

Cohort 2 Teacher Demographics

Project STAIR

Technical Report #01

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Cohort 2 Teacher Demographics

Purpose

The purpose of this technical report is to provide information on the demographic makeup of Project STAIR's participating teachers of cohort 2. Demographic information collected from participating teachers includes highest level of education attained, degree earned, current job title, their licensing credentials, gender, race/ethnicity, age range, areas of professional development (PD) completed in the past year (including hours in each area), and current service-delivery model. In addition, participants provided information on the years of experience they had in each of the following areas: current position, teaching, teaching grades 6-8, teaching at their current school, mathematics classroom teaching experience, and special education mathematics experience.

Method

Teacher's demographic information was collected via an electronic survey (Appendix A). Teachers responded to between 16-19 items on this survey. Teachers received more questions if they selected that they attended any of the listed areas of PD because the survey then prompted them to answer a question about how many hours of PD, they had in each of the areas.

Results

The data are presented in tables to show the representativeness of the sample, including basic demographic information, current role, degrees earned, licensing credentials, teaching experience and recent professional development experience. In cohort 2 of Project STAIR, there were 11 female participants (68.75%), 3 male participants (18.7%), and 2 participants who chose not to answer (NR), for a total of 16 teachers (see Table 1). The majority of participants identified as white ($n=14$, 87.5%) and 2 respondents did not answer this question. Two respondents' ages ranged from 20-29 (12.5%), 6 from 30-39 (37.5%), 4 from 40-49 (25%), 2 from 50-59 (12.5%), and 2 did not respond.

Table 1*Teacher Characteristics*

Characteristic	<i>n</i>	%
Gender		
Female	11	68.75%
Male	3	18.7%
NR	2	12.5%
Race/ethnicity		
Caucasian	14	87.5%
NR	2	12.5%
Age		
20-29	2	12.5%
30-39	6	37.5%
40-49	4	25%
50-59	2	12.5%
NR	2	12.5%

*NR represents no response

Table 2 shows that 6 respondents reported their current title as classroom teachers (37.5%), 5 special education teachers (31.3%), 1 administrator currently serving as a classroom teacher (6.3%) and 3 did not respond. As shown in Table 3, all teachers indicated that they had earned a Bachelors' degree ($n=16$, 100%), there were 10 teachers who stated they had a Master's degree or are in the process of earning a degree ($n=10$, 66.7%), two teachers indicated that they held or were in process of earning a degree beyond a masters ($n=2$, 13.3%).

Table 2*Teacher Role*

Teacher description	<i>n</i>	%
General education teacher	6	37.5%
Administrator (classroom teaching)	1	6.3%
Special education teacher	5	31.3%
Other	1	6.3%
NR	3	18.8%

*NR represents no response

Table 3*Degrees Earned by Teachers*

Highest educational degree	<i>n</i>	%
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Bachelor's	16	100%
Master's	10	62.5%
Beyond Master's	2	12.5%

Table 4 indicates the credentials held by teacher participants in this study. Several teachers held multiple credentials. Thirteen participants (81.3%) reported that they had a general multiple subject credentials, which includes grades K-6, K-8, K-12, and 4-8, as well as the subject's mathematics and science. Six participants (37.5%) have middle grades or secondary mathematics credentials. Five respondents had a special education credential (31.3%), and three participants had a mathematics specialist credentials (18.8%), one had an administration certification, and one did not respond.

Table 4

Teacher Credentials

Credentials	<i>n</i>	%
General multiple subject	13	81.3%
Middle or secondary mathematics	6	37.5%
Special education	5	31.3%
Mathematics specialist	3	18.8%
Administration	1	6.2%
NR	1	6.2%

*NR represents no response

Table 5 shows that participants' teaching experience varied. On average, respondents had 11.21 years of teaching experience, 7.46 years of experience in the current position, 10.40 years of experience teaching middle school and 9.86 years teaching in a mathematics classroom. The respondents with experience teaching special education mathematics had a mean of 4.20 years of experience.

Table 5

Teaching Experience

Area	<i>M</i>	<i>SD</i>
In current position	7.46	6.85
Of teaching experience	11.21	6.38
Teaching middle school	10.40	6.62
Teaching mathematics	9.86	6.62

Teaching special education mathematics

4.20

4.14

Participants were asked if they had received any professional development (PD) within the last year in the areas of curriculum-based measurement (CBM), mathematics assessment, and data-based decision making. As shown in Table 6, 7 respondents (43.75%) reported that they had attended PD in mathematics assessment. 4 respondents (25%) also stated that they attended PD in data-based decision making. Only 3 respondents (18.75%) reported attending PD in curriculum-based measurement. Table 7 shows of the participants who participated in PD, the majority received from 1-5 hours in the areas stated.

Table 6*Professional Development Type*

PD Area	Received PD
Curriculum-based Measurement	3 (18.75%)
Mathematics Assessment	7 (43.75%)
Data-Based Decision Making	4 (25%)

Table 7*Hours of Professional Development*

Time in Hours	Curriculum-based measurement (CBM)	Mathematics assessment	Data-based decision making
>1	1	0	0
1-5	0	6	3
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
20 or more	1	1	1
Total	2	7	4

Four participants (25%) reported that they were using a general education service delivery model, indicating that students with IEPs received mathematics instruction in the general education classroom. One participant reported that they used a resource room model (6.2%) indicating that students with IEPs received additional intensive mathematics instruction in the special education classroom. Four participants (25%) stated that they implemented a self-contained model, indicating that students with IEPs

received all mathematics instruction in the special education classroom, 4 used a co-teaching model (25%) in which students with IEPs received mathematics instruction in the general education classroom with the support of a special education teacher in the room, and 2 did not indicate a service delivery model.

Table 8

Service Delivery Model

Service delivery model	Frequency (n)
Co-teaching	4 (25%)
General education	4 (25%)
Resource room special education	1 (6.2%)
Self-contained special education	4 (25%)
NR	2 (12.5%)

*NR represents no response

APPENDICES

Appendix A: Teacher Demographics Survey

4/29/2019

Qualtrics Survey Software

Default Question Block

Teacher Demographic Information

Please fill out the demographic information below. This survey will take approximately 5 minutes.

This survey renders best on desktop or laptop computers, not mobile devices.

Please fill in the following information

First Name

Last Name

Home address (Street, City, State, Zip)

Please select the option(s) that best reflect your level of education.

	Yes	No	In Progress	If yes OR in progress, please list your degree below
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Degree
Bachelors Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Masters Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Post Masters Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

What is your current title?

- Classroom teacher
- Special education teacher
- Math coach
- Interventionist
- Paraprofessional
- Other

Select the number of years experience you have in each area (If greater than 20 years, select 20 years)

	Years																				
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Current position																					
Teaching experience																					
Years teaching middle school (6-8) students																					
Teaching in current school																					
Mathematics classroom teaching experience																					
Special education mathematics teaching experience																					

Please select the option(s) that best reflect your credentials

- K-6 teaching credential
- K-8 teaching credential
- Multiple subject (K-12)
- Secondary, single subject mathematics
- Mathematics specialist
- Reading specialist
- Special Education
- Administrative
- Other (Please Specify)

Gender

- Male
- Female
- Other

Race/Ethnicity

- Asian American/Pacific Islander
- Black/African American
- Hispanic/Latino American
- Native American
- White/European American
- Multiracial
- Other (Please specify)
- I prefer not to respond

Age

- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60 years or greater

Within the last year, have you received any professional development in the following areas?

	Yes	No
Curriculum-based measurement (CBM)	<input type="radio"/>	<input type="radio"/>
Mathematics assessment	<input type="radio"/>	<input type="radio"/>
Data-based decision making	<input type="radio"/>	<input type="radio"/>

How many hours of professional development in Curriculum-based measurement (CBM)?

How many hours of professional development in mathematics assessment?

How many hours of professional development in data-based decision making?

What service-delivery model do you currently teach in?

- General education (e.g., students with IEPs receive none of their mathematics instruction in my class)
- Co-teaching (e.g., special educator and general educator teach together)
- Resource/pull-out (e.g., student with IEPs receive part of their mathematics instruction in general education and part of their mathematics instruction in special education)
- Self-contained (e.g., students with IEPs receive all of their mathematics instruction in my class)

Powered by Qualtrics