this form and return it to a researcher. You may keep a copy of this form for your records.

Sincerely,



Dr. Babette Moeller  
Principal Investigator  
Education Development Center, Inc.

### FACILITATOR CONSENT FORM

I understand that my participation in the Math for All Research study involves the completion of three surveys and about ten logs over the course of the 2019–2020 and 2020-2021 school years. I agree to be observed at least twice during each of these two school years. I understand that researchers may also collect work samples (PowerPoint presentations and agendas for MFA sessions I facilitate), invite me to participate in an interview, and collect feedback forms for facilitator training sessions I attend.

☐ **Yes, I agree** to participate in the Math for All research.

☐ **No, I do not** agree to participate in the Math for All research.

\_\_\_\_\_  
Your Name (please print)

\_\_\_\_\_  
Your School (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

April 5, 2019 *As*

## Math for All - Teacher Interim Survey

### Thinking about a Student who is Low Performing in Math

**Think about a specific student you are working with (or have worked with in the past), who is low performing in math. Please take two minutes to write a brief description of this student and explain why you consider this student to be low performing in math.**

\* 2. Grade level of the student:

\* 3. Please describe the student and explain why you consider this student to be low performing in math:

\* 4. Imagine that this low-performing student is struggling to complete a math assignment in your classroom. Indicate the likelihood that you would engage in each of the instructional practices below (not how helpful you think each instructional practice would be).

	Very Unlikely	Unlikely	Somewhat Unlikely	Somewhat Likely	Likely	Very Likely
a. Do the assignment myself to better understand what it requires of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Remind the student that they need to finish the assignment because it will count toward their grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Unlikely	Unlikely	Somewhat Unlikely	Somewhat Likely	Likely	Very Likely
c. Consider the student's learning profile and how their interests, strengths and challenges may come into play in this assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Explain how this assignment may be useful in the real world and relevant to their interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Give the student solutions to the problems or questions they are struggling with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Give the student an easier assignment to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Observe the student working on the assignment to better understand the student's strengths and challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ask the student to explain the thinking behind their answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tell the student that other children in the class found the assignment to be easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Suggest strategies that would be helpful for figuring out the answers to the problems or questions they are struggling with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Encourage the student to keep working hard on the assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Adapt the assignment to address or work around the student's area(s) of challenge without changing the mathematical goal(s) of the assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Ask the student questions that will prompt them to think critically about their approach to each problem or question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Clarify for yourself what the mathematical goal(s) of the assignment is/are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Offer the student rewards and/or incentives for correct responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Thinking about a Student who is High Performing in Math

**Think about a specific student you are working with (or have worked with in the past), who is high performing in math. Please take two minutes to write a brief description of this student and explain why you consider this student to be high performing in math.**

\* 5. Grade level of the student:

\* 6. Please describe the student and explain why you consider this student to be high performing in math:

\* 7. Imagine that this high-performing student is struggling to complete a math assignment in your classroom. Indicate the likelihood that you would engage in each of the instructional practices below (not how helpful you think each instructional practice would be).

	Very Unlikely	Unlikely	Somewhat Unlikely	Somewhat Likely	Likely	Very Likely
a. Do the assignment myself to better understand what it requires of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Remind the student that they need to finish the assignment because it will count toward their grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Unlikely	Unlikely	Somewhat Unlikely	Somewhat Likely	Likely	Very Likely
c. Consider the student's learning profile and how their interests, strengths and challenges may come into play in this assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Explain how this assignment may be useful in the real world and relevant to their interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Give the student solutions to the problems or questions they are struggling with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Give the student an easier assignment to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Observe the student working on the assignment to better understand the student's strengths and challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ask the student to explain the thinking behind their answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tell the student that other children in the class found the assignment to be easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Suggest strategies that would be helpful for figuring out the answers to the problems or questions they are struggling with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Encourage the student to keep working hard on the assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Adapt the assignment to address or work around the student's area(s) of challenge without changing the mathematical goal(s) of the assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Ask the student questions that will prompt them to think critically about their approach to each problem or question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Clarify for yourself what the mathematical goal(s) of the assignment is/are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Offer the student rewards and/or incentives for correct responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Math for All - Teacher Interim Survey

### Beliefs about Teaching Mathematics

\* 8. Which statement best describes how long you plan to remain in teaching? (Select one)

- ☐ As long as I am able
- ☐ Until I am eligible for retirement benefits from this job
- ☐ Until I am eligible for retirement benefits from a previous job
- ☐ Until I am eligible for Social Security benefits
- ☐ Until a specific life event occurs (e.g., parenthood, marriage, retirement of a spouse or partner)
- ☐ Until a more desirable job opportunity comes along
- ☐ Definitely plan to leave as soon as I can
- ☐ Undecided at this time

\* 9. How much do you enjoy teaching math?

- ☐ Not at all
- ☐ A little
- ☐ A moderate amount
- ☐ A lot
- ☐ A great deal

Math for All - Teacher Interim Survey

Beliefs about Teaching Mathematics (continued)

\* 10. How **PREPARED** do you feel about doing the following?

	Not at all prepared	Slightly prepared	Moderately prepared	Prepared	Very prepared
a. Teaching standards-based math to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying the math strengths of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying the math needs of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Understanding the mathematics of the lessons I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Analyzing the demands of mathematical tasks on students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Determining the goals of the math lessons I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Understanding learning trajectories in mathematics (how the math I teach relates to what students learned before and what they will learn later).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Selecting specific strategies to address the strengths of students with disabilities in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Selecting specific strategies to address the needs of students with disabilities in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adapting math lessons for students with disabilities to help them meet standards-based goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Collaborating with my colleagues when planning math lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Math for All - Teacher Interim Survey

Beliefs about Teaching Mathematics (continued)

\* 11. How **COMFORTABLE** do you feel about doing the following?

	Not at all comfortable	Slightly comfortable	Moderately comfortable	Comfortable	Very comfortable
a. Teaching standards-based math to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identifying the math strengths of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying the math needs of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Understanding the mathematics of the lessons I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Analyzing the demands of mathematical tasks on students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Determining the goals of the math lessons I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Understanding learning trajectories in mathematics (how the math I teach relates to what students learned before and what they will learn later).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Selecting specific strategies to address the strengths of students with disabilities in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Selecting specific strategies to address the needs of students with disabilities in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adapting math lessons for students with disabilities to help them meet standards-based goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Collaborating with my colleagues when planning math lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Beliefs about Teaching Mathematics (continued)

\* 12. The following question is exploring teachers' ideas about students' mathematics abilities. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. A student's ability to learn mathematics can only be substantially improved during a specific period in their development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To tell the truth, when a student seems to work too hard at mathematics, it makes me feel like they are not very smart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A student can always improve their ability to learn mathematics, no matter how old they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The harder a student works at mathematics, the better they will be at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A student's ability to learn mathematics can change significantly from birth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. After a certain point in childhood, a student's ability to learn mathematics cannot improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A student's ability to learn mathematics is innate and will never change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My students are past the age at which they can substantially improve their ability to learn mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If a student is not good at mathematics, working hard won't make them good at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Beliefs about Teaching Mathematics (continued)

\* 13. The following question is exploring teachers' ideas about intelligence. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. No matter who you are, you can significantly change your intelligence level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You can always substantially change how intelligent you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You have a certain amount of intelligence, and you can't really do much to change it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. No matter how much intelligence you have, you can always change it quite a bit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your intelligence is something about you that you can't change very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. You can learn new things, but you can't really change your basic intelligence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To be honest, you can't really change how intelligent you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Beliefs about Teaching Mathematics (continued)

\* 14. To what extent do you agree with the following statements about learning mathematics?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. A students' ability to collaborate with peers contributes to their success in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Active working memory capacity has nothing to with being successful in mathematics class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A student's challenges with fine motor skills can interfere with math learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strong oral language skills are not an absolute requirement for communicating mathematical ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A student must have mastered basic skills before they can engage in higher-order thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Math teachers are not responsible for strengthening students' social skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using precise mathematical language can help to push students' mathematical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students' spatial skills only come into play when studying geometry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Long-term memory of math facts is a prerequisite for learning higher-order math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Higher-order thinking in mathematics is a special aptitude that can't be taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. When students are asked to explain their thinking, they should always do it using words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Mathematical problems can sometimes be solved by using gross motor skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Math for All - Teacher Interim Survey

### Beliefs about Teaching Mathematics (continued)

\* 15. Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. If the teacher adapts the lesson plans in the textbook, students will still learn the mathematics they are supposed to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Following the textbook closely ensures that the teacher is focused on the right sequence of mathematical topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If it seems that students do not yet understand a mathematical concept, it is OK to adapt the lessons outlined in the textbook and/or pacing guide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Following the lesson plans in the math textbook carefully does not guarantee that most students will eventually understand the mathematics they are supposed to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers should follow the lesson plans in the textbook rather than develop lesson plans on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The math textbook I use discourages teachers from making any changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My school and/or district expects me to adhere to my textbook without making adaptations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. If the average student successfully meets the goals of the lessons in a teacher's textbook, then there is no need to make any changes in the lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Adapting rigorous math lessons based on the strengths and challenges of students who are outliers will benefit many students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Recent Professional Development Experience

\* 16. Did you participate in any math and/or special education PD during the past school year? Please **include** all PD since June 2021 (i.e., the end of the previous school year).

If you are participating in the Math for All workshops, please tell us about all **other** math and/or special education PD.

- ☐ No
- ☐ Yes

## Math for All - Teacher Interim Survey

Math and/or Special Education PD (June 2021 to present, excluding MFA)

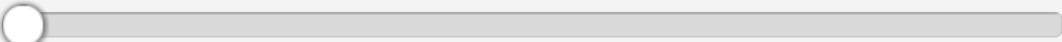
**Please tell us about all math and/or special education PD you participated in since June 2021. Include all types of PD, such as (but not limited to): summer PD, scheduled PD days, PLC activities, graduate courses, etc.**

\* 17. Title of PD Experience #1

\* 18. How many hours total did you spend participating in PD #1?

Please select a whole number from 1 to 40 hours using the slider below.

1 hours                      20 hours                      40 hours



\* 19. Content focus of PD #1

- ☐ Mathematics
- ☐ Special Education/Inclusion
- ☐ Focused on both Mathematics and Special Education

\* 20. Provider of PD #1

- ☐ In-house coach/administrator/teacher
- ☐ District office personnel
- ☐ Regional Office of Education or other Intermediary Unit
- ☐ Vendor
- ☐ Outside consultant/trainer
- ☐ College course

\* 21. Where PD #1 took place

- ☐ At my school
- ☐ At a nearby school
- ☐ At my district office
- ☐ At a nearby conference or meeting facility
- ☐ Other, such as a nearby college/university; local or national conference; or elsewhere (please specify the name of the venue, city, and state):

\* 22. When PD #1 took place

- ☐ Regular school day, DURING school hours
- ☐ Regular school day, OUTSIDE of school hours
- ☐ On a PD day or scheduled planning time
- ☐ On the weekend
- ☐ During the summer

\* 23. Did you receive a stipend for participating in PD #1?

- ☐ No
- ☐ Yes. Please enter the total amount

\* 24. Was a substitute hired to cover your duties so you could participate in PD #1?

- ☐ No
- ☐ Yes
- ☐ Not applicable

\* 25. Do you have a second PD experience to report?

- ☐ No
- ☐ Yes

## Math for All - Teacher Interim Survey

Math and/or Special Education PD #2 (June 2021 to present, excluding MFA)

**Please tell us about all math and/or special education PD you participated in since June 2021. Include all types of PD, such as (but not limited to): summer PD, scheduled PD days, PLC activities, graduate courses, etc.**

\* 26. Title of PD Experience #2

\* 27. How many hours total did you spend participating in PD #2?

Please select a whole number from 1 to 40 hours using the slider below.

1 hours                                      20 hours                                      40 hours

\* 28. Content focus of PD #2

- ☐ Mathematics
- ☐ Special Education/Inclusion
- ☐ Focused on both Mathematics and Special Education

\* 29. Provider of PD #2

- ☐ In-house coach/administrator/teacher
- ☐ District office personnel
- ☐ Regional Office of Education or other Intermediary Unit
- ☐ Vendor
- ☐ Outside consultant/trainer
- ☐ College course

\* 30. Where PD #2 took place

- ☐ At my school
- ☐ At a nearby school
- ☐ At my district office
- ☐ At a nearby conference or meeting facility
- ☐ Other, such as a nearby college/university; local or national conference; or elsewhere (please specify the name of the venue, city, and state):

\* 31. When PD #2 took place

- ☐ Regular school day, DURING school hours
- ☐ Regular school day, OUTSIDE of school hours
- ☐ On a PD day or scheduled planning time
- ☐ On the weekend
- ☐ During the summer

\* 32. Did you receive a stipend for participating in PD #2?

- ☐ No
- ☐ Yes. Please enter the total amount

\* 33. Was a substitute hired to cover your duties so you could participate in PD #2?

- ☐ No
- ☐ Yes
- ☐ Not applicable

\* 34. Do you have a third PD experience to report?

- ☐ No
- ☐ Yes

Math for All - Teacher Interim Survey

Math and/or Special Education PD #3 (June 2021 to present, excluding MFA)

**Please tell us about all math and/or special education PD you participated in since June 2021. Include all types of PD, such as (but not limited to): summer PD, scheduled PD days, PLC activities, graduate courses, etc.**

\* 35. Title of PD Experience #3

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\* 36. How many hours total did you spend participating in PD #3?

Please select a whole number from 1 to 40 hours using the slider below.

1 hours 20 hours 40 hours

\* 37. Content focus of PD #3

- ☐ Mathematics
- ☐ Special Education/Inclusion
- ☐ Focused on both Mathematics and Special Education

\* 38. Provider of PD #3

- ☐ In-house coach/administrator/teacher
- ☐ District office personnel
- ☐ Regional Office of Education or other Intermediary Unit
- ☐ Vendor
- ☐ Outside consultant/trainer
- ☐ College course

\* 39. Where PD #3 took place

- ☐ At my school
- ☐ At a nearby school
- ☐ At my district office
- ☐ At a nearby conference or meeting facility
- ☐ Other, such as a nearby college/university; local or national conference; or elsewhere (please specify the name of the venue, city, and state):

\* 40. When PD #3 took place

- ☐ Regular school day, DURING school hours
- ☐ Regular school day, OUTSIDE of school hours
- ☐ On a PD day or scheduled planning time
- ☐ On the weekend
- ☐ During the summer

\* 41. Did you receive a stipend for participating in PD #3?

- ☐ No
- ☐ Yes. Please enter the total amount

- ☐ None of the above

\* 42. Was a substitute hired to cover your duties so you could participate in PD #3?

- ☐ No
- ☐ Yes
- ☐ Not applicable

\* 43. Do you have a fourth PD experience to report?

- ☐ No
- ☐ Yes



Math for All - Teacher Interim Survey

Math and/or Special Education PD #4 (June 2021 to present, excluding MFA)

**Please tell us about all math and/or special education PD you participated in since June 2021. Include all types of PD, such as (but not limited to): summer PD, scheduled PD days, PLC activities, graduate courses, etc.**

\* 44. Title of PD Experience #4

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\* 45. How many hours total did you spend participating in PD #4?

Please select a whole number from 1 to 40 hours using the slider below.

1 hours 20 hours 40 hours

\* 46. Content focus of PD #4

- ☐ Mathematics
- ☐ Special Education/Inclusion
- ☐ Focused on both Mathematics and Special Education

\* 47. Provider of PD #4

- ☐ In-house coach/administrator/teacher
- ☐ District office personnel
- ☐ Regional Office of Education or other Intermediary Unit
- ☐ Vendor
- ☐ Outside consultant/trainer
- ☐ College course

\* 48. Where PD #4 took place

- ☐ At my school
- ☐ At a nearby school
- ☐ At my district office
- ☐ At a nearby conference or meeting facility
- ☐ Other, such as a nearby college/university; local or national conference; or elsewhere (please specify the name of the venue, city, and state):

\* 49. When PD #4 took place

- ☐ Regular school day, DURING school hours
- ☐ Regular school day, OUTSIDE of school hours
- ☐ On a PD day or scheduled planning time
- ☐ On the weekend
- ☐ During the summer

\* 50. Did you receive a stipend for participating in PD #4?

- ☐ No
- ☐ Yes. Please enter the total amount

- ☐ None of the above

\* 51. Was a substitute hired to cover your duties so you could participate in PD #4?

- ☐ No
- ☐ Yes
- ☐ Not applicable

## Math for All - Teacher Interim Survey

### Participation in MFA Workshops

\* 52. Did you participate in the Math for All workshops this past school year?

- ☐ No
- ☐ Yes

## Math for All - Teacher Interim Survey

### Your Thoughts About the Math for All PD

\* 53. What were the one or two most significant things that you learned or rediscovered through the Math for All professional development so far?

\* 54. What has been the impact of the Math for All professional development on your teaching/instructional practices so far?

- ☐ It has already had an impact on my teaching.
- ☐ I haven't used the ideas yet, but I plan to use them in the future.
- ☐ I don't think the professional development will impact my teaching at all.

\* 55. Please explain how the Math for All professional development has or has not had an impact on your teaching/instructional practices so far.

\* 56. To what extent has the Math for All professional development contributed to your **professional skills** in the following areas? (Please check one in each row)

	Not at all	Not much	Some	Quite a bit	A lot
a. Observing individual children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the demands of mathematical tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How to use math software in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making decisions about how to adapt math lessons to support students with diverse strengths and needs meet the learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Collaborating with my colleagues in planning math lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 57. To what extent has the Math for All professional development contributed to your **professional knowledge**? (Please check one in each row)

	Not at all	Not much	Some	Quite a bit	A lot
a. Individual students' strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The mathematics of specific lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Alternative instructional practices and materials that can be used to pursue a given learning goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How to adapt math lessons to help students with diverse strengths and needs meet a given learning goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Interim Survey

### Your Thoughts About the Math for All PD (continued)

\* 58. How would you rate the overall quality of the Math for All workshop series so far? (Please select one)

- ☐ 1 (Poor)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (Excellent)

\* 59. Please explain in what ways the Math for All workshops have met (or have not met) your needs, given your role at your school.

\* 60. Please rate your interest in continuing to build your comfort, knowledge, and preparation in the following areas in the future.

	I already feel well prepared in this area	Low interest	Medium interest	High interest
a. Math content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Neuro-developmental theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. English language learners/Bilingual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Formative assessment/identifying students' strengths and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Adapting math lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Collaborative lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

# Thank You!

Please click on the Done button below to finalize and exit the survey.



## Math for All - Teacher Log #1 (beginning of year Classroom Reflections)

Welcome!

The purpose of this log is to learn more about your instruction, by asking you to: (a) tell us about math instruction at your school; and (b) the most recent math lesson that you taught.

It will take approximately 20 minutes to complete the log. Please be assured that your individual responses will be confidential and will not be shared with anyone in your school or district. You will receive a stipend for completing this log.

To navigate between pages of the log, please use the buttons on the bottom of each page. Do NOT use your browser's back and forward arrows.

\* 1. Please enter your name and today's date.

First Name

Last Name

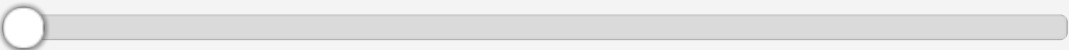
Date (MM/DD/YYYY)

## Math for All - Teacher Log #1 (beginning of year Classroom Reflections)

### Teaching in a Departmentalized Grade/School

\* 2. During this school year, how many students do you teach math to, in total?

1 100 200



\* 3. How many different classes/sections of students do you teach math to?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ Other (please specify):

\* 4. If you teach more than one class, do your classes differ by math ability?

☐ Not applicable - I only teach one math class

☐ No, my math classes do not differ by ability

☐ Yes (please describe):

## Math for All - Teacher Log #1 (beginning of year Classroom Reflections)

### Mathematics Instruction at Your School

\* 5. What math curriculum are you using? Please check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Bridges                                   | <input type="checkbox"/> Illustrative Math   |
| <input type="checkbox"/> District Math Curriculum                  | <input type="checkbox"/> Investigations      |
| <input type="checkbox"/> Engage New York / Eureka / Eureka Squared | <input type="checkbox"/> Math in Focus       |
| <input type="checkbox"/> EnVision                                  | <input type="checkbox"/> My Math             |
| <input type="checkbox"/> Everyday Mathematics                      | <input type="checkbox"/> No textbook is used |
| <input type="checkbox"/> Go Math!                                  | <input type="checkbox"/> Ready Math          |
| <input type="checkbox"/> Other (please specify):                   |  |

\* 6. How many math periods do you teach each week? Please enter a number between 1 and 25.

1 12 25

\* 7. How many minutes long are each of your math periods? Please enter a number between 15 and 120.

15 60 120

\* 8. How many minutes total per week of math instruction will students receive? E.g., if math is taught 60 minutes per day, 5 days a week, enter 300 minutes.

15 120 300

\* 9. Does the length of your math periods differ by class/section?

☐ No

☐ Yes (please specify):

\* 10. Which of the following best describes the context in which you teach math?

☐ I teach math alone, in a general education classroom that does not include students with disabilities.

☐ I teach math alone, in a general education classroom that includes students with disabilities.

☐ I teach math with one or more adults (e.g., special educators, paraprofessionals/instructional aides), in a general education classroom that includes students with disabilities.

☐ I teach math alone, in a self-contained special education classroom where I am responsible for the instruction of all or most academic subjects to students with disabilities.

☐ I teach math alone, in a learning center or resource room where I provide pull-out support to students with disabilities.

☐ Other (please specify):

\* 11. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

	No control	Minor control	Moderate control	A great deal of control
Selecting textbooks and other instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting content, topics, and skills to be taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating and grading students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplining students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the amount of homework to be assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All - Teacher Log #1 (beginning of year Classroom Reflections)

### Working with Other Educators

\* 12. Which other educators regularly work with you during math instruction, and what percentage of math instructional time are they typically present? For each of the options below, please select a percentage range (or not applicable) from the pull-down menu.

Percent of instructional math time during which this person is present

Special education teacher	<input type="text"/>
General education teacher	<input type="text"/>
Bilingual teacher	<input type="text"/>
Assistant teacher	<input type="text"/>
Paraprofessional / Instructional aide	<input type="text"/>
Teacher leader	<input type="text"/>
Math coach	<input type="text"/>
Other	<input type="text"/>

If you selected "Other" please specify the other person:

13. Please list the names of the educator(s), if any, with whom you work to **plan** or to **teach** math to your students.

Educator #1	<input type="text"/>
Educator #2	<input type="text"/>
Educator #3	<input type="text"/>
Educator #4	<input type="text"/>

Reflections On Your Last Math Lesson

**The following questions are about the most recent math lesson you taught.**

\* 14. Please tell us about the most recent math lesson you taught. Which class are you reporting on? If you teach math to multiple groups of students, please **select one section** and focus on that group for this reflection.

Description (e.g., grade level, section)

Date of the most recent math lesson I taught (MM/DD/YYYY)

Start time of this math lesson (HH:MM)

End time of this math lesson (HH:MM)

\* 15. Was your last math lesson done online or in person?

☐ Online/remote learning

☐ In person

If you would like to add any comments, please enter them here:

**The next set of questions ask about different strategies that teachers may use in the classroom. We do not expect any teacher to use these strategies all the time.**

**Please think about your last math lesson, and tell us (a) how often you used the strategy, and (b) how often you think you should have used the strategy.**

\* 16. These are some **adaptive instruction strategies** that teachers can use to respond to their students' learning needs while teaching. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Provided adequate time for students to complete work (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Responded to student requests for assistance.	<input type="text"/>	<input type="text"/>
Used different approaches to meet whole class learning needs (e.g., modifications, accommodations).	<input type="text"/>	<input type="text"/>
Used different approaches to meet individual student learning needs.	<input type="text"/>	<input type="text"/>

\* 17. These are some **student-directed instructional strategies** that teachers can use to actively engage students in the learning process. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Assigned students to do work independently from other students (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Actively participated in activities with students (e.g., take a turn during "hands-on" activities).	<input type="text"/>	<input type="text"/>
Created roles for students during lesson or learning activity (e.g., presenter for the group, student teaches lesson).	<input type="text"/>	<input type="text"/>
Assigned students work to do with other students (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Related subject matter to everyday student experiences (e.g., a lesson on fractions might include a discussion on how to divide a pizza).	<input type="text"/>	<input type="text"/>

\* 18. These are some **direct instruction strategies** that teachers can use to to deliver academic content or convey information to students. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Changed tone of voice to emphasize key concepts and words.	<input type="text"/>	<input type="text"/>
Summarized concepts clearly.	<input type="text"/>	<input type="text"/>
Paused to give students time to think about concepts.	<input type="text"/>	<input type="text"/>
Broke down academic concepts or assignments into steps.	<input type="text"/>	<input type="text"/>
Presented learning objectives throughout the lesson.	<input type="text"/>	<input type="text"/>
Modeled to class how to use concepts or skills.	<input type="text"/>	<input type="text"/>
Related new concepts to previous lessons.	<input type="text"/>	<input type="text"/>
Presented lesson content at a rate (pace) that promotes learning.	<input type="text"/>	<input type="text"/>

\* 19. These are some **strategies teachers can use to activate students' thinking** about the lesson material. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Asked students to describe their thinking (e.g., how/why questions).	<input type="text"/>	<input type="text"/>
Asked students to summarize or repeat key points.	<input type="text"/>	<input type="text"/>
Asked students closed-ended questions (e.g., yes/no, true/false).	<input type="text"/>	<input type="text"/>
Asked students open-ended questions (e.g., ideas and opinions).	<input type="text"/>	<input type="text"/>
Encouraged students to check and correct their work (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Encouraged students to plan and organize before starting their work (e.g., create outline).	<input type="text"/>	<input type="text"/>



\* 20. These are some **strategies teachers can use to provide specific feedback** to their students on their understanding of the material. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used academic performance feedback.	<input type="text"/>	<input type="text"/>
Gave academic performance feedback immediately.	<input type="text"/>	<input type="text"/>
Explained what is specifically correct about students' answers.	<input type="text"/>	<input type="text"/>
Explained what is specifically incorrect about students' answers.	<input type="text"/>	<input type="text"/>
Used indirect methods for providing academic performance feedback (e.g., hinting, prompting, or using cues).	<input type="text"/>	<input type="text"/>
Gave specific verbal praise for academic performance.	<input type="text"/>	<input type="text"/>
Used an enthusiastic tone of voice when giving praise for academic performance.	<input type="text"/>	<input type="text"/>

## Math for All - Teacher Log #1 (beginning of year Classroom Reflections)

### Reflections On Your Last Math Lesson (continued)

**Please tell us about the most recent math lesson you taught.**

**The next set of questions ask about different strategies that teachers may use in the classroom. We do not expect any teacher to use these strategies all the time.**

**Please think about your last math lesson, and tell us (a) how often you used the strategy, and (b) how often you think you should have used the strategy.**

\* 21. These are some **verbal and nonverbal strategies teachers can use to prevent student disengagement and problem behaviors** from occurring in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Visually scanned (monitored) students' social/behavioral interactions while teaching.	<input type="text"/>	<input type="text"/>
Prepared students for transitions during lesson (e.g., remind students a transition is about to occur).	<input type="text"/>	<input type="text"/>
Helped students during transitions (e.g., direct students).	<input type="text"/>	<input type="text"/>
Implemented classroom routines.	<input type="text"/>	<input type="text"/>
Moved around the classroom while teaching.	<input type="text"/>	<input type="text"/>
Mediated student interactions.	<input type="text"/>	<input type="text"/>
Reviewed classroom rules or routines before an activity.	<input type="text"/>	<input type="text"/>
Called on quiet students with their hands raised.	<input type="text"/>	<input type="text"/>

\* 22. These are some **strategies teachers can use for issuing directions or instructions** to students and behavioral expectations in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used directives.	<input type="text"/>	<input type="text"/>
Gave directives one or two steps at a time.	<input type="text"/>	<input type="text"/>
Obtained the attention of students before giving directives.	<input type="text"/>	<input type="text"/>
Issued directives as statements, not questions.	<input type="text"/>	<input type="text"/>
Paused before repeating the same directives to students.	<input type="text"/>	<input type="text"/>
Assessed for compliance after giving a directive.	<input type="text"/>	<input type="text"/>
Gave specific directives.	<input type="text"/>	<input type="text"/>
Paused between issuing new directives.	<input type="text"/>	<input type="text"/>

\* 23. These are some **verbal and nonverbal strategies teachers can use to positively reinforce** specific appropriate behaviors in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used verbal praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave specific verbal praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave nonverbal praise to students for appropriate behavior (e.g., "thumbs up", "high five").	<input type="text"/>	<input type="text"/>
Used tangible rewards following appropriate behavior (e.g., stickers, tickets)	<input type="text"/>	<input type="text"/>
Used an enthusiastic tone of voice when giving praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave praise immediately for appropriate behavior.	<input type="text"/>	<input type="text"/>

\* 24. These are some **verbal and nonverbal strategies teachers can use to correct students'**

**inappropriate behavior.** Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used verbal corrective feedback to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Used a calm, but firm tone of voice when redirecting student behavior.	<input type="text"/>	<input type="text"/>
Gave specific verbal corrective feedback to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Gave nonverbal corrective feedback to redirect inappropriate behavior (e.g., finger to lip for silence, flip lights on and off).	<input type="text"/>	<input type="text"/>
Moved closer to students to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Privately gave corrective feedback for specific inappropriate behavior.	<input type="text"/>	<input type="text"/>
Assessed for behavioral change after giving corrective feedback.	<input type="text"/>	<input type="text"/>
Gave corrective feedback immediately.	<input type="text"/>	<input type="text"/>

Thank You!

Please click on the Done button below to finalize and exit the survey.

## Math for All - Teacher Logs #2 - #7

Welcome!

The purpose of this log is to get a sense of your professional practices around teaching math, including instruction, lesson planning, and any professional development you may have participated in. It will take approximately 15 minutes to complete the log. Please be assured that your individual responses will be confidential and will not be shared with anyone in your school or district. You will receive a stipend for completing this log.

Please answer the questions based on what you did this past week (date range).

Please complete this log as soon as possible after Friday, (Month Day), so the events and activities of the week are still fresh on your mind.

To navigate between pages of the log, please use the buttons on the bottom of each log page. Do NOT use your browser's back and forward arrows.

\* 1. Please enter your name and today's date.

First Name

Last Name

Date (MM/DD/YYYY)

\* 2. Which class are you reporting on? If you teach math to multiple groups of students, please **select one section** and focus on that group for all the logs that you will be completing this year.

Description (e.g., grade level)

Start time of this math block

End time of this math block

## Math for All - Teacher Logs #2 - #7

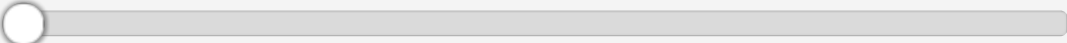
### About This Past Week's Math Instruction

\* 3. For the group you are reporting on, how many **minutes of math (total)** did you teach during the past week? Please use the slider to select a number from 0 to 600 minutes. You may also enter the number directly in the box to the right of the slider.

0 mins

300 mins/5 hrs

600 mins/10 hrs



\* 4. For the group you are reporting on, what math content/topics did you cover during the past week?

\* 5. For the group that you are reporting on, were there any school or other events that interfered with math instruction during the past week? Please check all that apply.

☐ No interfering events/Not applicable

☐ Field trips

☐ Testing

☐ Holiday(s)

☐ Weather-related closing

☐ Other (please specify):

\* 6. For the group you are reporting on, how **typical** was math teaching and learning during the past week, compared to the rest of the school year?

☐ Typical

☐ Not Typical (please describe):

## Math for All - Teacher Logs #2 - #7

### Math Instructional Practices

\* 7. For the group that you are reporting on, how frequently did you engage in the following practices during your math instruction this past week? (Please check one in each row.)

**Note: We do NOT expect anyone to use all of these practices every lesson or even every week. Please indicate which ones YOU used and how often during the past week.**

	Never	Once	Twice	Three Times	Four Times	Daily
a. Observe individual students to identify strengths and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyze student work samples to identify strengths and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Share assessment data with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Encourage students to reflect on their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Give information using multiple modalities (e.g., visual, verbal, written).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use graphics and visual organizers to represent math concepts and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Allow students to express their ideas in multiple modalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Offer assignments with different levels of difficulty for different students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Allow for students to engage with the lesson materials in multiple ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Have students explain their thinking by talking, writing, or drawing the steps they used in solving a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once	Twice	Three Times	Four Times	Daily
j. Have students solve problems and discuss mathematics in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Group students so they can provide peer support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Clearly communicate expectations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Systematically and explicitly teach the steps and strategies for problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Evaluate how specific strategies are working for individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Reflect on my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Math for All - Teacher Logs #2 - #7

### Student Behavior During Your Last Math Lesson

\* 8. Please describe your students' behavior during your last math lesson. How frequently did they demonstrate the following behaviors/engage in the following activities?

	Students with Special Education Classification	General Education Students
Responding to questions	<input type="text"/>	<input type="text"/>
Asking questions	<input type="text"/>	<input type="text"/>
Volunteering for activities	<input type="text"/>	<input type="text"/>
Sharing ideas	<input type="text"/>	<input type="text"/>
Looking at the teacher	<input type="text"/>	<input type="text"/>
Actively listening	<input type="text"/>	<input type="text"/>
Manipulating materials	<input type="text"/>	<input type="text"/>
Staying on task	<input type="text"/>	<input type="text"/>

## Math for All - Teacher Logs #2 - #7

### Working with Others

\* 9. For the group you are reporting on, did you teach math with another adult during the past week?

- ☐ No
- ☐ Yes

## Math for All - Teacher Logs #2 - #7

### Teaching Math with Other Educators

\* 10. For the group you are reporting on, what **percent of instructional math time** this week did you teach with the following persons?

Please enter a number from 0 to 100 percent in the boxes below.

Special education teacher

General education teacher

Bilingual teacher

Assistant teacher

Paraprofessional/ instructional aide

Teacher leader

Math coach

Another person

11. Please specify the **role/position of other person** with whom you taught math this past week.

☐ Not applicable (no other person)

☐ Other person's role/position:

## Math for All - Teacher Logs #2 - #7

### Co-Teaching Format

\* 12. For the group you are reporting on, how did you work with the other adult during math instruction?  
Please indicate approximately **how many minutes you used the following co-teaching strategies during math instruction this past week.**

Please enter a number from 0 to 600 **minutes** in the boxes below.

Note: 60 minutes = 1 hour; 120 minutes = 2 hours; 180 minutes = 3 hours; 240 minutes = 4 hours; 300 minutes = 5 hours; 360 minutes = 6 hours; 420 minutes = 7 hours; 480 minutes = 8 hours; 540 minutes = 9 hours; 600 minutes = 10 hours

One teach, one observe

Station teaching

(Each teacher presents part of the same content to subgroups of students)

Parallel teaching

(Each teacher teaches the same content to a subgroup of students)

Alternative teaching

(One teacher teaches a larger group of students and one teacher teaches a smaller group of students in a more individualized fashion)

Teaming

(Both teachers collaborate to teach the entire group)

One teach, one assist

## Math for All - Teacher Logs #2 - #7

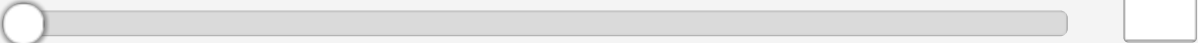
### Using Your Math Lesson Planning Time

\* 13. For the group you are reporting on, how much time did you spend planning your math lessons (in school and after school) this past week? Please use the slider to select a number from 0 to 600 (10 hours). You may also enter the number directly in the box to the right of the slider.

0 mins/None

300 mins/5 hrs

600 mins/10 hrs



\* 14. For the group you are reporting on, approximately **how much of your math lesson planning time during the past week did you spend on the following activities?** We understand that some of the activities below may happen concurrently.

Please enter a number from 0 to 600 **minutes** in the boxes below.

Note: 60 minutes = 1 hour; 120 minutes = 2 hours; 180 minutes = 3 hours; 240 minutes = 4 hours; 300 minutes = 5 hours; 360 minutes = 6 hours; 420 minutes = 7 hours; 480 minutes = 8 hours; 540 minutes = 9 hours; 600 minutes = 10 hours

Review the materials (e.g., curriculum guide, text book) that the publisher provides.

Consider the learning goals of the math lesson.

Think about how the math of the lesson connects to past and future lessons.

Enact the mathematical activities of the lesson hands-on to better understand the demands.

Think about individual students' strengths and needs.

Select instructional strategies and materials to work around students' areas of need.

Select instructional strategies and materials to build on students' strengths to help them improve in their areas of need.

Use the internet to find information and resources.

Adapt math lessons for diverse learners.

Write lesson plans.

Reflect on how past lessons went.

Grade your students' math work.

Changes/Adaptations Made in Your Lessons

\* 15. For the group you are reporting on, did you make any changes/adaptations in the lessons from your text or curriculum to better address the strengths and needs of diverse learners during the past week?

☐

No

☐

Yes (please specify the changes/adaptations you made):

Changes/Adaptations Made in Your Lessons (continued)

\* 16. For the group you are reporting on, did you encounter any difficulties with adapting/differentiating math instruction during this past week?

☐

No

☐

Yes (please specify the difficulties in adapting/differentiating math instruction you experienced):



Consulting/Collaborating with Other Educators

\* 17. For the group you are reporting on, did you consult or collaborate with anyone during math lesson planning this past week?

☐ No

☐ Yes

## Math for All - Teacher Logs #2 - #7

### Consulting/Collaborating with Other Educators (continued)

\* 18. For the group you are reporting on, **who did you collaborate or consult with during your math lesson planning time** this past week, and for how many **minutes**?

Please enter a number from 0 to 600 **minutes** in the boxes below.

Note: 60 minutes = 1 hour; 120 minutes = 2 hours; 180 minutes = 3 hours; 240 minutes = 4 hours; 300 minutes = 5 hours; 360 minutes = 6 hours; 420 minutes = 7 hours; 480 minutes = 8 hours; 540 minutes = 9 hours; 600 minutes = 10 hours

Special education teacher

General education teacher

Bilingual teacher

Assistant teacher

Paraprofessional/ Instructional aide

Teacher leader

Math coach / Specialist

Reading specialist

School psychologist

Occupational therapist

Speech and language therapist

Team of any of the above

Another person

19. Please specify the **role/position of other person** with whom you collaborated or consulted this past week.

☐ Not applicable (no other person)

☐ Other person's role/position:

Final Comments

20. Are there any other comments about your professional practices related to teaching math from this past week that you would like to share?

Thank You!

Please click on the Done button below to finalize and exit the survey.

## Math for All - Teacher Log #8 (end of year Classroom Reflections)

Welcome!

The purpose of this log is to learn more about your instruction, by asking you to tell us about the most recent math lesson that you taught.

This log will take approximately 20 minutes to complete. Please be assured that your individual responses will be confidential and will not be shared with anyone in your school or district. You will receive a stipend for completing this log.

To navigate between pages of the log, please use the buttons on the bottom of each page. Do NOT use your browser's arrow key to navigate.

\* 1. Please enter your name and today's date.

First Name

Last Name

Date (MM/DD/YYYY)

## Math for All - Teacher Log #8 (end of year Classroom Reflections)

### Teaching Practices

\* 2. Because of the COVID-19 pandemic, schools implemented many alternative modes of instruction. Please tell us the approximate percentage of time across the whole 2021-22 school year that you spent engaged in the following instructional formats (enter a whole number from 0 to 100 in the boxes below):

Fully remote teaching and learning: both you and your students were at home.

Remote from school: you taught from the school building while students learned from home.

Hybrid instruction: you simultaneously taught students in your classroom and those that joined you remotely from home.

Alternating days: you and your students spent some time together in the school building and some time engaged in remote learning where you were all at home.

All in-person instruction: you and your students were all together in the school building.

Other

\* 3. If you answered "Other" in Q3 above, please describe the other instructional format that you used in the 2021-22 school year. Please enter N/A if not applicable.

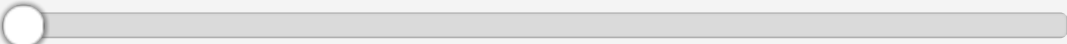
\* 4. On average, how many hours of math instruction did **you provide** per week during the 2021-22 school year?

Please select a whole number from 0 to 30 hours using the slider below.

0 hours

15 hours

30 hours



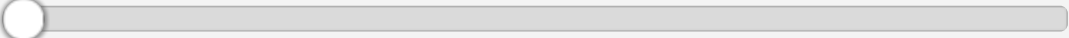
\* 5. On average, how many hours of math instruction did your **students receive** per week during the 2021-22 school year? (This answer may be different from the previous question if you teach multiple groups of students.)

Please select a whole number from 0 to 10 hours using the slider below.

0 hours

5 hours

10 hours



## Math for All - Teacher Log #8 (end of year Classroom Reflections)

### Instructional Materials Used During Instruction

\* 6. Please indicate which of the materials below you used for math instruction during the 2021-22 school year.

	Used during in-person instruction	Used during online instruction
Smartboard	<input type="checkbox"/>	<input type="checkbox"/>
Whiteboard	<input type="checkbox"/>	<input type="checkbox"/>
Internet connection	<input type="checkbox"/>	<input type="checkbox"/>
Laptops	<input type="checkbox"/>	<input type="checkbox"/>
Chromebooks/tablets	<input type="checkbox"/>	<input type="checkbox"/>
Flipchart	<input type="checkbox"/>	<input type="checkbox"/>
Wall displays (e.g., number line, 100s chart, word wall)	<input type="checkbox"/>	<input type="checkbox"/>
Student edition of math textbook	<input type="checkbox"/>	<input type="checkbox"/>
Physical math manipulatives (e.g., counters - snap cubes, buttons, Teddy Bears, tiles, Unifix cubes)	<input type="checkbox"/>	<input type="checkbox"/>
Digital math manipulatives (i.e., apps)	<input type="checkbox"/>	<input type="checkbox"/>
Calculators	<input type="checkbox"/>	<input type="checkbox"/>
Measuring devices (e.g., rulers, measuring tape)	<input type="checkbox"/>	<input type="checkbox"/>
Worksheets (in addition to text book)	<input type="checkbox"/>	<input type="checkbox"/>
Graph Paper	<input type="checkbox"/>	<input type="checkbox"/>
Post-it Notes	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify material(s) and whether use was in-person and/or online):



Reflections on Your Last Math Lesson

**The following questions are about the most recent math lesson you taught.**

\* 7. Please tell us about the most recent math lesson you taught. Which class are you reporting on? If you teach math to multiple groups of students, please **select one section** and focus on that group for this reflection.

Description (e.g., grade level, section)

Date of the most recent math lesson I taught (MM/DD/YYYY)

Start time of this math lesson (HH:MM)

End time of this math lesson (HH:MM)

8. Was your last math lesson done online or in person?

☐ Online/remote learning

☐ In person

If you would like to add any comments, please enter them here:

**The next set of questions ask about different strategies that teachers may use in the classroom. We do not expect any teacher to use these strategies all the time.**

**Please think about your last math lesson, and tell us (a) how often you used the strategy, and (b) how often you think you should have used the strategy.**

\* 9. These are some **adaptive instruction strategies** that teachers can use to respond to their students' learning needs while teaching. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Provided adequate time for students to complete work (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Responded to student requests for assistance.	<input type="text"/>	<input type="text"/>
Used different approaches to meet whole class learning needs (e.g., modifications, accommodations).	<input type="text"/>	<input type="text"/>
Used different approaches to meet individual student learning needs.	<input type="text"/>	<input type="text"/>

\* 10. These are some **student-directed instructional strategies** that teachers can use to actively engage students in the learning process. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Assigned students to do work independently from other students (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Actively participated in activities with students (e.g., take a turn during "hands-on" activities).	<input type="text"/>	<input type="text"/>
Created roles for students during lesson or learning activity (e.g., presenter for the group, student teaches lesson).	<input type="text"/>	<input type="text"/>
Assigned students work to do with other students (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Related subject matter to everyday student experiences (e.g., a lesson on fractions might include a discussion on how to divide a pizza).	<input type="text"/>	<input type="text"/>

\* 11. These are some **direct instruction strategies** that teachers can use to to deliver academic content or convey information to students. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Changed tone of voice to emphasize key concepts and words.	<input type="text"/>	<input type="text"/>
Summarized concepts clearly.	<input type="text"/>	<input type="text"/>
Paused to give students time to think about concepts.	<input type="text"/>	<input type="text"/>
Broke down academic concepts or assignments into steps.	<input type="text"/>	<input type="text"/>
Presented learning objectives throughout the lesson.	<input type="text"/>	<input type="text"/>
Modeled to class how to use concepts or skills.	<input type="text"/>	<input type="text"/>
Related new concepts to previous lessons.	<input type="text"/>	<input type="text"/>
Presented lesson content at a rate (pace) that promotes learning.	<input type="text"/>	<input type="text"/>

\* 12. These are some **strategies teachers can use to activate students' thinking** about the lesson material. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Asked students to describe their thinking (e.g., how/why questions).	<input type="text"/>	<input type="text"/>
Asked students to summarize or repeat key points.	<input type="text"/>	<input type="text"/>
Asked students closed-ended questions (e.g., yes/no, true/false).	<input type="text"/>	<input type="text"/>
Asked students open-ended questions (e.g., ideas and opinions).	<input type="text"/>	<input type="text"/>
Encouraged students to check and correct their work (e.g., tasks, projects, activities).	<input type="text"/>	<input type="text"/>
Encouraged students to plan and organize before starting their work (e.g., create outline).	<input type="text"/>	<input type="text"/>

\* 13. These are some **strategies teachers can use to provide specific feedback** to their students on their understanding of the material. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used academic performance feedback.	<input type="text"/>	<input type="text"/>
Gave academic performance feedback immediately.	<input type="text"/>	<input type="text"/>
Explained what is specifically correct about students' answers.	<input type="text"/>	<input type="text"/>
Explained what is specifically incorrect about students' answers.	<input type="text"/>	<input type="text"/>
Used indirect methods for providing academic performance feedback (e.g., hinting, prompting, or using cues).	<input type="text"/>	<input type="text"/>
Gave specific verbal praise for academic performance.	<input type="text"/>	<input type="text"/>
Used an enthusiastic tone of voice when giving praise for academic performance.	<input type="text"/>	<input type="text"/>

## Math for All - Teacher Log #8 (end of year Classroom Reflections)

### Reflections on Your Last Math Lesson (continued)

**Please tell us about the most recent math lesson you taught.**

**The next set of questions ask about different strategies that teachers may use in the classroom. We do not expect any teacher to use these strategies all the time.**

**Please think about your last math lesson, and tell us (a) how often you used the strategy, and (b) how often you think you should have used the strategy.**

\* 14. These are some **verbal and nonverbal strategies teachers can use to prevent student disengagement and problem behaviors** from occurring in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Visually scanned (monitored) students' social/behavioral interactions while teaching.	<input type="text"/>	<input type="text"/>
Prepared students for transitions during lesson (e.g., remind students a transition is about to occur).	<input type="text"/>	<input type="text"/>
Helped students during transitions (e.g., direct students).	<input type="text"/>	<input type="text"/>
Implemented classroom routines.	<input type="text"/>	<input type="text"/>
Moved around the classroom while teaching.	<input type="text"/>	<input type="text"/>
Mediated student interactions.	<input type="text"/>	<input type="text"/>
Reviewed classroom rules or routines before an activity.	<input type="text"/>	<input type="text"/>
Called on quiet students with their hands raised.	<input type="text"/>	<input type="text"/>

\* 15. These are some **strategies teachers can use for issuing directions or instructions** to students and behavioral expectations in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used directives.	<input type="text"/>	<input type="text"/>
Gave directives one or two steps at a time.	<input type="text"/>	<input type="text"/>
Obtained the attention of students before giving directives.	<input type="text"/>	<input type="text"/>
Issued directives as statements, not questions.	<input type="text"/>	<input type="text"/>
Paused before repeating the same directives to students.	<input type="text"/>	<input type="text"/>
Assessed for compliance after giving a directive.	<input type="text"/>	<input type="text"/>
Gave specific directives.	<input type="text"/>	<input type="text"/>
Paused between issuing new directives.	<input type="text"/>	<input type="text"/>

\* 16. These are some **verbal and nonverbal strategies teachers can use to positively reinforce** specific appropriate behaviors in the classroom. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

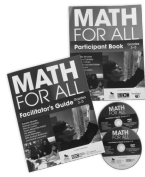
	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used verbal praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave specific verbal praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave nonverbal praise to students for appropriate behavior (e.g., "thumbs up", "high five").	<input type="text"/>	<input type="text"/>
Used tangible rewards following appropriate behavior (e.g., stickers, tickets)	<input type="text"/>	<input type="text"/>
Used an enthusiastic tone of voice when giving praise for appropriate behavior.	<input type="text"/>	<input type="text"/>
Gave praise immediately for appropriate behavior.	<input type="text"/>	<input type="text"/>

\* 17. These are some **verbal and nonverbal strategies teachers can use to correct students' inappropriate behavior**. Please tell us if you used any of these strategies in your most recent math lesson. If the strategy is not relevant/appropriate for your teaching circumstances, please select "Does Not Apply" from the dropdown menu.

	How Often I Did This (1=Not Used; 7=Always Used)	How Often I Should Have Done This (1=Should Not Use; 7=Should Always Use)
Used verbal corrective feedback to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Used a calm, but firm tone of voice when redirecting student behavior.	<input type="text"/>	<input type="text"/>
Gave specific verbal corrective feedback to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Gave nonverbal corrective feedback to redirect inappropriate behavior (e.g., finger to lip for silence, flip lights on and off).	<input type="text"/>	<input type="text"/>
Moved closer to students to redirect inappropriate behavior.	<input type="text"/>	<input type="text"/>
Privately gave corrective feedback for specific inappropriate behavior.	<input type="text"/>	<input type="text"/>
Assessed for behavioral change after giving corrective feedback.	<input type="text"/>	<input type="text"/>
Gave corrective feedback immediately.	<input type="text"/>	<input type="text"/>

# Thank You!

Please click on the Done button below to finalize and exit the survey.



## MFA Facilitator Final Survey

### Introduction

This survey asks about the impact of Math for All, your experiences facilitating the Math for All workshops, and your feedback on the program and the supports you received. Your responses will help us refine our materials and create facilitation supports for districts that would like to use Math for All with their teachers.

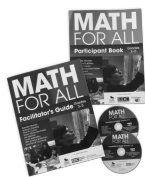
Many thanks in advance for your feedback! Your individual responses are completely confidential and will not be shared with your school or district. Individual names are immediately coded to ensure confidentiality.

The survey will take about 20-30 minutes to complete. To avoid losing data, be sure to use the Prev/Next buttons at the bottom of the screen to navigate between pages of the survey. Please do NOT use your browser's arrow key to navigate.

\* 1. First Name

\* 2. Last Name





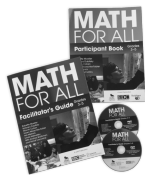
## MFA Facilitator Final Survey

### Impact of Math for All on You

\* 3. What are two or three of the most significant things you learned about **making high-quality mathematics accessible to all students**, including those with disabilities?

\* 4. What are two or three of the most significant things you learned about **facilitating** the professional development?

\* 5. In what ways, if any, will Math for All contribute to your practice as an educator (e.g., staff developer, administrator, teacher leader, and/or teacher)?

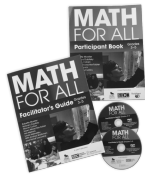


## MFA Facilitator Final Survey

### Comfort with Facilitation Activities

\* 6. Overall, how **comfortable** do you feel with the following facilitation activities?

	1 - Not at all comfortable	2	3 - Somewhat comfortable	4	5 - Very comfortable
a. Facilitating participants' analysis and discussion of written student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilitating discussions about classroom video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Helping participants identify the mathematical goals of lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping participants identify the types of demands math lessons place on students (e.g., reading, computing, interpreting visual representations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Responding to participants' questions about mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Responding to participants' questions about students with disabilities/diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helping participants identify and plan instructional strategies to match students' strengths and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging participants in solving and discussing math problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Creating a respectful and supportive community for collaboration between special educators and general/math educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Helping participants understand mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Helping participants plan ways to make math lessons more accessible to students with disabilities/diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Helping teachers plan accommodations to lessons that maintain the integrity of the mathematics in the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Facilitating participatory group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Providing written feedback to participants on their assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Modeling instructional practices that make math accessible to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Helping participants understand the neurodevelopmental framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Helping participants apply the neurodevelopmental framework to their students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Facilitating professional development online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

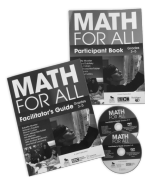


## MFA Facilitator Final Survey

### Preparedness for Facilitation Activities

\* 7. Overall, how **prepared** do you feel to engage in the following facilitation activities?

	1 - Not at all comfortable	2	3 - Somewhat comfortable	4	5 - Very comfortable
a. Facilitating participants' analysis and discussion of written student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilitating discussions about classroom video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Helping participants identify the mathematical goals of lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping participants identify the types of demands math lessons place on students (e.g., reading, computing, interpreting visual representations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Responding to participants' questions about mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Responding to participants' questions about students with disabilities/diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helping participants identify and plan instructional strategies to match students' strengths and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging participants in solving and discussing math problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Creating a respectful and supportive community for collaboration between special educators and general/math educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Helping participants understand mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Helping participants plan ways to make math lessons more accessible to students with disabilities/diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Helping teachers plan accommodations to lessons that maintain the integrity of the mathematics in the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Facilitating participatory group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Providing written feedback to participants on their assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Modeling instructional practices that make math accessible to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Helping participants understand the neurodevelopmental framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Helping participants apply the neurodevelopmental framework to their students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Facilitating professional development online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## MFA Facilitator Final Survey

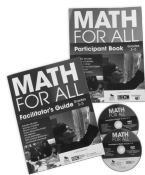
### Beliefs about Teaching Mathematics

\* 8. How much do you enjoy teaching mathematics?

1 - Not at all	2	3 - Somewhat	4	5 - Very much
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 9. Please indicate the degree to which you agree or disagree with each statement below.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
a. When a student does better than usual in mathematics, it is often because the teacher exerted a little extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When the mathematics grades of students improve, it is often due to their teacher having found a more effective teaching approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If students are underachieving in mathematics, it is most likely due to ineffective mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The inadequacy of a student's mathematics background can be overcome by good teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When a low-achieving child progresses in mathematics, it is usually due to extra attention given by the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The teacher is generally responsible for the achievement of students in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students' achievement in mathematics is directly related to their teacher's effectiveness in mathematics teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. If parents comment that their child is showing more interest in mathematics at school, it is probably due to the performance of the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

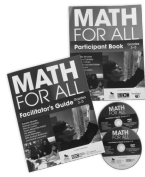


## MFA Facilitator Final Survey

### Impact of Math for All on Teachers and Students

\* 10. What are two or three of the most significant things you think **teachers** learned through their participation in the Math for All professional development?

\* 11. What impact do you think Math for All had on **students** in the participating teachers' classrooms?



## MFA Facilitator Final Survey

### Your Experience with Implementing Math for All

\* 12. On average, what percentage of your time per work week have you spent on Math for All over the past two years? (e.g., if you have a 40-hour work week and you typically spent 4 hours on Math for All, indicate 10%).

0 50 100

\* 13. What would you have done during this time if Math for All did not exist?



\* 14. On average, across one school year, how much time did you spend in the following activities to support the implementation of Math for All **outside of the Math for All workshops**?

Note: We do NOT expect anyone to engage in all of these activities. If you engaged in any of these activities, please indicate for how many minutes on average.

Please enter a number from 0 to 300 minutes in the boxes below.

Note: 60 minutes = 1 hour; 120 minutes = 2 hours; 180 minutes = 3 hours; 240 minutes = 4 hours; 300 minutes = 5 hours

Meet with the leader(s) of the schools I worked with to discuss Math for All

Talked with teachers about Math for All content

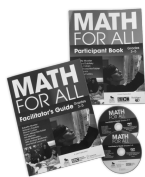
Visited participating teachers' classrooms (related to Math for All)

Provided coaching on topics related to Math for All

Provided resources such as articles or materials

Other

15. If you answered "Other" please specify that activity (or activities).



## MFA Facilitator Final Survey

### Facilitating Math for All During the COVID-19 Pandemic

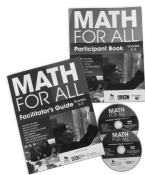
\* 16. How did the COVID-19 pandemic impact your implementation of Math for All?

\* 17. You had the experience of conducting Math for All sessions/workshops both in person and online. How did these two formats compare?

\* 18. If you were to implement Math for All again, which format would you select? Please explain your response.

- ☐ In-person only
- ☐ Online only
- ☐ Blended (combination of in-person and online)

Please explain why you selected this option.



## MFA Facilitator Final Survey

### Sustainability and Plans for the Future

\* 19. In what ways, if any, will the schools you worked with maintain Math for All practices in the upcoming school year? Will you play any role in supporting this?

\* 20. Would you implement the Math for All program again with a new group of teachers? Why or why not?

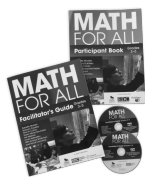
\* 21. If you will be implementing Math for All again, what would you do differently? Please explain your response.

\* 22. Would you recommend the Math for All program to other schools or school districts? Why or why not?

☐ Yes

☐ No

Please tell us why you chose this answer:



## MFA Facilitator Final Survey

### Facilitator Resources and Support

\* 23. How useful did you find the following resources for preparing you for and supporting you in your implementation of the Math for All program?

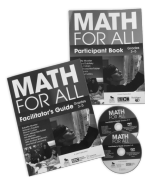
	1 - Not useful at all	2	3 - Somewhat useful	4	5 - Very useful	N/A
a. Facilitator institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilitator guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Facilitator website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning meetings with Math for All coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Debriefing meetings with Math for All coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Math for All coaches modelling the implementation of a Math for All session/workshops with my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Co-facilitating a Math for All session/workshop with a Math for All coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Having a Math for All coach observe a Math for All session/workshop that I facilitated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Three-way meetings with school leaders and Math for All coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Email communication with Math for All coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Facilitator meet ups during the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Follow-up meeting during summer 2020	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Monthly e-newsletter ("Math for All Updates")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Feedback guide (guide for providing feedback on teachers' lesson adaptation plans and reflections)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. "Look fors" (guide for conducting observations in teachers' classrooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 24. What suggestions, if any, do you have for improving the facilitator supports and resources?

\* 25. Are there any additional supports or resources that you would recommend?

\* 26. What suggestions do you have for enhancing school leader involvement in and support of Math for All?

\* 27. What suggestions do you have for enhancing institutional capacity (within your school/network/district/region) to implement and support Math for All?



## MFA Facilitator Final Survey

### Wrapping Up

\* 28. What are your current professional learning goals as a teacher leader/staff developer? Please list two or three areas of knowledge or skills that you are interested in developing further to enhance your preparation for leading professional development focused on improving access to high-quality mathematics education for all students.

Thank You!

Please click on the **Done** button below to finalize and exit the survey.

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

Welcome!

The purpose of this log is to collect information about your experience facilitating Part 1 (Learning) of a Math for All workshop. We would like to learn what went well, what was challenging (confusing and/or difficult to facilitate), and any changes you made. This log should take less than 15 minutes to complete.

We are asking each co-facilitator to fill out the log individually.

**Reminder:** It is helpful to have your Facilitator Guide and Workshop Agenda with you as you fill out this session log.

The information you provide will be kept confidential. We are only asking for your name so that we can keep all the logs for the same site together. Data will be viewed by researchers and project staff only and will be reported so that individual respondents will not be identifiable.

A note about navigation: To avoid losing data,

- Please use the Prev/Next buttons at the bottom of the screen to navigate between pages of the survey.
- Do NOT use your browser's arrow key to navigate.
- If you need to step away from the log, be sure to keep your browser window open until you come back and resume the log.
- Don't forget to click the Done button on the last page of the log to save your entry!

\* 1. What is your first name?

\* 2. What is your last name?

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Session Details

\* 3. Which Part 1 (Learning) *Math for All* workshop are you reporting on?

- ☐ Workshop 1 - Planning Math Lessons that Reach *All* Learners
- ☐ Workshop 2 - Supporting Language Functions
- ☐ Workshop 3 - Supporting Memory Functions
- ☐ Workshop 4 - Supporting Psychosocial Functions
- ☐ Workshop 5 - Supporting Higher Order Thinking

\* 4. Which Learning Section(s) are your reporting on for this workshop?

Note: If Learning Sections 1 and 2 took place within a short period of time (e.g., a day or two), please select "Both - Sections 1 & 2."

- ☐ Learning - Section 1
- ☐ Learning - Section 2
- ☐ Both - Sections 1 & 2
- ☐ Debriefing
- ☐ Sections 1, 2, and Debriefing took place on the same day

\* 5. Which school(s) participated in this session/these sessions? Please check all that apply.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Bells ES                         | <input type="checkbox"/> Hurffville ES             | <input type="checkbox"/> Thomas Jefferson ES     |
| <input type="checkbox"/> Birches ES                       | <input type="checkbox"/> Lincoln ES                | <input type="checkbox"/> Tremont Grade School    |
| <input type="checkbox"/> Clark ES                         | <input type="checkbox"/> Onahan ES                 | <input type="checkbox"/> Union Ridge ES          |
| <input type="checkbox"/> Dore ES                          | <input type="checkbox"/> Portage Park ES           | <input type="checkbox"/> Wedgwood ES             |
| <input type="checkbox"/> Gilboa-Conesville Central School | <input type="checkbox"/> P.S. 1 The Bergen         | <input type="checkbox"/> WHIN Music Community CS |
| <input type="checkbox"/> Glenloch Terrace ECC             | <input type="checkbox"/> P.S. 139 Alexine Fenty ES | <input type="checkbox"/> Whitman ES              |
| <input type="checkbox"/> Gray ES                          | <input type="checkbox"/> Roosevelt MS              | <input type="checkbox"/> Willard ES              |
| <input type="checkbox"/> Henry ES                         | <input type="checkbox"/> Tewksbury ES              | <input type="checkbox"/> World of Inquiry ES     |

Comments (if any):



\* 6. Date of Session/Sessions (enter at least one date):

Part 1, Learning - Section 1 (enter in MM/DD/YYYY format)

Date

Part 1, Learning - Section 2 (enter in MM/DD/YYYY format)

Date

\* 7. Time of Session(s) (please use HH:MM format, such as 08:00). Enter at least one start time and one end time.

Part 1, Learning - Section 1 Start Time

Time

AM/PM

Part 1, Learning - Section 1 End Time

Time

AM/PM

Part 1, Learning - Section 2 Start Time

Time

AM/PM

Part 1, Learning - Section 2 End Time

Time

AM/PM

\* 8. How did the participants join this session/these sessions? Please check all that apply.

- ☐ Individually from home or school
- ☐ In small groups from home or school
- ☐ As a large group from school
- ☐ Other (please specify)

\* 9. How did you facilitate this session/these sessions?

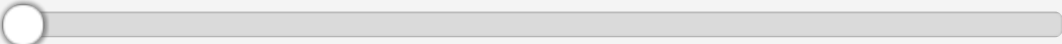
- ☐ In person
- ☐ Online
- ☐ Hybrid (some participants in person, some online)

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Details about Online/Hybrid Format

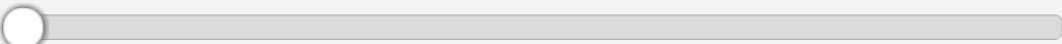
\* 10. Approximately what percentage of online participants joined with their cameras on? Please use the slider below to choose a percentage. You may also enter the percentage in the box to the right of the slider.

1% 50% 100%



\* 11. Approximately what percentage of participants joined online? Please use the slider below to choose a percentage. You may also enter the percentage in the box to the right of the slider.

1% 50% 100%



\* 12. How did conducting this session/these sessions online or in hybrid format impact implementation?

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### School Leader Participation

\* 13. Did one or more school leaders attend this session/these sessions? Please check all that apply.

- ☐ Principal
- ☐ Assistant Principal
- ☐ Other school leader (e.g., supervisor, case manager, coach)
- ☐ None of the school leaders participated

Please identify the name(s) of the school leaders. E.g., Principal = Anne Smith; Assistant Principal = John Evans

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### School Leader Participation (continued)

\* 14. What did the school leader(s) do during the session(s)? Check all that apply.

	Not Applicable	Observed	Asked questions	Contributed to the discussion	Participated in activities alongside teachers	Other
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other School Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify the other activity/activities, and for which school leader(s):

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Checklist of Materials Used During Session(s)

\* 15. Did you use your Math for All Facilitator Guide **to prepare for** this session/these sessions?

- ☐ No  
☐ Yes

\* 16. Did you use the Google Classroom to prepare for this session/these sessions?

- ☐ No  
☐ Yes (please specify how you used the Google Classroom)

\* 17. Did you use your Math for All Facilitator Guide **during** the session(s)?

- ☐ No  
☐ Yes

\* 18. Did participants use the Math for All Participant book during the session(s)?

- ☐ No  
☐ Yes (please specify how many)

\* 19. Did participants use the Google Classroom during the session(s)?

- ☐ No  
☐ Yes (please specify how they used the Google Classroom)

\* 20. Were manipulatives used during the session(s)?

- ☐ No  
☐ Yes (please specify what kind and how many)

\* 21. Were laptops/chromebooks/tablets used during the session(s)?

☐

No

☐

Yes (please specify purpose and how many)

\* 22. Was a document camera used during the session(s)?

☐

No

☐

Yes (please specify purpose and how many)

\* 23. Was a whiteboard used during the session(s)?

☐

No

☐

Yes (please specify purpose and how many)

\* 24. Were other materials used during the session(s)?

☐

No

☐

Yes. Please specify the other material(s), purpose(s), and how many.

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Teachers' Responses to the Session

\* 25. Overall, how do you feel this session/these sessions went?

- ☐ Very poorly  
☐ Poorly  
☐ Ok  
☐ Well  
☐ Very well

Please explain the reason for your rating.

\* 26. Please rate your agreement with the following statements about teachers' responses to the session(s).

	Not applicable	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. Most of the participants seemed engaged in the session activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Many participants contributed to the discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The session met the needs of the participants who are special educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The session met the needs of the participants who are general education teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The teachers were collaborating well on the activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Your Experience Facilitating the Session

\* 27. Please rate your agreement with the following statements about your experience facilitating the session.

	Not applicable	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. I felt well prepared to facilitate the session(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I felt like I had plenty of time to get through the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I felt comfortable in my role as a facilitator in this session/these sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had no difficulty with keeping teachers on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt comfortable working with my co-facilitator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. It was easy to get teachers to talk in the discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 28. How easy or difficult did you find facilitating the following parts of the session?

	Did not do this activity	Very difficult	Somewhat difficult	Neither difficult nor easy	Somewhat easy	Very easy
Situating the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text-based discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to the case lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring the demands of the activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing the focal student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification of the mathematical goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptations for supporting diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflections on the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrap Up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Went Well/Challenging To Do

\* 29. What's one thing that you feel went particularly well in facilitating the session overall?

\* 30. Choose one part of the session(s), if any, that you found challenging to facilitate. What challenges did you experience?

\* 31. Did you plan any changes to the session(s) **prior to** implementation?

- ☐ No  
☐ Yes

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Changes to the Session(s) Planned Before Implementation

\* 32. Which activity or activities do you make changes to **prior to** the session(s)? Please check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Situating the work                    | <input type="checkbox"/> Observing the focal student                 |
| <input type="checkbox"/> Community building                    | <input type="checkbox"/> Identification of the mathematical goals    |
| <input type="checkbox"/> Text-based discussion                 | <input type="checkbox"/> Adaptations for supporting diverse learners |
| <input type="checkbox"/> Discussion of assignments             | <input type="checkbox"/> Reflections on the workshop                 |
| <input type="checkbox"/> Introduction to the case lesson       | <input type="checkbox"/> Collaborative lesson planning               |
| <input type="checkbox"/> Exploring the demands of the activity | <input type="checkbox"/> Wrap Up                                     |

33. What changes did you plan before the session(s)? Please check all that apply.

- ☐ Shortened one or more activities
- ☐ Greatly extended the time for one or more activities
- ☐ Changed the discussion format, such as from whole group to small group
- ☐ Added examples
- ☐ Made changes to a handout
- ☐ Made changes to the PowerPoint
- ☐ Added a new activity
- ☐ Substituted an activity
- ☐ Cut one activity altogether
- ☐ Changed the sequence of topics in the session
- ☐ Other (please specify):

\* 34. Please specify which change(s) were made to which activity(activities) prior to the workshop.

35. What were your reason(s) for planning this change (these changes)? Please check all that apply.

- ☐ I wanted to make the activity more interactive.
- ☐ I was concerned that participants would respond negatively to the original activity.
- ☐ I wanted to make the activity more relevant to the teachers in our school/district/network.
- ☐ I wanted to add examples to the activity.
- ☐ Other reason(s) for making the planned change(s) (please specify):

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Did You Make Changes During the Session(s)?

\* 36. Did you make any changes to the session(s) **during** implementation?

- ☐ No
- ☐ Yes

## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Changes Made to the Session(s) During Implementation

\* 37. Which activity or activities do you make changes to **during** the session(s)? Please check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Situating the work                    | <input type="checkbox"/> Observing the focal student                 |
| <input type="checkbox"/> Community building                    | <input type="checkbox"/> Identification of the mathematical goals    |
| <input type="checkbox"/> Text-based discussion                 | <input type="checkbox"/> Adaptations for supporting diverse learners |
| <input type="checkbox"/> Discussion of assignments             | <input type="checkbox"/> Reflections on the workshop                 |
| <input type="checkbox"/> Introduction to the case lesson       | <input type="checkbox"/> Collaborative lesson planning               |
| <input type="checkbox"/> Exploring the demands of the activity | <input type="checkbox"/> Wrap Up                                     |

38. What changes did you make during the session(s)? Please check all that apply.

- ☐ Shortened one or more activities
- ☐ Greatly extended the time for one or more activities
- ☐ Changed the discussion format, such as from whole group to small group
- ☐ Added examples
- ☐ Made changes to a handout
- ☐ Made changes to the PowerPoint
- ☐ Added a new activity
- ☐ Substituted an activity
- ☐ Cut one activity altogether
- ☐ Changed the sequence of topics in the session
- ☐ Other (please specify):

\* 39. Please specify which change(s) were made to which activity(activities) during the session(s).

40. What were your reason(s) for making this change (these changes)? Please check all that apply.

- ☐ We ran out of time.
- ☐ Participants were quiet in the whole group discussion, so I changed the discussion format to small groups or pairs.
- ☐ I wanted to raise the energy level in the room.
- ☐ Some teachers responded negatively to the activity.
- ☐ I felt that teachers needed more time on the content.
- ☐ I wanted to make connections to our school/district/network context.
- ☐ We had technology problems showing the video or PowerPoint.
- ☐ Other reason(s) for making the change(s) (please specify):



## Math for All Facilitator Session Log - Learning (Cohorts 2 and 3)

### Wrap Up

\* 41. In what ways, if any, did you have an opportunity to discuss math teaching and learning during COVID-19 (e.g., adapting to remote, hybrid, or socially distanced face-to-face teaching and learning) in this session/these sessions?

\* 42. If you facilitated this session/these sessions again, what would you do differently? Why?

\* 43. How long did you spend preparing for this session/these sessions? (Do NOT include time spent at the Facilitator Institute)

☐ Less than one hour

☐ 1-2 hours

☐ 3-4 hours

☐ 5-6 hours

☐ 7-8 hours

☐ 9-10 hours

☐ 11-12 hours

☐ 13-15 hours

☐ If 16 or more hours, please enter the number here:

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

Welcome!

The purpose of this log is to collect information about your experience facilitating the lesson planning portion of a Math for All workshop. We would like to learn what went well, what was challenging (confusing and/or difficult to facilitate), and any changes you made. This log should take less than 15 minutes to complete.

We are asking each co-facilitator to fill out the log individually.

**Reminder:** It is helpful to have your Facilitator Guide and Workshop Agenda with you as you fill out this session log.

The information you provide will be kept confidential. We are only asking for your name so that we can keep all the logs for the same site together. Data will be viewed by researchers and project staff only and will be reported so that individual respondents will not be identifiable.

A note about navigation: To avoid losing data,

- Please use the Prev/Next buttons at the bottom of the screen to navigate between pages of the survey.
- Do NOT use your browser's arrow key to navigate.
- If you need to step away from the log, be sure to keep your browser window open until you come back and resume the log.
- Don't forget to click the Done button on the last page of the log to save your entry!

\* 1. What is your first name?

\* 2. What is your last name?

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Session Details

\* 3. Which *Math for All* lesson planning session are you reporting on?

- ☐ Workshop 1 - Planning Math Lessons that Reach *All* Learners
- ☐ Workshop 2 - Supporting Language Functions
- ☐ Workshop 3 - Supporting Memory Functions
- ☐ Workshop 4 - Supporting Psychosocial Functions
- ☐ Workshop 5 - Supporting Higher Order Thinking

\* 4. Which school(s) participated in this lesson planning session? Please check all that apply.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Bells ES             | <input type="checkbox"/> Hurffville ES             | <input type="checkbox"/> Thomas Jefferson ES     |
| <input type="checkbox"/> Birches ES           | <input type="checkbox"/> Lincoln ES                | <input type="checkbox"/> Tremont Grade School    |
| <input type="checkbox"/> Clark ES             | <input type="checkbox"/> Onahan ES                 | <input type="checkbox"/> Union Ridge ES          |
| <input type="checkbox"/> Dore ES              | <input type="checkbox"/> Portage Park ES           | <input type="checkbox"/> Wedgwood ES             |
| <input type="checkbox"/> Gilboa-Conesville CS | <input type="checkbox"/> P.S. 1 The Bergen         | <input type="checkbox"/> WHIN Music Community CS |
| <input type="checkbox"/> Glenloch Terrace ECC | <input type="checkbox"/> P.S. 139 Alexine Fenty ES | <input type="checkbox"/> Whitman ES              |
| <input type="checkbox"/> Gray ES              | <input type="checkbox"/> Roosevelt MS              | <input type="checkbox"/> Willard ES              |
| <input type="checkbox"/> Henry ES             | <input type="checkbox"/> Tewksbury ES              | <input type="checkbox"/> World of Inquiry ES     |

\* 5. Date of lesson planning session

Date (enter in MM/DD/YYYY format)

Date

MM/DD/YYYY

\* 6. Time of lesson planning session (please use HH:MM format, such as 08:00)

Start Time

Time		AM/PM
hh	mm	- 

End Time

Time		AM/PM
hh	mm	- 

\* 7. How did the participants join this session? Please check all that apply.

- ☐ Individually from home or school
- ☐ In small groups from home or school
- ☐ As a large group from school
- ☐ Other (please specify)

\* 8. How did you facilitate this session?

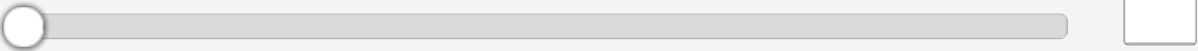
- ☐ In person
- ☐ Online
- ☐ Hybrid (some participants in person, some online)

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Details about Online/Hybrid Format

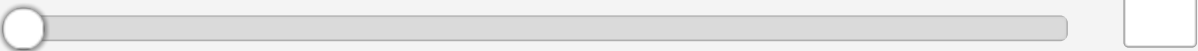
\* 9. Approximately what percentage of participants joined online? Please use the slider below to choose a percentage. You may also enter the percentage in the box to the right of the slider.

1% 50% 100%



\* 10. Approximately what percentage of online participants joined with their cameras on? Please use the slider below to choose a percentage. You may also enter the percentage in the box to the right of the slider.

1% 50% 100%



\* 11. How did conducting this session online or in hybrid format impact its implementation?

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### School Leader Participation

\* 12. Did one or more school leaders attend this session? Please check all that apply.

- ☐ Principal
- ☐ Assistant Principal
- ☐ Other school leader (e.g., supervisor, case manager, coach)
- ☐ None of the school leaders participated

Please identify the name(s) of the school leaders. E.g., Principal = Anne Smith; Assistant Principal = John Evans

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### School Leader Participation (continued)

\* 13. What did the school leader(s) do during the session? Check all that apply.

	Not Applicable	Observed	Asked questions	Contributed to the discussion	Participated in activities alongside teachers	Other
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other School Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify the other activity/activities, and for which school leader(s):

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Teachers' Responses to the Session

\* 14. Overall, how do you feel this session went?

- ☐ Very poorly
- ☐ Poorly
- ☐ Ok
- ☐ Well
- ☐ Very well

Please explain the reason for your rating.

\* 15. Please rate your agreement with the following statements about teachers' responses to the session.

	Not applicable	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. Most of the participants seemed engaged in the lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The session met the needs of the participants who are special educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The session met the needs of the participants who are general education teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The teachers were collaborating well on the activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Your Experience Facilitating the Session

\* 16. Please rate your agreement with the following statements about your experience facilitating the session.

	Not applicable	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. I felt well prepared to facilitate the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I felt comfortable in my role as a facilitator in this session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I had no difficulty with keeping teachers on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I felt comfortable working with my co-facilitator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It was easy to get teachers to collaborate with each other on the lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Lesson Planning

\* 17. Who selected the lesson(s) that the teachers planned?

- ☐ The facilitators gave the teachers a shared lesson to plan.
- ☐ A group of teachers (e.g., by school or by grade level) selected a lesson that was shared within their group.
- ☐ General and special education teachers worked together to select a lesson within their planning teams.
- ☐ Teachers individually chose a lesson to work on.
- ☐ Other (please specify):

\* 18. During lesson planning, did the teachers engage in the following activities/use the following materials?

Check all that apply.

- ☐ Discuss the mathematical goals of the main task of the lesson
- ☐ Enact the task, hands on
- ☐ Analyze the task for neurodevelopmental demands
- ☐ Focus on the neurodevelopmental construct(s) that was/were the focus of this workshop session in their planning
- ☐ Discuss the strengths and challenges of the focal student(s)
- ☐ Adapt the task in at least one way
- ☐ Use manipulatives to help with planning
- ☐ Use a pacing chart to help manage time
- ☐ Debrief/share at the end

\* 19. How did you support teacher teams during the lesson planning? Please check three activities that you used most frequently.

- ☐ Helped teacher teams to select a lesson to work on
- ☐ Helped teachers to manage time for each part of the lesson planning process
- ☐ Reminded teachers to concentrate on the neurodevelopmental construct(s) that was/were the focus of this workshop
- ☐ Contributed to the discussion of focal students' strengths and needs
- ☐ Helped brainstorm possible adaptations
- ☐ Helped teachers to reflect on whether adaptations maintain the rigor of the mathematical goals of their lesson
- ☐ Helped teachers articulate the mathematical goals of the lessons they were planning
- ☐ Reminded teachers to enact their lesson hands-on
- ☐ Helped to clarify math content
- ☐ Other (please specify):

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Went Well/Challenging To Do

\* 20. What's one thing that you feel went particularly well in facilitating the session overall?

\* 21. Choose one part of the session, if any, that you found challenging to facilitate. What challenges did you experience?

## Math for All Facilitator Session Log - Lesson Planning (Cohorts 2 and 3)

### Wrap Up

\* 22. In what ways, if any, did you have an opportunity to discuss math teaching and learning during COVID-19 (e.g., adapting to remote, hybrid, or socially distanced face-to-face teaching and learning; re-engaging students in mathematics; dealing with unfinished learning; acceleration)?

\* 23. If you facilitated this session again, what would you do differently? Why?

\* 24. How long did you spend preparing for this session? (Do NOT include time spent at the Facilitator Institute)

- ☐ Less than one hour
- ☐ 1-2 hours
- ☐ If 3 or more hours, please enter the number here:

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## **NO-COST RESEARCH EVALUATION SERVICES AGREEMENT**

***(Education Development Center, Inc.)***

This NO-COST RESEARCH EVALUATION SERVICES AGREEMENT (“**Agreement**”) is effective as of January 20, 2022 (“**Effective Date**”), and is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools, with offices located at 42 West Madison Street, Chicago, IL 60602 (the “**Board**” or “**CPS**”) and the Education Development Center, Inc., a Delaware corporation, having offices at 43 Foundry Avenue, Waltham, MA 02453 (“**Researcher**”).

### **RECITALS**

- A. The Board desires that Researcher render certain research evaluation services more fully described herein.
- B. The United States Department of Education (“**Grantor**”) has awarded the Math for All: Broadening and Sustaining Effective Teacher Professional Development to Support Rigorous Personalized Mathematics Instruction for High-Need Students in Grades K–5 grant (Grant Number U411B180037) (“**Grant**”) to the Board Education Development Center to cover fees for certain services provided by Researcher under this Agreement.
- C. Researcher has demonstrated expertise in providing such Services, has represented that it has the requisite knowledge, skill, experience, and other resources necessary to perform such services and is desirous of providing such services to the Board.
- D. The parties now wish to execute this Agreement that defines the nature of their relationship and describes the manner in which products and services will be furnished by Researcher.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

- 1. **Incorporation of Recitals:** The matters recited above are hereby incorporated into and made a part of this Agreement.
- 2. **Term of Agreement:** The term of this Agreement (“**Term**”) will be for a period commencing on the Effective Date and continuing through September 30, 2023. The Board shall have one (1) option to renew that Agreement for periods of two (2) years (“**Renewal Term**”) by entering into a written renewal agreement with Vendor.
- 3. **Scope of Services:** Researcher agrees to provide the Services as described in this Agreement, including the Scope of Services that is attached and incorporated into this Agreement as Exhibit A (“**Services**”). “Services” means, collectively, the services, deliverables, duties and responsibilities described in this Agreement including the Scope of Services that is attached and incorporated into this Agreement as Exhibit A and any and all work necessary to complete them or carry them out fully and to the standard of performance required in this Agreement. The Board retains final authority with respect to all decisions related to the Services. The Board may, from time to time, request changes in the scope of Services. Any such changes to the Agreement shall

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require documentation by a written amendment to this Agreement signed by the authorized representatives of both parties and the Board's General Counsel.

4. **Compensation:** Researcher shall furnish all Services set forth in this Agreement at no cost to the Board. Further, the Board shall not reimburse Researcher for any costs or expenses.

5. **Standards of Performance:** Researcher must perform all Services required of it under this Agreement with that degree of skill, care and diligence normally shown by a vendor performing services of a scope and purpose and magnitude comparable with the nature of the Services to be provided under this Agreement. Researcher must ensure that all Services that require the exercise of professional skills or judgment are accomplished by professionals qualified and competent in the applicable discipline and appropriately licensed as required by law. Researcher acknowledges that, if in the course of providing Services hereunder, it is entrusted with or has access to valuable and confidential information and records of the Board, that with respect to that information, Researcher agrees to be held to the standard of care of a fiduciary.

Any review, approval, acceptance of Services or deliverables by the Board does not relieve Researcher of its responsibility for the professional skill, care, and technical accuracy of its Services and deliverables. This provision in no way limits the Board's rights against the Researcher under this Agreement, at law or in equity. Researcher shall remain responsible for the professional and technical accuracy of all Services, including any deliverables furnished, whether by Researcher or its subcontractors or others on its behalf.

6. **Personnel:** Researcher must assign and maintain during the term of this Agreement an adequate staff of competent personnel that is fully assigned, licensed as appropriate, available as needed, qualified, and assigned to perform the Services. For the avoidance of doubt, all volunteers of Researcher shall be considered agents of Researcher and subject to the same requirements hereunder as Researcher's paid employees and subcontractors. If the Board determines, in its sole discretion, that any employee, subcontractor or other person providing Services hereunder is not performing in accordance with the performance standards or other requirements of this Agreement, the Board may have the right to direct Researcher to remove such personnel from the Board's account and provide replacement(s) in a timely manner. In the event that the Board has concerns that an individual poses a risk to the safety or welfare of the Board's students or staff, Researcher agrees that such personnel shall be removed from the Board's account immediately and shall have no further contact with the Board's employees, agents, and students. Researcher further agrees to bear any costs associated with the removal of such person.

7. **Termination, Suspension of Services, Events of Default, Remedies, and Turnover of Documents:**

7.1 **Early Termination.** The Board may terminate this Agreement in whole or in part, without cause at any time by a notice in writing from the Board to Researcher in accordance with the notice provisions herein. The effective date of the termination shall be the date stated in the notice.

After notice is received, Researcher must restrict its activities and those of its subcontractors, to winding down any reports, analyses, or other activities previously begun. No costs incurred after the effective date of the termination are allowed.

Researcher must include in its contracts with subcontractors an early termination provision in form and substance equivalent to this early termination provision to prevent claims

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against the Board arising from termination of subcontract's Services after the early termination of this Agreement. Researcher shall not be entitled to make any early termination claims against the Board resulting from any subcontractor's claims against Researcher or the Board to the extent inconsistent with this provision.

7.2 Suspension of Services. The Board may request that Researcher suspend Services in whole or part. Researcher shall promptly resume supplying Services upon written notice from the Board and upon such equitable extension of time as may be mutually agreed upon, in writing, by the Board and Researcher. Responsibility for any additional costs or expenses actually incurred by Researcher as a result of remobilization shall be determined by mutual agreement of the parties.

7.3 Researcher Events of Default. Events of default ("**Events of Default**") include, but are not limited to, the following:

- A. Any material misrepresentation by Researcher in the inducement or the performance of this Agreement,
- B. Breach of any term, condition, representation or warranty made by Researcher in this Agreement.
- C. Failure of Researcher to perform any of its obligations under this Agreement, including, but not limited to, the following:
  - 1. Failure to timely perform any portion of the Services in the manner specified herein;
  - 2. Failure to perform the Services with sufficient personnel and equipment or with sufficient material to ensure the timely performance of the Services;
  - 3. Failure to promptly re-perform within a reasonable time and at no cost to the Board, Services that were determined by the Board to be incomplete or unsatisfactory;
  - 4. Discontinuance of the Services for reasons within Researcher's reasonable control; or
  - 5. Failure to comply with any term of this Agreement, including but not limited to, the provisions concerning insurance and nondiscrimination, and any other acts specifically and expressly stated in this Agreement constituting an Event of Default.
- D. Default by Researcher under any other agreement Researcher may presently have or may enter into with the Board;
- E. Any action or failure to act by Researcher which affects the safety and/or welfare of students or Board staff; and
- F. Assignment by Researcher for the benefit of creditors or consent by Researcher to the appointment of a trustee or receiver or the filing by or against Researcher of any petition or proceeding under any bankruptcy, insolvency or similar law.

7.4 Remedies. The Board in its sole discretion may declare Researcher in default if Researcher commits an Event of Default. The Chief Education Officer ("**CEdO**") may in his/her discretion give the Researcher an opportunity to cure the default within a certain period of time determined by the CEdO (the "**Cure Period**"). The Chief Education Officer shall give Researcher written notice of the default in the form of a cure notice ("**Cure Notice**"). If the Chief Education Officer determines, in his/her sole discretion, that no



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opportunity to cure is to be granted, he/she may give a default notice ("**Default Notice**").

The Chief Education Officer may give a Default Notice after a Cure Notice if: (1) Researchers fails to effect a cure within the Cure Period given in the applicable Cure Notice, or (2) if the Event of Default cannot be reasonably cured within said Cure Period, Researcher fails to commence and continue diligent efforts to cure in the sole opinion of the Board.

A written Default Notice shall be final and effective termination of the Agreement, in whole or in part as specified by the Board, upon Researcher's receipt of such notice or on the date set forth in the notice, whichever is later. When a Default Notice is given, Researcher must discontinue all Services unless otherwise specifically directed in the notice.

Upon the occurrence of an Event of Default, the Board may invoke any or all of the following remedies:

- A. Take over and complete the Supply of Services or any part thereof, by contract or otherwise as agent for and at cost of Researcher either directly or through others. Researcher shall be liable to the Board for any excess costs incurred by the Board. Any amount due Researcher under this Agreement or any other agreement Researcher may have with the Board may be offset against amounts claimed due by the Board;
- B. Terminate this Agreement, in whole or in part, as to any or all of the Services yet to be supplied effective at a time specified by the Board;
- C. Suspend performance of Services during the Cure Period if the default results from Researcher's action or failure to act which affects the safety or welfare of students or Board staff. In the event that the performance of Services is resumed, Researcher shall not be entitled to seek reimbursement from the Board for any additional costs and expenses incurred as a result of the remobilization;
- D. Specific performance, an injunction or any other appropriate equitable remedy;
- E. Use an Event of Default as a basis to deem Researcher non-responsible in future contracts to be awarded by the Board and/or seek debarment of Researcher pursuant to the Board's Debarment Policy (19-0626-PO1), as may be amended.

The Board may elect not to declare Researcher in default or to terminate this Agreement. If the Chief Education Officer decides not to terminate, then she or he may decide at any time thereafter to terminate the Agreement, in whole or in part, in a subsequent Default Notice. The parties acknowledge that this provision is solely for the benefit of the Board and that if the Board permits Researcher to continue to supply the Services despite one or more Events of Default, Researcher shall in no way be relieved of any responsibilities, duties or obligations under this Agreement nor shall the Board waive or relinquish any of its rights under this Agreement, at law, in equity or statute.

The remedies under the terms of this Agreement are not intended to be exclusive of any other remedies provided, but each and every such remedy shall be cumulative and shall be in addition to any other remedies, existing now or hereafter, at law, in equity or by statute. No delay or omission to exercise any right or power accruing upon any Event of

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Default shall be construed as a waiver of any Event of Default or acquiescence thereto, and every such right and power may be exercised from time to time and as often as may be deemed expedient.

If the Board's election to terminate this agreement for default under this Section is determined by a court of competent jurisdiction to have been wrongful, then in that case the termination is to be considered an early termination pursuant the Early Termination provision above.

7.5 Turnover of Documents and Records. Upon demand of the Board after termination of this Agreement for any reason or the expiration of this Agreement by its terms, Researcher shall turn over to the Board or its designee within twenty (20) business days of demand, all materials, supplies, equipment owned or purchased by the Board, completed or partially completed work product or analyses, data, computer disks, documents and any other information relating in any way to this Agreement or the performance or furnishing of Services, except that Researcher may keep a copy of such information for its own records

8. **Assignment:** This Agreement shall be binding on the parties and their respective successors and assigns, provided however, that neither party may assign this Agreement, or any obligations imposed hereunder without the prior written consent of the other party.

9. **Confidential Information; Dissemination of Information; Ownership; Injunctive Relief; Survival:**

9.1 Confidential Information: In the performance of the Agreement, Researcher, including its staff, volunteers, and agents, may have access to or receive certain information that is not generally known to others ("**Confidential Information**"). Such Confidential Information may include but is not limited to: Student Data as further defined below, employee data, technical data or specifications, software, ideas, budget figures, operational details, security details, unpublished school information, CPS financial information, and CPS business plans. It is understood and agreed that Confidential Information also includes proprietary or confidential information of third parties provided by the Board to Researcher. Confidential Information will not include information that is: (i) or becomes part of the public domain through no fault of Researcher; (ii) made available to Researcher by an independent third party having the legal right to make such disclosure; and (iii) information that can be established and documented by Researcher to have been independently developed or obtained by Researcher without violating the confidentiality obligations of this Agreement and any other agreements with the Board.

9.2 Student Data: "**Student Data**" means any data, metadata, information, or other materials of any nature recorded in any form whatsoever, that is generated, disclosed, transmitted, created, or provided by the Board, either directly or through its students, employees, agents, and subcontractors, including all information used, created, or generated through the use of any technology including but not limited to any Software (as defined in the Agreement), by the Board, through its employees, agents, subcontractors, or the parent or legal guardian of any CPS student, that is directly related to a CPS student. For purposes of this Agreement, Student Data shall still be considered Confidential Information; additional requirements regarding Student Data specifically are described below.

9.3 Use of Confidential Information: Researcher shall only use Confidential

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Information for the sole purpose of providing the Services to the Board hereunder and shall not disclose the Confidential Information except to those of its officers, agents, employees, and subcontractors who have a need to access the Confidential Information for the performance of the obligations set forth in this Agreement. Researcher shall not copy or reproduce in any manner whatsoever the Confidential Information of the Board without the prior written consent of the Board, except where required for its own internal use in accordance with this Agreement. Researcher shall use at least the same standard of care in the protection of Confidential Information as Researcher uses to protect its own confidential information, but in any event, such Confidential Information shall be protected in at least a commercially reasonable manner. Notwithstanding the foregoing, it is understood and agreed that such protection of Confidential Information may be subject to the special requirements of FERPA and ISSRA as described in the Compliance with Laws Section.

9.4 Handling of Confidential Information: Researcher shall protect against the unauthorized access, use or disclosure of Confidential Information by employing security measures that are no less protective as those used to protect Researcher's own confidential information. When handling Confidential Information which may include, but is not limited to Student Data, Researcher shall:

- A. When mailing physical copies of Confidential Information, send the Confidential Information in a tamper-proof, labeled container, with a tracking number and a delivery confirmation receipt;
- B. Not store any Confidential Information on portable or removable electronic media, such as CDs, DVDs, electronic tape, flash drives (except encrypted flash drives), etc.;
- C. Not leave Confidential Information in any medium unsecured and unattended at any time;
- D. Keep all physical copies (paper, portable or removable electronic media, or other physical representations) of Confidential Information under lock and key, or otherwise have sufficient physical access control measures to prevent unauthorized access;
- E. Password protect any laptop or other electronic device that contains Confidential Information. Additionally, any laptop or other electronic device that contains Confidential Information shall have its full hard drive encrypted with an encryption key of no less than 256 bits. Researcher shall not leave any laptop or other electronic device unattended without enabling a screen-lock or otherwise blocking access to the laptop or other electronic device. Researcher shall ensure that no password or other information sufficient to access a laptop or electronic device containing Confidential Information is attached to or located near the laptop or other electronic device at any time;
- F. Secure the Confidential Information stored on its systems, including but not limited to any servers, by employing adequate security measures to prevent unauthorized access to, disclosure and use of that information. These measures include appropriate administrative, physical, and technical safeguards, policies, procedures, and technical elements relating to data access controls. All

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Confidential Information must be secured in transit using secure FTP services or https/TLS 1.0+. Researcher must maintain industry recognized security practices to establish secure application(s), network, and infrastructure architectures;

G. Ensure that the manner in which Confidential Information is collected, accessed, used, stored, processed, disposed of and disclosed within Researcher's Services and supporting enterprise complies with applicable data protection and privacy laws, as well as the terms and conditions of the Agreement;

H. Conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. Researcher will also have a written incident response plan, to include prompt notification of the Board in the event of a security or privacy incident, as well as best practices for responding to a breach of Confidential Information security practices. Researcher agrees to share its incident response plan upon request;

I. Ensure that its systems and Services include at least the following safeguards, where applicable:

1. Include component and system level fault tolerance and redundancy in system design;
2. Encrypt user passwords in any data storage location and obfuscate password entry fields in any entry interface controlled by Researcher;
3. Encrypt Confidential Information at rest and in transit;
4. Authentication of users at logins with a 256-bit or higher encryption algorithm;
5. Secure transmissions of login credentials;
6. Automatic password change routine;
7. Trace user system access via a combination of system logs and Google Analytics;
8. Secure (encrypt) the audit trails and system generated logs and ensure that they are stored in locations that are inaccessible to automated content discovery software;
9. Conduct or undergo system level testing whenever new functionalities are added to the system to reconfirm system security measures are retained and functional, and that interaction with the Board systems is not degraded or compromised;
10. Employ an in-line intrusion prevention system that inspects incoming data transmissions;
11. Prevention of hostile and unauthorized intrusion; and
12. Backup of all Confidential Information at least once every twenty-four (24) hours. Perform content snapshots at least daily and retain for at least ninety (90) days.

J. Confidential Information shall be stored, backed up, and served only on servers located in the continental United States. Researcher's network where Confidential Information may be stored shall have an in-line intrusion prevention system that inspects incoming data transmissions. Researcher shall have a documented disaster covered plan for the electronic systems where Confidential Information may be stored. Data stored in cloud-based systems must be protected

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in the same manner as local data as described throughout the Agreement. Also, the prior approval of the Board's ITS Program Manager or designee for any hosting solution may be required.

**9.5 Dissemination of Information:** Researcher shall not disseminate any Confidential Information to a third party without the prior written consent of the Board. If Researcher is presented with a request for documents by any administrative agency or with a *subpoena duces tecum* regarding any Confidential Information which may be in Researcher's possession as a result of Services and/or materials provided under the Agreement, Researcher shall promptly give notice to the Board and its General Counsel with the understanding that the Board shall have the opportunity to contest such process by any means available to it prior to submission of any documents to a court or other third party. Researcher shall not be obligated to withhold delivery of documents beyond the time ordered by a court of law or administrative agency, unless the request for production or subpoena is quashed or withdrawn, or the time to produce is otherwise extended. In clarification of the foregoing, the results of Researcher's data analyses of student data or a research article prepared based on the results of Research's data analyses are not Confidential Information.

**9.6 Publication of Research Results:** The Board acknowledges that Researcher's provision of Services under this Agreement is intended to result in the publication of research results and agrees that such publications may include aggregated data provided, collected, or generated under one or more executed Statements of Work, provided that no such publication shall include any individually identifiable data. Researcher shall provide the Board a copy of any proposed publication no less than thirty (30) days prior to its publication or public dissemination (the "Review Period"). During such Review Period, the Board shall have the right to comment on such proposed publication and the Researcher agrees to consider any such comments in good faith, and the Board shall have the right to review such proposed publication and notify Researcher in writing of any inadvertent disclosures of individually identifiable information or Confidential Information, which Researcher will remove or redact. Any redactions requested in writing by the Board shall be final and Researcher agrees that the publication of any material requested in writing by the Board to be redacted, shall be considered a material breach of this Agreement. Following the conclusion of the Review Period, Researcher shall be free to publish the proposed publication, even in the absence of any acknowledgement or other communication from the Board. For the avoidance of doubt, nothing in this provision shall restrict the Researcher's obligation to submit an annual grant performance report as required in the prime grant (Grant #U411B180037) from the U.S. Department of Education.

**9.7 Press Release; Publicity:** Researcher shall not issue publicity news releases, grant press interviews, or use any Confidential Information or intellectual property, including but not limited to the CPS logo or the logos of any schools, during or after the performance of any Services without the prior express written consent of authorized representatives of the Board. Furthermore, Researcher may not photograph or film or cause students to photograph or film within any CPS. The Researcher may photograph staff or faculty at a school or facility without the express written consent of the individual. Additionally, the research must receive the express written consent of the Principal or Administrator to enter into a CPS facility or school ten (10) days prior to entering the building. Researcher shall submit all such consent requests via a written notice and if any such use is not disapproved in writing within ten (10) business days after receipt, such use

shall be deemed approved by the Board.

9.8 Unauthorized Access, Use, or Disclosure of Confidential Information: If Researcher becomes aware of any unauthorized access, use, or disclosure of the Confidential Information, it shall: (i) notify the Board immediately, which shall be no more than twenty-four hours from Researcher receiving notice of the unauthorized access, use or disclosure of the Confidential Information; (ii) take prompt and appropriate action to prevent further unauthorized access, use or disclosure of the Confidential Information; (iii) cooperate with the Board and any government authorities with respect to the investigation and mitigation of any such unauthorized access, use, or disclosure, including the discharge of the Board's duties under the laws; and (iv) take such other actions as the Board may reasonably require to remedy such unauthorized access, use and disclosure, including if required under any federal or state law, providing notification to the affected persons. Researcher shall bear the losses and expenses (including attorneys' fees) associated with the breach of its obligations concerning the handling and protection of Confidential Information, including without limitation any costs: (1) of providing notices of a data breach to affected persons and to regulatory bodies; and (2) of remedying and otherwise mitigating any potential damages or harm of the data breach, including without limitation, establishing call centers and providing credit monitoring or credit restoration services, as requested by the Board.

9.9 Additional Obligations Regarding Treatment of Student Data. In addition to the above stated obligations for the treatment and handling of Confidential Information, Researcher shall abide by the following obligations when treating and handling Student Data:

- A. Student Data Use. Researcher shall not use Student Data, including persistent unique identifiers, data created or gathered by Researcher's Services, and technology, to amass a profile about a student or otherwise identify a student. Researcher will use Student Data only for the purpose of fulfilling its duties and delivering Services under this Agreement.
- B. Student Data Collection. Researcher will collect only Student Data necessary to fulfill its duties as outlined in this Agreement.
- C. Marketing and Advertising. Researcher shall not advertise or market to schools, students or their parents/legal guardians when the advertising is based upon any Student Data that Researcher has acquired because of the use of that Researcher's Services, or technology.
- D. Student Data Mining. Researcher is prohibited from mining Student Data for any purpose. Student Data mining or scanning of user content for the purpose of advertising or marketing to students or their parents is prohibited.
- E. Student Data Transfer or Destruction. Researcher will ensure that all Student Data in its possession and in the possession of any subcontractors, or agents to whom Researcher may have transferred Student Data, are destroyed or transferred to the Board when Student Data is no longer needed for its specified purpose provided, however, that Researcher may keep a copy of anonymous data for its own records.

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- F. Rights in and to Student Data. Parties agree that all rights, including all intellectual property rights, associated with such Student Data shall remain the exclusive property of the Board. Nothing in this Agreement is meant and nothing shall be interpreted to mean that the Board releases any ownership or control of Student Data during the performance of the Services under this Agreement. Student Data shall remain under the control of the Board throughout the Term of this Agreement, including any Renewal Terms. This Agreement does not give Researcher any rights, implied or otherwise, to Student Data, content, or intellectual property, except as expressly stated in the Agreement. Researcher does not have the right to sell or trade Student Data. For purposes of clarity, Researcher may report and publish research results based on any Student Data processed under this Agreement in accordance with Article 9.6.
- G. Sale of Student Data. Researcher is prohibited from selling, trading, or otherwise transferring Student Data.
- H. Access. Any Student Data held by Researcher will be made available to the Board upon request of the Board. The identity of all persons having access to Student Data through Researcher will be documented and access will be logged.

9.10 Injunctive Relief: In the event of a breach or threatened breach of this Section, Researcher acknowledges and agrees that the Board may suffer irreparable injury not compensable by money damages and may not have an adequate remedy at law. Accordingly, Researcher agrees that the Board shall be entitled to seek immediate injunctive relief to prevent or curtail any such breach, threatened or actual. The foregoing shall be in addition and without prejudice to such rights that the Board may have in equity, by law or statute.

9.11 Return or Destruction of Confidential Information: Researcher shall, at the Board's option, destroy or return all Confidential Information provided by the Board to the Board within five (5) business days of demand, or if no demand is made, it shall destroy or return all Confidential Information, including any Work Product (defined below), to the Board within five (5) days of the expiration or termination of this Agreement unless Researcher receives permission in writing from the Board's Chief Information Officer or his/her designee that Researcher may retain certain Confidential Information or Work Product for a specific period of time., except as provided in Article 7.5. permitted per this Agreement or for record keeping purposes as required per Grant or Grantor In the event the Board elects to have Researcher destroy the Confidential Information, upon request from the Board, Researcher shall provide an affidavit attesting to such destruction. If any of the above items are lost or damaged while in Researcher's possession, such items shall be restored or replaced at Researcher's expense.

9.12 Volunteers, Employees, Agents and Subcontractors. Researcher agrees to cause its volunteers, employees, agents, and subcontractors to undertake the same obligations of confidentiality as agreed to herein by Researcher.

9.13 Survival. The provisions of this Section shall survive the termination or expiration of this Agreement.

**10. Representations and Warranties of Researcher:** Researcher represents that the following shall be true and correct as of the Effective Date of this Agreement and shall continue to be true and correct during the Term of this Agreement.

10.1 Licensed Professionals. Researcher is appropriately licensed under Illinois law to perform Services required under this Agreement and shall perform no Services for which a professional license is required by law and for which Researcher, its employees, agents, or subcontractors, as applicable, are not appropriately licensed.

10.2 Compliance with Laws. Researcher is and shall remain in compliance with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations relating to this Agreement and the performance of Services in effect now or later and as amended from time to time, including but not limited to the Prevailing Wage Act, 820 ILCS 130/1 et seq., City of Chicago and Cook County Minimum Wage Ordinances, including applicable Executive Order(s) and Board(s) Resolutions, the Drug-Free Workplace, the Illinois School Student Records Act ("**ISSRA**"), the Family Educational Rights and Privacy Act ("**FERPA**"), the Protection of Pupil Rights Amendment, and any others relating to non-discrimination. Further, Researcher is and shall remain in compliance with all applicable Board policies and rules. Board policies and rules are available at <http://www.cps.edu/>.

10.3 Good Standing. Researcher is not in default and has not been deemed by the Board to be in default under any other Agreement with the Board during the five (5) year period immediately preceding the effective date of this Agreement.

10.4 Authorization. Researcher represents that it has taken all action necessary for the approval and execution of this Agreement, and execution by the person signing on behalf of Researcher is duly authorized by Researcher and has been made with complete and full authority to commit Researcher to all terms and conditions of this Agreement which shall constitute valid, binding obligations of Researcher.

10.5 Financially Solvent. Researcher represents that it is financially solvent, is able to pay all debts as they mature and is possessed of sufficient working capital to complete all Services and perform all obligations under this Agreement.

10.6 Gratuities. No payment, gratuity or offer of employment was made by or to Researcher, or to the best of Researcher's knowledge, by or to any subcontractors, in relation to this Agreement or as an inducement for award of this Agreement. Researcher is and shall remain in compliance with all applicable anti-kickback laws and regulations.

10.7 Contractor's Disclosure Form. The disclosures in the Contractor Disclosure Form, previously submitted by Researcher, are true and correct. Researcher shall promptly notify Board in writing of any material change in information set forth therein, including but not limited to change in ownership or control, and any such change shall be subject to Board approval which shall not be unreasonably withheld.

10.8 Research Activities and Data Requests Researcher acknowledges and agrees that it is not authorized to conduct any research activities in the Chicago Public Schools or use Confidential Information under this agreement for any research purposes outside of those set forth in Exhibit A. Researcher may not use or publish any results relating the Services or the Confidential Information for any purpose, except for the reporting purposes



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or with the express written consent of the Chief Schools Officer or his/her designee, or otherwise use the Confidential Information for the benefit of Researcher or any third party. Researcher shall submit all such consent requests via a written notice and if any such use is not disapproved in writing within ten (10) business days after receipt, such use shall be deemed approved by the Chief Schools Officer. Researcher shall comply with the Board's External Research Study and Data Policy adopted on December 11, 2019, as amended. Researcher acknowledges and agrees that it may not begin any research activities or obtain data for research purposes hereunder prior to full execution of this Agreement.

Researcher shall not conduct research in the Chicago Public Schools or use CPS student data for research. In the event Researcher seeks to conduct research in the Chicago Public Schools or use CPS student data for research.

**10.9 Prohibited Acts.** Within the three (3) years prior to and as of the effective date of this Agreement, Researcher or any of its members if a joint venture or a limited liability company, or any of its or their respective officers, directors, shareholders, members, managers, other officials, agents or employees (i) have not been convicted of bribery or attempting to bribe a public officer or employee of any public entity and (ii) have not been convicted of agreeing or colluding among contractors or prospective contractors in restraint of trade, including bid-rigging or bid-rotating, as those terms are defined under the Illinois Criminal Code.

**10.10 Debarment and Suspension:** Researcher certifies to the best of its knowledge and belief, after due inquiry, that:

- A. it, its principals, and its subcontractors providing Services under this Agreement are not barred from contracting with any unit of state or local government as a result of violation of either Section 33E-3 (bid-rigging) or Section 33E-4 (bid rotating) of the Illinois Criminal Code (720 ILCS 5/33A *et seq.*);
- B. it, its principals, and its subcontractors providing Services under this Agreement are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency or any unit of State or local government; and
- C. it, its principals, and its subcontractors providing Services under this Agreement have not violated the rules, regulations, or laws of any federal, state, or local government unit or agency.

**"Principals"** for the purposes of this certification means officers, directors, owners, partners, persons having primary management or supervisory responsibilities within a business entity; and, if a joint venture is involved, each joint venture member and the principals of each such member.

**10.11 Continued Disclosure Requirement.** If at any time during the Term of this Agreement Researcher becomes aware of any change in the circumstances that makes the representations and warranties stated above no longer true, Researcher must immediately disclose such change to the Board in accordance with the Notice provision of this Agreement.

10.12 Survival. All warranties in this Section shall survive inspection, acceptance, expiration or termination of this Agreement. Nothing in the foregoing warranties shall be construed to limit any other rights or remedies available to the Board under the law and this Agreement.

11. **Ownership**: Researcher agrees that, to the extent permitted by law, any and all finished or unfinished documents, screens, reports, writings, procedural manuals, forms, source code, object code, work flow charts, methods, processes, data, data studies, drawings, maps, files, records, computer printouts, designs, equipment descriptions, or other materials prepared or generated as a result of the Agreement (“**Work Product**”) shall exclusively be deemed “works for hire” within the meaning and purview of the United States Copyright Act, 17 U.S.C. § 101 *et seq.* To the extent any Work Product does not qualify as a “work for hire,” Researcher irrevocably grants, assigns, and transfers to the Board all right, title, and interest in and to the Work Product in all media throughout the world in perpetuity and all intellectual property rights therein, free and clear of any liens, claims, or other encumbrances, to the fullest extent permitted by law. All Confidential Information, Work Product, and intellectual property developed by, created for, or incorporating information gained from the Services performed under the Agreement, shall at all times be and remain the property of the Board. Researcher shall execute all documents and perform all acts that the Board may request in order to assist the Board in perfecting or protecting its rights in and to the Work Product and all intellectual property rights relating to the Work Product. All of the foregoing items shall be delivered to the Board upon demand at any time and in any event, shall be promptly delivered to the Board upon expiration or termination of the Agreement within three (3) business days of demand. In addition, Researcher shall return the Board’s data in the format requested by the Board. If any of the above items are lost or damaged while in Researcher’s possession, such items shall be restored or replaced at Researcher’s expense.

Ownership of copyrighted works, including research publications, first made or created during the performance of this project shall vest in the party whose personnel create the work

12. **Use of Board’s Network**: If at any time, Researcher has access to the Board’s computer network, Researcher represents that it is and shall remain in compliance with the Board’s Information Security Policy adopted September 25, 2013 (13-0925-PO1), and the Board’s Staff Acceptable Use Policy, adopted August 22, 2018 (18-0822-PO2), both as amended, during the term of the Agreement and any renewals thereof. Researcher shall not act or fail to act in any manner that will cause any CPS student to not comply with the Board’s Student Acceptable Use Policy, adopted August 22, 2018 (18-0822-PO1), as amended.

13. **Compliance with the Student Online Personal Protection Act (“Act”)**.

- A. The parties acknowledge that Student Data hereunder includes student information that is “**Covered Information**” and that Vendor qualifies and is acting hereunder as an “**Operator**”. Defined terms used in this Section will have the same meanings as those given in the Student Online Personal Protection Act (105 ILCS 85/1 *et. seq.*) (“**SOPPA**”) and in the Board’s Student Online Personal Protection Act Policy adopted on January 27, 2021 (21-0127-PO3), as may be amended from time to time. Requests regarding Covered Information hereunder shall be made by and received from the Board’s authorized SOPPA representative, at [privacyoffice@cps.edu](mailto:privacyoffice@cps.edu) (the “**CPS SOPPA Representative**”).
- B. Vendor, as an Operator, acknowledges that it is: (i) acting as a “school official” with a legitimate educational interest (as used in Family Educational Rights and Privacy Act (FERPA)); (ii) is performing an institutional service or function, under the direct control of the Board, for which the Board would otherwise use employees, with respect to the use

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and maintenance of Covered Information as the term is defined in SOPPA; (iii) shall use and maintain the Covered Information only for a purpose authorized by the Board in accordance with the Board's instructions; and (iv) shall not re-disclose such information to third parties or affiliates except as authorized under this Agreement or with permission from the Board or pursuant to court order, unless otherwise permitted by SOPPA:

1. Security. Implement and maintain reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect Covered Information from unauthorized access, destruction, use, modification, or disclosure.
2. Breach. If a "**Breach**", as defined in SOPPA, is attributed to Vendor, its officials, agents employees and Subcontractors and Subprocessors, as defined below, Vendor shall: (i) be liable for any costs and expenses incurred by the Board in investigating and remediating the Breach, including, but not limited to those costs and expenses identified in 105 ILCS 85/15(4)(D)(i)-(iv); (ii) no later than twenty-four (24) hours after the determination that a Breach has occurred, Vendor must do the following:
  - i. Send notice to the CPS SOPPA Representative at [privacyoffice@cps.edu](mailto:privacyoffice@cps.edu) within twenty-four (24) hours of such determination
  - ii. Such notice shall provide the following information:
    - a. any statement Vendor intends to make to third parties regarding the Breach, which Vendor shall not issue publicly or otherwise disseminate without the prior express written consent of the Board's Chief Communications Officer or his/her designee;
    - b. the number of CPS students impacted by the Breach, as well as the date, estimated date, or estimated date range of the Breach;
    - c. the name, title, and contact information of the Vendor representative managing the Breach;
    - d. a description of the Covered Information that was compromised or reasonably believed to have been compromised in the Breach;
    - e. information that the parent may use to contact the Vendor to inquire about the Breach, which must include but shall not be limited to the toll-free numbers, addresses, and websites for consumer reporting agencies, the toll-free number, address, and website for the Federal Trade Commission; and
    - f. a statement that the parent may obtain information from the Federal Trade Commission and consumer reporting agencies about fraud alerts and security freezes.
3. Data Deletion.
  - i. In addition to obligations set forth in the Parent Access subsection of the Additional Obligations Section below as to inspection and review and correction of factual inaccuracies, Vendor agrees to comply with requests for data deletion as follows:
    - a. Requests for deletion should be accepted by the Vendor only as received from the CPS SOPPA Representative.
    - b. Vendor shall appoint a data request manager to receive and process requests to delete Covered Information as further described below.

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- c. Upon receipt of a request to delete a student's Covered Information from the CPS SOPPA Representative, as noted in the Board's SOPPA Guidelines, Vendor shall delete the student's Covered Information within seven (7) calendar days of receiving such request, unless a student or his or her parent consents to the maintenance of the Covered Information.
    - d. Vendor shall cooperate with requests for confirmation, redaction, correction, deletion, clarification, or other modification from the CPS SOPPA Representative.
  - ii. Vendor must delete or transfer to the Board, at the direction of the CPS SOPPA Representative, all Covered Information if the information is no longer needed for the purposes of the Agreement, at the end of each academic year within the Term, or within ten (10) calendar days of the later of either (i) Vendor's completion of any required reports as part of the Services pursuant to the Scope of Services, or (ii) the termination or expiration of this Agreement. Vendor will provide the Board confirmation of deletion upon request.
- 4. Publication.
  - i. Identify, through the attached Exhibit B, an explanation of the data elements of Covered Information that the Board will disclose pursuant to this Agreement and an explanation of how the Board uses, to whom or what entities it discloses, and for what purpose it discloses the Covered Information.
  - ii. In accordance with SOPPA and the Board's FOIA obligations as further described herein, the Board will make this Agreement available for public inspection on its website, which shall thereby also publicly disclose Exhibit B, which includes material information about Vendor's collection, use, and disclosure of Covered Information.
- 5. Covered Information Access Listing. Vendor shall provide, in the attached Exhibit B, to the Board a list of any subcontractors or third-party affiliates to which Covered Information may, has been, or will be disclosed. Vendor will also provide a link to Vendor's website, which must include a direct link to the required list. Vendor must keep this list current at all times through the link identified in Exhibit B.
- 6. Comply with SOPPA limitations on a student's Covered Information:
  - i. A student's Covered Information shall be collected only for Pre-K through 12 School Purposes and not further processed in a manner that is incompatible with those purposes.
  - ii. A student's Covered Information shall only be adequate, relevant, and limited to what is necessary in relation to the Pre-K through 12 School Purposes for which it is processed.
- 7. Compliance. Vendor shall comply with all requirements set forth in SOPPA, the Board's SOPPA policy and guidelines, and any other higher standard set forth

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herein as to Operators, as defined in SOPPA, including but not limited to providing all required listings, statements, descriptions, and notifications and developing processes, including for breaches.

C. Vendor Prohibitions. Vendors are prohibited from:

1. Engaging in any advertising to schools, students or their parents/legal guardians as set forth in the Confidentiality Section of this Agreement, including but not limited to any Targeted Advertising on the Vendor's site, service, or application or Targeted Advertising on any other site, service, or application if the targeting of the advertising is based on any information, including Covered Information and persistent unique identifiers, that the Vendor has acquired pursuant to this Agreement.
2. Collecting Covered Information from district staff or outside of the permissions granted under this Agreement.
3. Using information including persistent unique identifiers, created or gathered by the Vendor's site, service, or application to amass a profile about a student.
4. Selling, renting, leasing, or trading a student's information, including Covered Information, as additionally stated in the Sale of Student Data Section of this Agreement.
5. Disclosing Covered Information, except for circumstances allowable under SOPPA with the express written permission of the CPS SOPPA Representative, and pursuant to this Agreement.

D. Additional Obligations:

1. Subprocessors. Vendor shall enter into written agreements with all Subprocessors performing functions for the Vendor in order for the Vendor to provide the Services pursuant to the Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this Agreement. For the purposes of this Agreement, "Subprocessors" shall be defined as (sometimes referred to as the "**Subcontractor**") means a party other than the Board or Vendor, who provides uses for data collection, analytics, storage, hosting services, maintain or other service to operate and/or improve its service, and who has access to Student Data.
2. Limitations on Subcontractors. Vendor is prohibited from using a platform other than its own and herein approved to provide the Services. No Services provided hereunder shall be delivered using the platform, software, website, or online or mobile application operated by an entity other than Vendor that would otherwise be an "Operator" itself.
3. Parent Access. Vendor shall establish reasonable procedures by which a parent, legal guardian, or eligible student may inspect and review Covered Information, correct factual inaccuracies, and procedures for the transfer of student-generated content to a student's own personal account, consistent with the

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functionality of services. Vendor can only accept inquiries for such inspection and review or correction of factual inaccuracies from the CPS SOPPA Representative.

a. Requests for Inspection and Review.

- i. Requests for inspection and review should be accepted by the Vendor only as received from the CPS SOPPA Representative.
- ii. Vendor shall appoint a data request manager to receive and process requests to inspect and review Covered Information as further described below.
- iii. Upon receipt of a request to inspect and review the student's Covered Information from the CPS SOPPA Representative, as noted in the Board's SOPPA Guidelines, Vendor shall furnish the requested information in a PDF format to [privacyoffice@cps.edu](mailto:privacyoffice@cps.edu) within seven (7) calendar days of receiving such request.
- iv. Vendor shall cooperate with requests for redaction, correction, deletion, clarification, or other modification from the CPS SOPPA Representative.

b. Request for Corrections of Factual Inaccuracies.

- i. Requests for corrections of factual inaccuracies should be accepted by the Vendor only as received from the CPS SOPPA Representative.
- ii. Vendor shall appoint a data request manager to receive and process requests from the Board to correct a factual inaccuracy(ies) contained in a student's Covered Information.
- iii. Upon receipt of a request from the Board to correct a factual inaccuracy(ies) contained in a student's Covered Information, Vendor shall correct the identified factual inaccuracy(ies) within seven (7) calendar days of receiving such request.
- iv. Vendor shall confirm the correction of the factual inaccuracy(ies) to the CPS SOPPA Representative within seven (7) calendar days of making such correction.

Vendor shall cooperate with requests for redaction, correction, deletion, clarification, or other modification from the CPS SOPPA Representative.

**14. Background Check.** Researcher shall comply with the following requirements and such other procedures as may be determined necessary by the Board from time to time for each employee, agent, volunteer or subcontractor who may have contact with a CPS student as a result of this Agreement (individually and collectively "**Staff**") ("**Background Check**"). For purposes of this Section, contact via text messages, live chats, emails, any other digital or online media, telephone, in person, or through any other means shall be considered "contact". Researcher shall not allow any Staff to have contact with students until Researcher has confirmed with the Board that each respective Staff has successfully completed the Background Check in accordance with the following requirements:

14.1 Do Not Hire List. The Board will perform a check of eligibility of each Staff who may have contact with a CPS student pursuant to this Agreement by checking the Board's "Do Not Hire" ("**DNH**") records ("**DNH Check**"). The Board will utilize the same DNH Check process that the Board uses for its own prospective staff. Staff with a DNH designation shall not provide Services hereunder.

14.2 Criminal History Records Check. Researcher shall ensure that each Staff who may have contact with a CPS student pursuant to this Agreement through the process

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established by the Board shall have a complete fingerprint-based criminal history records check conducted, including using the Board's contracted vendor for conducting such checks, and otherwise in accordance with the Illinois School Code (105 ILCS 5/34-18.5), which refers to and incorporates the Sex Offender and Child Murderer Community Notification Law (730 ILCS 152/101 et seq.), and the Murderer and Violent Offender Against Youth Registration Act (730 ILCS 154/1 et seq.) (collectively "**Criminal History Records Check**"). A complete Criminal History Records Check includes the following:

- A. Fingerprint-based checks through the Illinois State Police and the Federal Bureau of Investigation;
- B. A check of the Illinois Sex Offender Registry and the Nationwide Sex Offender Registry; and
- C. A check of the Illinois State Police Murderer and Violent Offender Against Youth Registry.

The results of each Criminal History Records Check shall be adjudicated by the Board. Staff shall not have contact with CPS students prior to successfully completing the Criminal History Records Check. When the Board determines that any Staff has not passed a Criminal History Records Check, such Staff shall not access any Board facility and shall not have contact with any CPS student hereunder.

**14.3 Department of Children and Family Services Check.** At Researcher's cost and expense, the Board shall have the right to check Staff who may have contact with a CPS student pursuant to this Agreement for indicated reports of child abuse and/or neglect with the Illinois Department of Children and Family Services ("**DCFS**") State Automated Child Welfare Information System (or a comparable determination of child abuse or neglect by a government agency in another jurisdiction) for each Staff ("**DCFS Check**"). Researcher shall follow the directives and processes of the Board for initiating any DCFS Check, and the results of each DCFS Check shall be adjudicated by the Board. Staff determined by the Board not to have passed a DCFS Check shall not access any Board facility and shall not have contact with any CPS student hereunder.

**14.4 Background Check Representations and Warranties.** With respect to each Background Check, Researcher further represents and warrants that Researcher shall:

- A. Utilize the process established by the Board for completing each Background Check and immediately initiate all action, as directed by the Board, to have such Background Check performed;
- B. Obtain from each of its prospective and current Staff and provide to the Board a signed copy of any release and consent required to conduct the Background Check in the form determined by, and as directed by the Board;
- C. Confirm with the Board's Chief of Safety and Security that each respective Staff has successfully completed the Background Check through the process established by the Board and complied with the Board's directives regarding the results of each Background Check before any contact with a CPS student may occur;
- D. When contact with a CPS student may occur, not allow any Staff to provide Services until a DNH Check, Criminal History Records Check, and DCFS Check have been completed by the Board and the results of the Background Check satisfy for the Board, at a minimum, the requirements of 105 ILCS 5/34-18.5 and

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the requirements of all other Acts and Laws referenced in this Section, as may be amended;

E. Comply with and require compliance of all Staff with directives from the Board relating to any updates to any Background Check (which updates shall be received and adjudicated by the Board) and provide any other information requested by the Board necessary for the performance of the Background Check and its update process; and

F. Immediately remove from any contact with any CPS student pursuant to this Agreement and otherwise terminate access for any Staff determined by the Board not to have passed a Background Check or update for any matters arising after an initial Background Check.

**14.5 Allocation of Costs and Liquidated Damages.** Researcher is obligated to cause the Background Check to be performed for all Staff who may have contact with any CPS student pursuant to this Agreement. Whether or not Researcher allocates the costs to its subcontractors shall not affect Researcher's obligations in this Section.

If Researcher fails to comply with this Section, in whole or in part, then, in addition to the Remedies set forth in this Agreement, the Board may exercise additional remedies, including but not limited to: (i) withholding payments due under this Agreement, and any other agreement Researcher may have or enter into with the Board until Researcher remedies such non-compliance to the Board's reasonable satisfaction; (ii) immediately terminating this Agreement without any further obligation by the Board of any kind (other than payment for Services previously rendered pursuant to the terms herein); (iii) seeking liquidated damages; (iv) or taking any other action or remedy available under this Agreement or by law.

Liquidated damages shall be calculated as \$5,000.00 per breach of this Section, which, for purposes of clarity, for the aggregate calculation of liquidated damages, will include each instance of contact with CPS students by Staff as a separate breach. It is understood and agreed that Researcher's non-compliance with this Section shall constitute a material breach of this Agreement.

**15. Independent Contractor:** It is understood and agreed that the relationship of Researcher to the Board is and shall continue to be that of an independent contractor and neither Researcher nor any of Researcher's employees shall be entitled to receive Board employee benefits. Researcher is the common law employer of the individuals who perform services for the Board. It is further understood and agreed that the Board shall not be responsible for, nor incur any liability for, any State or Federal withholding or other taxes or for FICA or State unemployment insurance for Researcher, its agents, employees or subcontractors, and the payment of any such taxes incurred or due by Researcher shall be the sole responsibility of Researcher. To the extent that the Researcher is subject to taxes under Section 4980H of the Internal Revenue Code, the Researcher shall be solely responsible for paying such taxes. Researcher agrees that neither Researcher nor its employees, staff or subcontractors shall represent themselves as employees or agents of the Board. Researcher shall provide the Board with a valid taxpayer identification number as defined by the United States Internal Revenue Code, including but not limited to, a social security number or federal employer identification number.

**16. Indemnification:** Researcher agrees to defend, indemnify, and hold harmless the Board, its members, employees, agents, officers and officials from and against liabilities, losses,



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penalties, damages, and expenses, including costs and attorney fees, arising out of third party claims, liens, damages, obligations, actions, suits, judgments or settlements, or causes of action, of every kind, nature, and character (collectively “**Claims**”) arising out of, alleged to arise out of, or relating to the negligent acts or omissions of Researcher, its officials, agents and employees and subcontractors in the performance of this Agreement. The foregoing obligation extends to and is intended to encompass any and all Claims that the Services infringe, misappropriate, or otherwise violate any confidentiality, proprietary, or intellectual property rights of a third party.

Furthermore, in the event that the Board is determined to be liable for taxes under Section 4980H of the Internal Revenue Code as a result of its use of Researcher’s employees under this Agreement, Researcher shall indemnify the Board for any such liability. And, in the event of unauthorized access, use, or disclosure of the Board’s Confidential Information arising or alleged to arise from the negligent acts or omissions of Researcher, its employees, agents, and subcontractors, in addition to the obligations provided in this Section, Researcher shall cover any costs or fees associated with (i) providing notices of data breach to affected persons and to regulatory bodies and (ii) remedying and otherwise mitigating any potential damages or harm from the data breach, including but not limited to call centers and providing credit monitoring or credit restoration services as may be requested by the Board.

Researcher shall, at its own cost and expense, appear, defend and pay all attorney fees and other costs and expenses arising hereunder. In addition, if any judgment shall be rendered against the Board in any such action, Researcher shall, at its own expense, satisfy and discharge such obligation of the Board. The Board shall have the right, at its own expense, to participate in the defense of any suit, without relieving Researcher of any of its obligations hereunder. The Board retains final approval of any and all settlements or legal strategies which involve the interest of the Board.

However, if Researcher, after receiving notice of any such proceeding, fails to immediately begin the defense of such claim or action, the Board may (without further notice to Researcher) retain counsel and undertake the defense, compromise, or settlement of such claim or action at the expense of Researcher, subject to the right of Researcher to assume the defense of such claim or action at any time prior to settlement, compromise or final determination thereof. The cost and expense of counsel retained by the Board in these circumstances shall be borne by Researcher and Researcher shall be bound by, and shall pay the amount of, any settlement, compromise, final determination or judgment reached while the Board was represented by counsel retained by the Board pursuant to this paragraph, or while Researcher was conducting the defense.

To the extent permissible by law, Researcher waives any limits to the amount of its obligations to defend, indemnify, hold harmless, or contribute to any sums due under any losses, including any claim by any employee of Researcher that may be subject to the Workers Compensation Act, 820 ILCS 305/1 *et seq.* or any other related law or judicial decision (such as *Kotecki v. Cyclops Welding Corp.*, 146 Ill.2d 155 (1991)). The Board, however, does not waive any limitations it may have on its liability under the Illinois Workers Compensation Act, the Illinois Pension Code, or any other statute or judicial decision.

The indemnities set forth herein shall survive the expiration or termination of this Agreement.

**17. Non-Liability of Board Officials:** Researcher agrees that no Board member, employee, agent, officer or official shall be personally charged by Researcher, its members if a joint venture, or any subcontractors with any liability or expense under this Agreement or be held personally liable under this Agreement to Researcher, its members if a joint venture, or any subcontractors.

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**18. Board Not Subject to Taxes:** The federal excise tax does not apply to the Board by virtue of Exemption Certificate No. 36-600584, and the State of Illinois sales tax does not apply to the Board by virtue of Exemption No. E9997-7109-06. The compensation set forth herein is inclusive of all other taxes that may be levied or based on this Agreement, including without limitation sales, use, nonresident, value-added, excise, and similar taxes levied or imposed on the Services to be provided under this Agreement, but excluding taxes levied or imposed on the income or business privileges of the Researcher. The Researcher shall be responsible for any taxes levied or imposed upon the income or business privileges of the Researcher.

**19. Insurance.** Researcher, at its own expense, shall procure and maintain insurance covering all operations under this Agreement, whether performed by Researcher or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. Researcher shall submit to the Board satisfactory evidence of insurance coverage and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements include the coverage set forth below and any additional coverage which may be specified by the Board:

19.1 Workers' Compensation and Employers' Liability Insurance. Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide Services under this Agreement with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence. The workers' compensation policy must contain a waiver of subrogation clause.

19.2 Commercial General Liability Insurance (Primary and Umbrella). Commercial General Liability Insurance or equivalent with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate for bodily injury, personal injury, and property damage liability. Coverage shall include, but not be limited to: all operations, contractual liability, independent contractors, products/completed operations, and defense. General liability insurance must include and may not exclude coverage for sexual abuse and/or molestation.

19.3 Automobile Liability Insurance. Automobile Liability Insurance when any motor vehicle (whether owned, non-owned or hired) is used in connection with Services to be performed, with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage.

19.4 Cyber Liability. Privacy & Security Coverage. Cyber Liability and Privacy & Security Coverage for damages arising from a failure of computer security, or wrongful release of private information, including expenses for notification as required by local, state or federal guidelines, with limits of liability not less than Two Million and 00/100 Dollars (\$2,000,000.00) per claim and Two Million and 00/100 Dollars (\$2,000,000.00) in the aggregate. Coverage shall include failure to prevent transmission of malicious code. The Policy will be a claims-made program with any prior acts exclusion predating both the date of this Agreement and any earlier commencement of Services.

19.5 Umbrella/Excess Liability Insurance. Umbrella or Excess Liability Insurance with limits not less than One Million Dollars (\$1,000,000.00) per occurrence, which will provide additional limits for employers' general and automobile liability insurance and shall cover the Board and its employees, subject to that of the primary coverage.

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19.6 Additional Insured. Researcher's Commercial General Liability will provide coverage as though the Board were an additional insured thereto.

Researcher shall submit a letter of self-insurance and a certificate of insurance for its commercial insurance evidencing all coverage. Researcher must provide thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Risk Management  
Board of Education of the City of Chicago  
42 W. Madison Street, 2nd Floor  
Chicago, Illinois 60602  
riskmanagement@cps.edu

Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of Researcher's obligation to obtain the required insurance. The receipt of any certificate does not constitute agreement by the Board that the insurance requirements in this Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all Agreement requirements. Researcher's failure to carry or document required insurance shall constitute a breach of the Researcher's Agreement with the Board. In the event Researcher fails to fulfill the insurance requirements of this Agreement, the Board reserves the right to stop the Services until proper evidence of insurance is provided, or this Agreement may be terminated.

Any deductibles or self-insured retentions on referenced Insurance coverage must be borne by Researcher. Any insurance or self-insurance programs maintained by the Board of Education do not contribute with insurance provided by the Researcher under this Agreement.

All subcontractors are subject to the same insurance requirements of Researcher unless otherwise specified in this Agreement. The Researcher shall require any subcontractors under this Agreement to maintain comparable insurance naming the Researcher, the Board inclusive of its members, employees and agents, and any other entity designated by the Board, as Additional Insureds. The Researcher will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The Researcher agrees that insurers waive their rights of subrogation against the Board.

Researcher must register with the insurance certificate monitoring company designated by the Board stated below and must maintain a current insurance certificate on file during the entire time of providing services to the Board. Researcher must register and pay the initial annual monitoring fee to the insurance certificate monitoring company prior to performing services for the Board. The initial annual monitoring fee is currently Twelve 00/100 Dollars (\$12.00) per year but is subject to change.

Each year, Researcher will be notified 30 to 45 days prior to the expiration date of their required insurance coverage (highlighted on their latest submitted insurance certificate on file) that they must submit an updated insurance certificate with the insurance certificate monitoring company. Insurance certificate submissions and related annual fees are required to be made online at the dedicated website established by the certificate monitoring company identified below. Questions on submissions and payment options

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should be directed to the certificate monitoring company. **Certificate Monitoring Company:**

Topiary Communications Inc.  
211 W. Wacker, Ste 220  
Chicago, IL 60606  
Phone: (312) 494-5709  
Email: [dans@topiarycomm.net](mailto:dans@topiarycomm.net)  
URL: <https://www.cpsvendorcert.com>

**Website for online registration, insurance certificate submissions and annual fee payments:** URL - <http://www.cpsvendorcert.com>.

**20. Audit and Records Retention:** Researcher shall permit and cooperate in good faith in any audits by the Board, including its Department of Procurement and Contracts, or its agents for compliance by the Researcher with this Agreement. Researcher shall furnish the Board with such information, supporting documentation and reports as may be requested relative to the progress, execution and costs of the Services and compliance with applicable MBE/WBE requirements. Failure of the Researcher to comply in full and cooperate with the requests of the Board or its agents shall give the Board, in addition to all other rights and remedies hereunder, the right to charge the Researcher for the cost of such audit.

Researcher shall retain all records relating to Researcher's Services under this Agreement for five (5) years after the termination or expiration of this Agreement and such records shall be subject to inspection and audit by the Board. If any audit, litigation, or other action involving the records is being conducted or has not been resolved; all applicable records must be retained until the proceeding is closed. As used in this clause "records" includes correspondence (including emails), receipts, vouchers, memoranda, and other data, regardless of type and regardless of whether such items are in written form, electronic, digital, or in any other form. Researcher shall require all of its subcontractors to maintain the above-described records and allow the Board the same right to inspect and audit said records as set forth herein.

**21. MBE/WBE Program:** Researcher acknowledges that it is familiar with the requirements of the Board's "*Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts*" ("**Remedial Plan**"), which is incorporated by reference as if fully set forth herein. Researcher agrees to adhere to the minimum participation goals and to all other applicable MBE/WBE requirements as set forth in the plan. Researcher agrees to submit such documentation in connection with the plan as may be requested by the Board.

Researcher and its subcontractors shall provide all required compliance data with respect to the Remedial Plan via the Board's electronic system available at <http://cps.diversitycompliance.com>. Researcher and its subcontractors shall be responsible for responding to any requests for data or information by the noted response due dates, and shall check the electronic system on a regular basis to manage contact information and contract records. Researcher shall also be responsible for ensuring that all subcontractors have completed all requested items with complete and accurate information and that their contact information is current.

**22. Right of Entry:** Researcher and any of its officers, employees, subcontractors or agents, performing Services hereunder shall be permitted to enter upon Board property in connection with the performance of the Services hereunder, subject to the terms and conditions contained herein

and those rules established by the Board and the subject school principal. Researcher shall provide advance notice to the Board whenever applicable, of any such intended entry. Any such entry at any time during the Term, including during full or partial/hybrid closure of CPS schools due to COVID-19: (1) must be expressly approved by the School Principal; (2) in compliance with all policies, guidelines, requirements and protocol regarding health, safety and COVID-19 of the Chicago Public Health Department (“CDPH”); (3) in compliance with all CPS policies, guidelines, requirements and protocol regarding health, safety and COVID-19, as may be amended, including but not limited to all standards and expectations for on-site programming at schools during remote learning regarding face coverings and social distancing. During any such entry, Provider shall also remain in compliance with all applicable federal, state, county, and municipal, statutes, laws, ordinances, regulations, and guidelines, as well as any Board guidelines, policies, and rules in effect now or later, and as amended from time to time related to COVID-19. Consent to enter upon a site given by the Board shall not create, nor be deemed to imply the creation of any additional responsibilities on the part of the Board. Researcher shall use, and shall cause each of its officers, employees, and agents to use the highest degree of care when entering upon any property owned by the Board in connection with the Services. Any and all claims, suits or judgments, costs, or expenses arising from, by reason of, or in connection with any such entries shall be treated in accordance with the applicable terms and conditions of this Agreement, including without limitation, the indemnification provisions contained in this Agreement.

**23. Non-Discrimination:** It shall be an unlawful employment practice for Researcher or any of its subcontractors to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, or other terms, conditions, or privileges of employment, because of such individual's race, color, national origin, religion, sex, gender identity/expression, sexual orientation, age or disability, or to limit, segregate, or classify employees or applicants for employment in any way that would deprive or tend to deprive any individual from equal employment opportunities or otherwise adversely affect an individual's status as an employee because of such individual's race, color, national origin, religion, sex, gender identity/expression, sexual orientation, age or disability. Researcher shall particularly remain in compliance at all times with: the Civil Rights Act of 1964, 42 U.S.C.A. §2000a, *et seq.*, as amended; the Age Discrimination in Employment Act, 29 U.S.C.A. §621, *et seq.*, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §701, *et seq.*, as amended; the Americans with Disabilities Act, 42 U.S.C.A. §12101, *et seq.*; the Illinois Human Rights Act, 775 ILCS 5/1-101, *et seq.*, as amended; the Illinois School Code, 105 ILCS 5/1-1 *et seq.*; the Illinois Public Works Employment Discrimination Act, 775 ILCS 10/0.01 *et seq.*; the Individuals with Disabilities Education Act (IDEA) 20 U.S.C.A. §1400 *et seq.*; and, the Chicago Human Rights Ordinance, ch. 2-160 of the Municipal Code of Chicago, and all other applicable federal statutes, regulations and other laws. Nothing in this paragraph is intended nor shall be construed to create a private right of action against the Board or any of its employees. Furthermore, no part of this paragraph shall be construed to create contractual or other rights or expectations for the Researcher's employees or the Researcher's subcontractors' employees.

**24. Entire Agreement and Amendment:** This Agreement, including all exhibits attached to it and incorporated into it, constitutes the entire agreement of the parties with respect to the matters contained herein. All attached exhibits are incorporated into and made a part of this Agreement. No modification of or amendment to this Agreement shall be effective unless such modification or amendment is in writing and signed by both parties hereto. Any prior agreements or representations, either written or oral, relating to the subject matter of this Agreement are of no force or effect.

**25. Freedom of Information Act:** Researcher acknowledges that this Agreement and all

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documents submitted to the Board related to this Agreement are a matter of public record and are subject to the Illinois Freedom of Information Act (5 ILCS 140/1) and any other comparable state and federal laws and that this Agreement is subject to reporting requirements under 105 ILCS 5/10-20.44. Researcher further acknowledges that this Agreement shall be posted on the Board's website at [www.cps.edu](http://www.cps.edu).

**26. Governing Law:** This Agreement shall be governed as to performance and interpretation in accordance with the laws of the State of Illinois. Researcher irrevocably submits itself to the original jurisdiction of those courts located in the County of Cook, State of Illinois, with regard to any controversy arising out, or relating to, or in any way concerning the execution or performance of this Agreement. Researcher agrees that service of process on the Researcher may be made, at the option of the Board, by either registered or certified mail addressed to the office identified in the notice provision herein, by registered or certified mail addressed to the office actually maintained by the Researcher, or by personal delivery on any officer, director, or managing or general agent of the Researcher. If any action is brought by the Researcher against the Board concerning this Agreement, the action shall only be brought in those courts located within the County of Cook, State of Illinois.

**27. Notices:** All notices required under this Agreement shall be in writing and sent to the addresses and persons set forth below, or to such other addresses as may be designated by a Party in writing. Any notice involving non-performance or termination shall be sent by hand delivery or recognized overnight courier. All other notices may also be sent by facsimile or email, confirmed by mail. All notices shall be deemed to have been given when received, if hand delivered; when transmitted, if transmitted by facsimile or email; upon confirmation of delivery, if sent by recognized overnight courier; and upon receipt if mailed. Refusal to accept delivery has the same effect as receipt.

If to the Board: Board of Education of the City of Chicago  
Office of Network Support  
42 West Madison Street  
Chicago, IL 60602  
Attn: Chief Schools Officer

*with a copy to:* Board of Education of the City of Chicago  
One North Dearborn Street, Suite 900  
Chicago, IL 60602  
Attn: General Counsel

If to Researcher: Education Development Center, Inc.  
43 Foundry Avenue  
Waltham, MA 02453  
Attn: Babette Moeller  
Email: [bmoeller@edc.org](mailto:bmoeller@edc.org)

**28. Minimum Wage:** Researcher must comply with the Board's Minimum Wage Resolution (14-1217-RS2) and any applicable regulations issued by the Board's CPO. The Board's resolution adopts Chicago Mayoral Executive Order 2014-1. As of December 17, 2014 the minimum wage to be paid pursuant to the Resolution is \$13.00 per hour (the "**Minimum Wage**"). A copy of the Mayoral Order may be downloaded from the Chicago City Clerk's website at: [https://chicityclerk.s3.amazonaws.com/s3fs-public/document\\_uploads/executive-order/2014/Executive-Order-No-2014-1.pdf](https://chicityclerk.s3.amazonaws.com/s3fs-public/document_uploads/executive-order/2014/Executive-Order-No-2014-1.pdf); the Board's Resolution may be downloaded from the

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Chicago Public School's website at: [http://www.cpsboe.org/content/actions/2014\\_12/14-1217-RS2.pdf](http://www.cpsboe.org/content/actions/2014_12/14-1217-RS2.pdf). In the event of any discrepancy between the summary below and the Resolution and Order, the Resolution and Order shall control.

Researcher must: (i) pay its employees no less than the Minimum Wage for work performed under the Agreement; and (ii) require any subcontractors, sublicensees, or subtenants, to pay their employees no less than the Minimum Wage for work performed under the Agreement.

The Minimum Wage must be paid to: 1) All employees regularly performing work on property owned or controlled by the Board or at a Board jobsite and 2) All employees whose regular work entails performing a service for the Board under a Board contract.

Beginning on July 1, 2015, and every July 1 thereafter, the Minimum Wage shall increase in proportion to the increase, if any, in the Consumer Price Index for All Urban Consumers most recently published by the Bureau of Labor Statistics of the United States Department of Labor, and shall remain in effect until any subsequent adjustment is made. On or before June 1, 2015, and on or before every June 1 thereafter, the City of Chicago may issue bulletins announcing adjustments to the Minimum Wage for the upcoming year.

The Minimum Wage is not required to be paid to employees whose work is performed in general support of Researcher's operations, does not directly relate to the services provided to the Board under the Agreement, and is included in the contract price as overhead, unless that employee's regularly assigned work location is on property owned or controlled by the Board. It is also not required to be paid by employers that are 501(c)(3) not-for-profits.

The term 'employee' as used herein does not include persons subject to subsection 4(a)(2), subsection 4(a)(3), subsection 4(d), subsection 4(e), or Section 6 of the Illinois Minimum Wage Law, 820 ILCS 105/1 *et seq.*, in force as of the date of this Agreement or as amended. Nevertheless, the Minimum Wage is required to be paid to those workers described in subsections 4(a)(2)(A) and 4(a)(2)(B) of the Illinois Minimum Wage Law.

The Minimum Wage is not required to be paid to employees subject to a collective bargaining agreement that provides for different wages than those required by the Board's Resolution, if that collective bargaining agreement was in force prior to December 17, 2014 or if that collective bargaining agreement clearly and specifically waives the requirements of the Resolution.

If the payment of a prevailing wage is required and the prevailing wage is higher than the Minimum Wage, then the Researcher must pay the prevailing wage.

**29. Continuing Obligation to Perform:** In the event of any dispute between Researcher and Board, Researcher shall expeditiously and diligently proceed with the performance of all its obligations under this Agreement with a reservation of all rights and remedies it may have under or pursuant to this Agreement at law or in equity.

**30. Conflict of Interest:** This Agreement is not legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members within a one-year period following expiration or other termination of their office.

**31. Ethics:** No officer, agent or employee of the Board is or shall be employed by the Researcher or has or shall have a financial interest, directly, or indirectly, in this Agreement or the

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compensation to be paid hereunder except as may be permitted in writing by the Board's Code of Ethics Policy adopted May 25, 2011 (11-0525-PO2), as amended from time to time, which policy is hereby incorporated by reference into and made a part of this Agreement as fully set forth herein.

**32. Inspector General:** Each party to this Agreement hereby acknowledges that in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education of the City of Chicago has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

**33. Waiver:** No delay or omission by the Board to exercise any right hereunder shall be construed as a waiver of any such right and the Board reserves the right to exercise any such right from time to time as often and as may be deemed expedient.

**34. Certification of Eligibility:** Researcher certifies that it is not barred from contracting with any unit of State or local government as a result of violation of either Section 33E-3 (bid-rigging) or 33E-4 (bid rotating) (720 ILCS 5/33E). Researcher further certifies that it, and each of its joint venture members if a joint venture, is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency and that in performing the Services for the Board it shall not utilize any firms that have been debarred from doing business with the Board under the Board's Debarment Policy (19-0626-PO1), as may be amended from time to time.

**35. Survival/Severability:** All express representations or indemnifications made or given in this Agreement shall survive the completion of Services or the termination of this Agreement for any reason. If any provision or part of this Agreement is held to be unenforceable, the Agreement shall be considered divisible and such provision shall be deemed inoperative to the extent it is deemed unenforceable, and in all other respects the Agreement shall remain in full force and effect; provided, however, that if any such provision may be made enforceable by limitation thereof, then such provision shall be deemed to be so limited and shall be enforceable to the maximum extent permitted by applicable law.

**36. Joint and Several Liability:** Researcher is one legal entity, and each and every obligation or undertaking herein stated to be fulfilled or performed by Researcher shall be the joint and several obligation such legal entity. In no event shall any joint and several obligation apply to Researcher's individual researchers and principal investigators or Researcher's individual members, employees, agents, officers, and officials.

**37. Grant Documents:** In performing its responsibilities under this Agreement, Researcher agrees to comply with all provisions included in the Board's Grant award letters, notifications or other related agreements provided to the Board by Grantor, if any (collectively, "**Grant Documents**"), Researcher agrees to fully comply with Grantor's cost principals and Grantor's general administrative regulations ("**Grantor Regulations**"), including but not limited to, the specific program regulations that govern the award and administration of any underlying Grants, as amended from time to time. The Grant Documents and Grantor Regulations referenced in this Section are incorporated herein by reference as if set forth in their entirety.

**38. Counterparts and Electronic Signatures:** This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one instrument. A signature delivered by electronic means shall be considered binding for both parties.



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N WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the Effective Date first written above.

**BOARD OF EDUCATION OF THE  
CITY OF CHICAGO**

DocuSigned by:  
*Charles E. Mayfield*  
By: \_\_\_\_\_  
Charles E. Mayfield  
Interim Chief Procurement Officer

DS  
✓

**EDUCATIONAL DEVELOPMENT  
CENTER, INC.**

DocuSigned by:  
*Michael Pelletier*  
By: \_\_\_\_\_  
Michael Pelletier  
Title: Vice President and Director

Board Rule 7-13(e)

Approved as to Legal Form:   

DocuSigned by:  
*Joseph T. Moriarty*  
By: \_\_\_\_\_  
Joseph T. Moriarty, General Counsel

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**ATTACHMENT:**

Exhibit A: Scope of Services

Exhibit B: Scope of Student Data Collected

**EXHIBIT A****SCOPE OF SERVICES****Name of Project:** Math for All Scale-Up Study**CPS Project Manager:** Jessica Mahon**Phone:** (773) 553-6422**E-mail:** [JLMahon@cps.edu](mailto:JLMahon@cps.edu)**Researcher's Project Manager:** Teresa Duncan**Phone:** (540) 642-2802**E-mail:** [tduncan@deaconhillresearch.com](mailto:tduncan@deaconhillresearch.com)**Term:** Effective Date through September 30, 2023

This Scope of Services will be conducted pursuant to the terms and conditions of that No-Cost Research Evaluation Services Agreement ("**Agreement**") dated as of the Effective Date by and between the Education Development Center ("**Researcher**" or "**EDC**") and the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools (the "**Board**" or "**CPS**"). Defined terms used in this Scope of Services will have the same meanings as those ascribed to such terms in the Agreement.

**1. General Description of Project**

Math for All ("**MFA**") is a teacher professional development ("**PD**") program that is designed to assist schools and districts in improving the mathematics achievement of K–5 students who have diverse strengths and needs. The PD introduces participants to a neurodevelopmental framework (Barringer, Pohlman, & Robinson, 2010; Levine, 2002; Pohlman, 2008) as a lens for better understanding individual students' strengths and needs and the demands of mathematical activities. Utilizing a lesson-study approach (e.g., Fernandez, 2005; Lewis, 2000; Lewis & Perry, 2017), the program teaches teams of general and special education teachers how to collaboratively plan and personalize mathematics lessons to support the achievement of all students (cf. Stevens & Slavin, 1995). Participants engage in in-depth analyses of math lessons, including observation of individual students' strengths and needs, examination of a lesson's mathematical goals, and planning, implementing, and reflecting on adaptations for specific mathematics lessons that support the attainment of these goals while being attuned to individual students' strengths and needs.

The MFA program consists of video case-based curriculum materials and learning activities that form the core of two workshop series for teachers. One workshop series focuses on Grades K–2, and the other on Grades 3–5. Each workshop series involves a total of 40 hours of PD (workshops and workshop-related assignments that participants carry out in their classrooms) over the course of two school years.

The overall goal of this project is to implement, test, and refine strategies for regionally expanding MFA in a variety of settings and with diverse high-need populations in Chicago, and to build local capacity and infrastructure to support the sustainability and continued expansion of the program after this project ends. Building on Coburn's (2003) framework for scale, our strategies are designed to support the depth, sustainability, spread, and shift to local ownership of MFA, and include (1) training of local staff developers and teacher leaders as facilitators of the program, (2) inclusion of school leaders in the PD for facilitators and teachers, and (3) integration of MFA into

the existing PD structures that are part of teachers' regular work schedules. Research efforts are designed to yield formative findings to help refine the scale-up strategies, provide evidence about MFA's effectiveness in a variety of settings and for diverse student populations.

## **2. Research/Analytic General Questions**

This study is focused on the following research questions, to be answered with administrative data requested under this agreement (data elements shown in Table 1)

- (1) What is the impact of the MFA PD on student achievement in mathematics?
- (2) How is the impact of the MFA PD on student achievement in mathematics mediated by teachers' lesson planning and classroom practices?
- (3) How is the impact of the MFA PD on student achievement in mathematics moderated by school, teacher, and student characteristics (e.g., disability status)?

## **3. Methodology**

The study design is a randomized controlled trial ("**RCT**") involving a pilot study and an impact study. The pilot study consists of the first two small cohorts of schools: Cohort 1 began in the 2019-20 school year, and Cohort 2 began in the 2020-21 school year. Cohort 3 will begin in the 2021-22 school year and Cohort 4 in the 2022-2023 school year and be used to assess the impact of the MFA PD. Schools are randomly assigned to be provided the MFA PD either in grades K–2 or in grades 3–5. The Cohort 1 was randomly assigned into study conditions in summer 2019; the Cohort 2 schools was randomly assigned in summer 2020; Cohort 3 will be randomly assigned in summer 2021; and Cohort 4 will be randomly assigned in summer 2022. The treatment window is two school years, so Cohort 1 will span the 2019 – 2021 school years, and Cohort 2 will span the 2020 – 2022 school years, Cohort 3 will span the 2021 – 2023 school years, and Cohort 4 will span the 2022-2023 school years. The first two cohorts were disrupted by the COVID-19 pandemic, so the impact study was delayed, and will include only Cohort 3 and Cohort 4 participants.

Schools that are randomly assigned to have their K–2 teachers receive the MFA PD will be compared to schools where Grades K–2 teachers follow business as usual ("**BAU**") routines (and where Grades 3–5 teachers are assigned to receive the MFA PD). Likewise, schools that are randomly assigned to have their Grades 3–5 teachers receive the MFA PD will be compared to schools where Grades 3–5 teachers follow BAU routines (and where Grades K–2 teachers are assigned to receive the MFA PD).

This multi-cohort study will utilize a variety of analytic lenses. Impact analyses using multilevel modeling will follow an intent-to-treat approach. Multiple imputation will be used to address missing data. Exploratory and sensitivity analyses will examine subgroup, interim, mediator, and moderator effects. Qualitative analyses will complement statistical analyses of both the implementation and impact of the MFA program. Fidelity of implementation and cost-effectiveness analyses will provide important insights that will inform the scaling of MFA.

Table 1. Summary of administrative data collection for MFA scale-up study covered under this data sharing agreement

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RESPONDENT/DATA COLLECTION ACTIVITY	TIMING/FREQUENCY
<b>DISTRICT (as part of data sharing agreement)</b>	
<ul style="list-style-type: none"> <li>Teacher and student classroom rosters (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>Data needed eight times over the course of the project:               <ul style="list-style-type: none"> <li>October 2019</li> <li>May 2020</li> <li>October 2020</li> <li>May 2021</li> <li>October 2021</li> <li>May 2022</li> <li>October 2022</li> <li>May 2023</li> <li>October 2023</li> <li>May 2024</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Student demographic and attendance data (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>Data needed for Cohort 1:               <ul style="list-style-type: none"> <li>Spring 2019</li> <li>Spring 2020</li> <li>Spring 2021</li> </ul> </li> <li>Data needed for Cohort 2:               <ul style="list-style-type: none"> <li>Spring 2019</li> <li>Spring 2021</li> <li>Spring 2022</li> </ul> </li> <li>Data needed for Cohort 3:               <ul style="list-style-type: none"> <li>Spring 2021</li> <li>Spring 2022</li> <li>Spring 2023</li> </ul> </li> <li>Data needed for Cohort 4:               <ul style="list-style-type: none"> <li>Spring 2022</li> <li>Spring 2023</li> <li>Spring 2024</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>IAR and NWEA math achievement data, and if available, NWEA MAP K-2 and mClass math achievement data (identified data, part of data-sharing agreement)</li> <li>End-of-school year class grades in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Data needed for Cohort 1:               <ul style="list-style-type: none"> <li>Spring 2019</li> <li>Spring 2020</li> <li>Spring 2021</li> </ul> </li> <li>Data needed for Cohort 2:               <ul style="list-style-type: none"> <li>Spring 2019 (for baseline achievement, in the absence of Spring 2020 data)</li> <li>Spring 2021</li> <li>Spring 2022</li> </ul> </li> <li>Data needed for Cohort 3:               <ul style="list-style-type: none"> <li>Spring 2021</li> <li>Spring 2022</li> <li>Spring 2023</li> </ul> </li> <li>Data needed for Cohort 4:               <ul style="list-style-type: none"> <li>Spring 2022</li> <li>Spring 2023</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Spring 2024</li> </ul>
<ul style="list-style-type: none"> <li>● 5Essentials teacher data (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>● Data needed for Cohort 1: <ul style="list-style-type: none"> <li>○ 2019-20</li> <li>○ 2020-21</li> </ul> </li> <li>● Data needed for Cohort 2: <ul style="list-style-type: none"> <li>○ 2020-21</li> <li>○ 2021-22</li> </ul> </li> <li>● Data needed for Cohort 3: <ul style="list-style-type: none"> <li>○ 2021-22</li> <li>○ 2022-23</li> </ul> </li> <li>● Data needed for Cohort 4: <ul style="list-style-type: none"> <li>○ 2022-23</li> <li>○ 2023-24</li> </ul> </li> </ul>

#### 4. Data Required to Address Research Questions

Table 1 in the previous section summarizes the data needed to address the study's main research questions to be answered with administrative data requested under this agreement.

EDC's subcontractor, Deacon Hill Research Associates ("DHRA") will have primary responsibility for primary and secondary data collection and analyses. Teresa Duncan of DHRA will be responsible for the management of the identified secondary data, and Jason Schoeneberger of DHRA and Babette Moeller from EDC will have access to the data.

#### 5. Timeline & Deliverables to CPS

A timeline for project activities undertaken with CPS is included below in Table 2. Annual reports to the USDOE are due every October. Vendor will follow that timeline and submit annual reports to CPS in October 2021, October 2022; October 2023, October 2024 the final project report will be submitted to CPS in June 2025.

Table 2: Timeline for project activities relating to administrative data

Activities and Milestones (CPS only)	Y1: Oct '18- Sep '19	Y2: Oct '19- Sep '20	Y3: Oct '20- Sep '21	Y4: Oct '21- Sep '22	Y5: Oct '22- Sep '23	Y6: Oct '23- Sep '24	Y7: Oct '24- Jun '25
<b>Project Management</b>							
IRB review	●	●	●	●	●	●	●
<b>Data Collection and Analysis</b>							
Randomly assign schools to conditions	C1		C2	C3	C4		
Collect and analyze administrative	C1	C1	C1, C2	C2, C3	C3, C4	C3, C4	C4
<b>Report Findings</b>							

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Annual Reports to Funder		•	•	•	•	•	•
Annual Reports to CPS				•	•	•	•
C1=Cohort 1, C2=Cohort 2, C3=Cohort 3, C4=Cohort 4							

THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE.

**Exhibit B- Student Data****Description of Data Needed and Use of Data for the Mid-Phase Math for All EIR Research Study**

This Scope of Student Data Collected (“**Scope**”) will be conducted pursuant to the terms and conditions of the Research Services Agreement (“**Agreement**”) by and between the Board of Education of the City of Chicago, commonly known as the Chicago Public Schools (the “**Board**” or “**CPS**”), and Education Development Center, Inc. (the “**Vendor**”). Defined terms used in this Scope will have the same meanings as those ascribed to such terms in the Agreement. If there is any conflict between this Scope and the Agreement, the Agreement shall govern and control.

Part I - Student Data Shared by CPS Required and Student Data Usage:

## Student Data Category I:

Student names are not needed. Student identification numbers, however, are necessary to merge files and track students over the two years of the study.

<b>Data Requested</b>	<b>Use of Data</b>	<b>Research Questions (RQs) Addressed</b>
Classroom rosters: listings of students by teacher classroom (identified by teacher first and last name, and teacher identification number), twice each year, (as of October 1, and May 1) for 2019-20, 2020-21, 2021-2022, 2022-2023, 2023-2024	Classroom rosters will be used to track the presence of teachers at schools and the presence of students in those teachers’ classrooms. Roster data will allow us to determine attriters, joiners, and movement of teachers and students within a school.  Having a good understanding of the movement of our sample teachers and students helps improve the internal validity of the study.	Impact of MFA PD on students (RQ 1)  Moderators of the impact of MFA PD on students (RQ 3)
Student demographic data – grade level, date of birth, gender, race/ethnicity, IDEA/IEP status, EL status, Economically Disadvantaged/FRL status	Demographic data will be used descriptively to describe the students in our sample, and as covariates in our multilevel analyses to statistically control for student characteristics.	Impact of MFA PD on students (RQ 1)  Moderators of the impact of MFA PD on students (RQ 3)
Student enrollment data – school date of enrollment, school date of exit (if applicable)  Student attendance data at the end of each school year, 2019-2020 through 2023-2024	Student enrollment data complements the classroom roster data by specifying the date of exit from the school (and reason for exit, if available).  These data will contribute to our understanding of student	Impact of MFA PD on students (RQ 1)  Moderators of the MFA PD on students (RQ 3)

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	<p>attrition within our study and determine whether the internal validity of the study has been compromised.</p> <p>Attendance data will be used as a behavioral indicator of student engagement and included in our analyses to test whether attendance moderates the effect of the PD on student math achievement.</p>	
<p>Student math achievement data – Spring 2019, Spring 2020, Spring 2021, Spring 2022, Spring 2023, Spring 2024</p> <ul style="list-style-type: none"> <li>• IAR data for grades 3-5 (scale score, performance level and student growth percentile)</li> <li>• If administered, NWEA data for grades K-5 (RIT score and Conditional Growth percentile)</li> <li>• If administered, any other standardized tests for grades K-2 (e.g., mClass)</li> </ul>	<p>Math achievement is a key outcome for the MFA study and will be used to assess the impact of the MFA PD on student and teacher outcomes.</p> <p>We request IAR data as the primary outcome measure for student achievement because all grade 3-5 students will have IAR data.</p> <p>The NWEA is an achievement test that provides a different metric (and usage by schools) and complements the IAR data.</p> <p>We request any standardized test data administered in grades K-2 to explore the impact of the MFA PD in the lower grade levels.</p>	<p>Impact of MFA PD on students (RQ 1)</p> <p>Mediators of the impact of MFA PD on students (RQ 2)</p> <p>Moderators of the impact of MFA PD on students (RQ 3)</p>
5Essentials student survey data for each school year, 2019-2020 through 2023-2024	5Essentials student survey data will be used descriptively to describe the students in our sample, and as covariates in our multilevel analyses to statistically control for student attitudes related to their schools and teachers.	<p>Impact of MFA PD on students (RQ 1)</p> <p>Moderators of the MFA PD on students (RQ 3)</p>
5Essentials teacher survey data for each school year, 2019-2020 through 2023-2024	5Essentials teacher survey data will be used descriptively to describe the teachers in our sample, and as covariates in our multilevel analyses to statistically control for teacher attitudes related to their school culture, administrators, and colleagues.	<p>Impact of MFA PD on students (RQ 1)</p> <p>Moderators of the impact of the MFA PD on students (RQ 3)</p>



THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE.

<b>Where that Data is Stored:</b>	<p>Data will be stored at Deacon Hill Research Associates and EDC</p> <p>All data will be assigned study identification numbers. Analysis files will have identifiers stripped, leaving only the study ID for file merging. The key linking study IDs with individuals will be kept in a separate file/directory accessible only to research staff. All identifiable data will be stored on encrypted external hard drives (Iron Keys) that are not connected to the Internet and kept in locked filing cabinets accessible only to research staff. Study ID codes are either two digits (school administrators; facilitators), three digits (teachers), or four digits (students) in length.</p> <p>All identifiable data and the study ID key file will be destroyed at the end of DSA.</p>
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Part II - Disclosure of Covered Information: Please list all entities to which Operator discloses Covered Information, and for what purpose it discloses the Covered Information.

Disclosure	Entity Name	Covered Information Disclosed	Purpose for Disclosure
	Deacon Hill Research Associates	See Data Requested Above	Evaluation of data to verify impact of Math for all PD.

Part III - Link to Vendor's Website. Pursuant to the Covered Information Access Listing subsection of the Agreement, Vendor shall maintain a current list of current Subcontractors or third-party affiliates to which Covered Information may, has been, or will be disclosed at the following website, which must include a direct link to the required list:

**AGREEMENT EXERCISING THE FIRST (FINAL) OPTION  
TO RENEW THE NO-COST RESEARCH EVALUATION SERVICES AGREEMENT**

*(Education Development Center, Inc)*

This Agreement Exercising the First (Final) Option to Renew the **No-Cost Research Evaluation Services Agreement** ("**First (Final) Renewal Agreement**") by and between the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools with offices located at 42 West Madison Street, Chicago, IL 60602 (the "**Board**" or "**CPS**") and "education development center, inc..", with offices located at 300 Fifth Avenue, suite 2010 Waltham, MA 02451 ("**Vendor**") is entered into as of this ("**Effective Date**"). The Board and Vendor shall be referred to collectively herein as the "**Parties**" or individually as a "**Party**."

**RECITALS:**

- A. The Board and Vendor entered into that certain no-cost research evaluation services Agreement for a term commencing January 1, 2022 and continuing through September 30, 2023 ("**Original Agreement**") (authorized by Board Rule 7-13), with the Board having one (1) option to renew for a period of two (2) years.
- B. The Board now wishes to exercise the **First (Final)** option to renew under the terms of the original agreement.

**NOW THEREFORE**, in consideration of the foregoing, which are incorporated into and made a part of this First (Final) Renewal Agreement by this reference, and the mutual covenants contained herein, the parties agree as follows:

- 1. **Definitions:** Any and all capitalized terms contained in this First (Final) Renewal Agreement, and not defined herein, shall have the definition as set forth in the Original Agreement.
- 2. **First (Final) Renewal Term:** The term of the First (Final) Renewal Agreement shall commence on October 1, 2023 and continue through September 30, 2025 ("**First (Final) Renewal Term**"), unless terminated sooner as provided in the Original Agreement. The Board shall have no remaining option to renew the Agreement after the First Renewal Term expires.
- 3. **Scope of Services:** During the First and (Final) Renewal Term, Vendor shall provide the Services as set forth and described in Exhibit A-1 attached hereto and incorporated herein which replaces Exhibit A attached to the Original Agreement.
- 4. **Compensation:** Researcher shall furnish all Services set forth in this Agreement at no cost to the Board. Further, the Board shall not reimburse Researcher for any costs or expenses.
- 5. **Entire Agreement:** Except as expressly provided in this First (Final) Renewal Agreement, all terms and conditions of the Original Agreement shall remain in full force and effect during the First (Final) Renewal Term.
- 6. **Counterparts and Electronic Signatures:** This First (Final) Renewal Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one document. A signature delivered by facsimile or other electronic means shall be considered binding on both parties.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE.

**IN WITNESS WHEREOF**, the parties have caused this First (Final) Renewal Agreement to be executed by their duly authorized representatives as of the Effective Date.

**THE BOARD OF EDUCATION  
OF THE CITY OF CHICAGO**

***EDUCATION DEVELOPMENT CENTER, INC***

By: \_\_\_\_\_  
Patricia Hernandez  
Chief Procurement Officer

Date: \_\_\_\_\_

By:  \_\_\_\_\_  
boxSIGN R1VWWX1-42LSV5PZ

Name: Christine Atherton

Title: Director

Date: Feb 5, 2024

Board Rule No.: 7-13(e)(i)(3)

+

Approved as to legal form:

By: \_\_\_\_\_  
Ruchi Verma, General Counsel

**Attachment:**

**Exhibit A-1 – Scope of Services for First and Final Renewal Term**

## **EXHIBIT A-1**

### **SCOPE OF SERVICES**

**Name of Project:** Math for All Scale-Up Study

**CPS Project Manager:** Jessica Mahon

**Phone:** (773) 553-6422

**E-mail:** [JLMahon@cps.edu](mailto:JLMahon@cps.edu)

**Researcher's Project Manager:** Michelle Cerrone

**Phone:** (212) 807-4204

**E-mail:** [mcerrone@edc.org](mailto:mcerrone@edc.org)

**Term:** October 1, 2023 through September 30, 2025

This Scope of Services will be conducted pursuant to the terms and conditions of that No-Cost Research Evaluation Services Agreement ("**Agreement**") dated as of the Effective Date by and between the Education Development Center ("**Researcher**" or "**EDC**") and the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools (the "**Board**" or "**CPS**"). Defined terms used in this Scope of Services will have the same meanings as those ascribed to such terms in the Agreement.

#### **1. General Description of Project**

Math for All ("**MFA**") is a teacher professional development ("**PD**") program that is designed to assist schools and districts in improving the mathematics achievement of K–5 students who have diverse strengths and needs. The PD introduces participants to a neurodevelopmental framework (Barringer, Pohlman, & Robinson, 2010; Levine, 2002; Pohlman, 2008) as a lens for better understanding individual students' strengths and needs and the demands of mathematical activities. Utilizing a lesson-study approach (e.g., Fernandez, 2005; Lewis, 2000; Lewis & Perry, 2017), the program teaches teams of general and special education teachers how to collaboratively plan and personalize mathematics lessons to support the achievement of all students (cf. Stevens & Slavin, 1995). Participants engage in in-depth analyses of math lessons, including observation of individual students' strengths and needs, examination of a lesson's mathematical goals, and planning, implementing, and reflecting on adaptations for specific mathematics lessons that support the attainment of these goals while being attuned to individual students' strengths and needs.

The MFA program consists of video case-based curriculum materials and learning activities that form the core of two workshop series for teachers. One workshop series focuses on Grades K–2, and the other on Grades 3–5. Each workshop series involves a total of 40 hours of PD (workshops and workshop-related assignments that participants carry out in their classrooms) over the course of two school years.

The overall goal of this project is to implement, test, and refine strategies for regionally expanding MFA in a variety of settings and with diverse high-need populations in Chicago, and to build local capacity and infrastructure to support the sustainability and continued expansion of the program after this project ends. Building on Coburn's (2003) framework for scale, our strategies are designed to support the depth, sustainability, spread, and shift to local ownership of MFA, and include (1) training of local staff developers and teacher leaders as facilitators of the program, (2) inclusion of school leaders in the PD for facilitators and teachers, and (3) integration of MFA into the existing PD structures that are part of teachers' regular work schedules. Research efforts are designed to yield formative findings to help refine the scale-up strategies, provide evidence about MFA's effectiveness in a variety of settings and for diverse student populations.

## 2. Research/Analytic General Questions

This study is focused on the following research questions, to be answered with administrative data requested under this agreement (data elements shown in Table 1)

- (1) What is the impact of the MFA PD on student achievement in mathematics?
- (2) How is the impact of the MFA PD on student achievement in mathematics mediated by teachers' lesson planning and classroom practices?
- (3) How is the impact of the MFA PD on student achievement in mathematics moderated by school, teacher, and student characteristics (e.g., disability status)?

## 3. Methodology

The study design is a randomized controlled trial (“**RCT**”) involving a pilot study and a quasi-experimental impact study. The pilot study consists of the first two small cohorts of schools: Cohort 1 began in the 2019-20 school year, and Cohort 2 began in the 2020-21 school year. Cohort 3 will begin in the 2021-22 school year. Schools are randomly assigned to be provided the MFA PD either in grades K–2 or in grades 3–5. The Cohort 1 was randomly assigned into study conditions in summer 2019; the Cohort 2 schools were randomly assigned in summer 2020; the Cohort 3 study began in summer 2021. The treatment window is two school years, so Cohort 1 will span the 2019 – 2021 school years, and Cohort 2 will span the 2020 – 2022 school years, Cohort 3 will span the 2021 – 2023 school years. The first two cohorts were disrupted by the COVID-19 pandemic, so the impact study was delayed, and will include only Cohort 3 participants.

Schools that are randomly assigned or purposefully selected to have their K–2 teachers receive the MFA PD will be compared to schools where Grades K–2 teachers follow business as usual (“**BAU**”) routines (and where Grades 3–5 teachers are assigned to receive the MFA PD). Likewise, schools that are randomly assigned or purposefully selected to have their Grades 3–5 teachers receive the MFA PD will be compared to schools where Grades 3–5 teachers follow BAU routines (and where Grades K–2 teachers are assigned to receive the MFA PD).

This multi-cohort study will utilize a variety of analytic lenses. Impact analyses using multilevel modeling will follow an intent-to-treat approach. Multiple imputation will be used to address missing data. Exploratory and sensitivity analyses will examine subgroup, interim, mediator, and moderator effects. Qualitative analyses will complement statistical analyses of both the implementation and impact of the MFA program. Fidelity of implementation and cost-effectiveness analyses will provide important insights that will inform the scaling of MFA.

Table 1. Summary of administrative data collection for MFA scale-up study covered under this data sharing agreement

RESPONDENT/DATA COLLECTION ACTIVITY	TIMING/FREQUENCY
<b>DISTRICT (as part of data sharing agreement)</b>	
<ul style="list-style-type: none"> <li>Teacher and student classroom rosters (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>Data needed eight times over the course of the project:                             <ul style="list-style-type: none"> <li>October 2019</li> <li>May 2020</li> <li>October 2020</li> <li>May 2021</li> <li>October 2021</li> <li>May 2022</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ October 2022</li> <li>○ May 2023</li> </ul>
<ul style="list-style-type: none"> <li>● Student demographic and attendance data (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>● Data needed for Cohort 1: <ul style="list-style-type: none"> <li>○ Spring 2019</li> <li>○ Spring 2020</li> <li>○ Spring 2021</li> </ul> </li> <li>● Data needed for Cohort 2: <ul style="list-style-type: none"> <li>○ Spring 2019</li> <li>○ Spring 2021</li> <li>○ Spring 2022</li> </ul> </li> <li>● Data needed for Cohort 3: <ul style="list-style-type: none"> <li>○ Spring 2021</li> <li>○ Spring 2022</li> <li>○ Spring 2023</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● IAR and available formative mathematics assessment data (NWEA and/or iReady), and if available, formative mathematics assessment data for grades K-2 (e.g., NWEA, mClass, iReady).</li> <li>● End-of-school year class grades in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>● Data needed for Cohort 1: <ul style="list-style-type: none"> <li>○ Spring 2019</li> <li>○ Spring 2020</li> <li>○ Spring 2021</li> </ul> </li> <li>● Data needed for Cohort 2: <ul style="list-style-type: none"> <li>○ Spring 2019 (for baseline achievement, in the absence of Spring 2020 data)</li> <li>○ Spring 2021</li> <li>○ Spring 2022</li> </ul> </li> <li>● Data needed for Cohort 3: <ul style="list-style-type: none"> <li>○ Spring 2021</li> <li>○ Spring 2022</li> <li>○ Spring 2023</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● 5Essentials teacher data (identified data, part of data-sharing agreement)</li> </ul>	<ul style="list-style-type: none"> <li>● Data needed for Cohort 1: <ul style="list-style-type: none"> <li>○ 2019-20</li> <li>○ 2020-21</li> </ul> </li> <li>● Data needed for Cohort 2: <ul style="list-style-type: none"> <li>○ 2020-21</li> <li>○ 2021-22</li> </ul> </li> <li>● Data needed for Cohort 3: <ul style="list-style-type: none"> <li>○ 2021-22</li> <li>○ 2022-23</li> </ul> </li> </ul>

#### 4. Data Required to Address Research Questions

Table 1 in the previous section summarizes the data needed to address the study's main research questions to be answered with administrative data requested under this agreement.

EDC's subcontractor, Deacon Hill Research Associates ("DHRA") will have primary responsibility for primary and secondary data collection and analyses. Teresa Duncan of DHRA will be responsible for the management of the identified secondary data, and Jason Schoeneberger and Nedim Yel of DHRA and Babette Moeller from EDC will have access to the data. Michelle Cerrone of EDC will communicate with CPS and oversee the data transfer to make sure it is secure.

## 5. Timeline & Deliverables to CPS

A timeline for project activities undertaken with CPS is included below in Table 2. Annual reports to the USDOE are due every October. Vendor will follow that timeline and submit annual reports to CPS in October 2021, October 2022; October 2023, October 2024 the final project report will be submitted to CPS in June 2025.

Table 2: Timeline for project activities relating to administrative data

Activities and Milestones (CPS only)	Y1: Oct '18-Sep '19	Y2: Oct '19-Sep '20	Y3: Oct '20-Sep '21	Y4: Oct '21-Sep '22	Y5: Oct '22-Sep '23	Y6: Oct '23-Jun '24
<b>Project Management</b>						
IRB review	•	•	•	•	•	•
<b>Data Collection and Analysis</b>						
Randomly assign schools to conditions	C1		C2			
Collect and analyze administrative				C1, C2	C1, C2, C3	C2, C3
<b>Report Findings</b>						
Annual Reports to Funder		•	•	•	•	•
Annual Reports to CPS				•	•	•
C1=Cohort 1, C2=Cohort 2, C3=Cohort 3						

## HUMAN PROTECTIONS PROGRAM

Education Development Center, Inc., 43 Foundry Avenue, Waltham, Massachusetts 02453-8313  
Telephone 617-969-7100 x2971 ♦ Fax 617-969-3401 ♦ E-Mail [humanprotections@edc.org](mailto:humanprotections@edc.org)

**Principal Investigator:** Babette Moeller (Education Development Center)

**Project Title  
(Track# / Project #):** MATH FOR ALL: Broadening and Sustaining Effective Teacher Professional Development to Support Rigorous Personalized Mathematics Instruction for High-Need Students in Grades K–5 (MFA EIR) (P2018-0492 / 12321)

**Protocol (Number):** MFA EIR: District Leader, Teacher and Student Data (1873)

### A. Type of Submission and Review

New Protocol

Administrative Review

### B. Determination

The protocol was determined to meet the criteria for exemption in accordance with the following exempt categories:

Exempt Category (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Exempt Category (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

### C. Reviewer Comments

This research meets the criteria for category 1 exemption. The interviews and surveys with teachers, facilitators and school leaders also meet the criteria for category 2 exemption.

### D. Responsibilities

**Investigators conducting work exempt from expedited or full-board review are nevertheless responsible for ensuring proper protections for human subjects.** These protections include:

- safeguarding privacy and confidentiality;
- documenting the human subjects training of all key personnel;
- ascertaining that each potential subject understands the nature of the research and of their participation;
- taking whatever steps are necessary to gain informed consent;
- reporting any serious or unexpected events to EDC's IRB;
- requesting IRB approval of any proposed change in the protocol that might alter the exempt status prior to its implementation; and
- obtaining appropriate approvals at collaborating institutions when required.



## HUMAN PROTECTIONS PROGRAM

Education Development Center, Inc., 43 Foundry Avenue, Waltham, Massachusetts 02453-8313  
Telephone 617-969-7100 x2971 ♦ Fax 617-969-3401 ♦ E-Mail [humanprotections@edc.org](mailto:humanprotections@edc.org)

### E. IRB Chair Signature



November 9, 2018

**Alan Stockdale, Ph.D.**

## **Memorandum of Understanding**

### **Participation in the *Math for All* Professional Learning Program and Research Study**

Gray School and Education Development Center (EDC) and its partners (Bank Street College of Education, Deacon Hill Research Associates, Abt Associates, and Teachers College, Columbia University) share the goal of improving the mathematics education for all students, including those with disabilities, and are committed to supporting teachers and leaders in the pursuit of this goal. Gray, along with EDC and its partners wish to share their respective strengths and resources to support the training of local facilitators and the implementation of the *Math for All* professional learning (PL) program with teachers to advance this common goal. EDC and its partners are looking forward to collaborating with your school as part of a grant from the U.S. DOE's Education Innovation and Research (EIR) Program.

#### **Purpose of Memorandum of Understanding**

This Memorandum of Understanding (MOU) describes the understandings and intentions of EDC and its partners and Gray with regard to their shared goals and provides a framework for cooperation. This MOU outlines the background and the roles and responsibilities of EDC, its partners, Gray School for their collaboration on the implementation of and research on *Math for All*.

#### **Background**

*Math for All* is a professional learning (PL) program designed to assist schools in implementing high-quality, standards-based mathematics instruction for a wide range of students, including diverse learners. The goal of our grant is to build capacity for implementing and scaling up this program by training local staff developers and teacher leaders to become *Math for All* facilitators, and by having these facilitators turn-key the program with teachers from their district and schools. Rigorous evaluation research will accompany the implementation of the program to document the fidelity of implementation and the impact of the program on facilitators, school leaders, teachers, and students.

#### **EDC and Bank Street College of Education will provide the following:**

- A powerful, evidence-based professional learning program, *Math for All*
- Extensive facilitator materials, including grades K–2 and grades 3–5 Facilitator Guides, Videos, Slide Decks, and a Support Website (a \$300 value per facilitator)
- *Math for All* Participant Books for the participating teachers (a \$38.95 value per teacher)
- A three-day facilitator institute in Summer 2021 (a \$1,500 value per facilitator-in-training)
- Compensation (at CPS rates) for facilitators-in-training who are on 10-months contracts for attending summer professional development events
- Ongoing support for facilitators during the 2020–2021 and 2021–2022 school years (a \$6,000 value per facilitator)
- ISBE clock hours for facilitators (60 hours) and teachers (40 hours)
- Stipends for facilitators, school leaders, and teachers for participating in research activities (\$50 per person per year)
- Services will be provided online or face-to-face based on local circumstances or health considerations.

## Requirements for Participating Schools or Districts

- Be prepared for a phased implementation of *Math for All*.
  - Teachers in grades K–2 or in grades 3–5 will participate in the *Math for All* first during the 2020–2021 and 2021–2022 school years.
  - This will be determined by random assignment (a requirement of our research design and funding).
  - Teachers from the grade band that will not participate in *Math for All* professional learning during the 2020–2021 and 2021–2022 school years will serve as the comparison group and will be asked to participate in data collection activities.
  - **\*\*\*Important\*\*\*: Schools that participate in this project agree to remain committed to participation regardless of which grade band gets selected to receive Math for All first.**
- Participation in *Math for All* has been discussed with and received approval by the school's staff (general education and special education teachers in grades K through 5).
- Schedule dates for the *Math for All* workshops for teachers.
  - *Math for All* consists of 40 hours of professional learning conducted over two years (20 hours per year).
  - The professional learning is usually conducted in full-day sessions, but it can also be offered in more frequent half-day and one- and two-hour sessions (e.g., three half days with the remaining hours to be scheduled with a minimum of one-hour meetings).
  - Schools have flexibility in scheduling the professional learning sessions but are expected to use scheduled professional learning time (institute days, school improvement days) or release time for teachers to attend the sessions.
- If applicable, provide a meeting space for facilitators and teachers to meet.
- Encourage continued buy-in for teacher participation in the *Math for All* professional learning and research activities.
- Encourage participation in research activities for teachers in the comparison group; they are just as important to this study as teachers who will initially participate in the *Math for All* professional learning.
- In case a school's priorities change and it is unable to complete the full 2-year course of the Math for All professional development program, **the school is still expected to complete participation in research activities for the full two years of the study to satisfy the requirements of our funder.**

## Requirements for Teachers from the Grade Band Selected to Receive *Math for All* First

- Participate in 20 hours of *Math for All* professional learning during regular work hours in each of the 2020–2021 and 2021–2022 school years
- Implement lessons planned at *Math for All* workshops with their students and document these lessons and reflections
- Participate in research activities, including surveys, logs, and observations (stipends will be provided)

## Requirements for Comparison Group Teachers

- Participate in research activities, including surveys, logs, and observations (stipends will be provided).

- Teachers in the comparison group will be asked to refrain from attempting to use *Math for All* during the 2020–2021 and 2021–2022 school years so that that the study has a chance to determine the degree to which it works in your school. It is critical that the research team be able to understand typical instruction in these grades.

#### **Requirements for School Leaders**

- Participate in a minimum of 16 hours of professional learning sessions for each of the 2020–2021 and 2021–2022 school years, including at least 8 hours of the facilitator institute in Summer 2021
- Participate in monthly three-way meetings between facilitators-in-training, principals, and Math for All developers/coaches to plan for and reflect on the ongoing implementation.
- Follow up with and support teachers in their *Math for All* work (e.g., attend lesson planning meetings, review samples of adapted lesson plans, check in with teachers about the progress of individual children, observe the implementation of an adapted mathematics lesson and debrief with teachers, provide support for teachers' to observe their focal student, facilitate teachers visiting others teachers' classrooms)
- Participate in research activities (annual interviews, stipends will be provided)

#### **Requirements for School Based Facilitators**

- At least one of the facilitators should have a background in special education or in working with English Language Learners
- Participate in the *Math for All* professional development led by *Math for All* developers during the 2020–2021 school year
- Participate in planning and debriefing meetings with the *Math for All* developers, and a three-day facilitator institute to be conducted in Summer of 2021
- Collaborate with their co-facilitator and Math for All developer to assume leadership in implementing the *Math for All* program with teachers from participating schools during the 2021–2022 school year
- Participate in research activities, including surveys, logs, observations, and interviews (stipends will be provided)
- After participating in this project, the facilitators will have permission to use the *Math for All* materials in future years in the district they are employed

### **Signature of Commitment**

I have read this Memorandum of Understanding and agree to the terms and conditions of participation on behalf of Gray School.

---

Signature

Printed Name

Title

Date



42 W. Madison | 2<sup>nd</sup> Floor | Chicago, IL 60602  
Telephone: (773) 553-4444  
Fax: (773) 553-2421

05/06/2024

Matt McLoed

Dear McLoed,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your Modification proposal 04/01/2024 for research, titled: Math for All Scale Up Study.

The Research Review Board has completed the review of your Modification proposal and has approved your request to conduct this research. Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form through IRBManager.

Please note the following--

Background Check Level Required: Level I

Other Notes: Interactions with staff

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2020-1519. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board