

Supplementary Materials for:

Schoen, R. C., LaVenia, M., Chicken, E., Razzouk, R., & Kisa, Z. (2019). Increasing secondary-level teachers' knowledge in statistics and probability: Results from a randomized controlled trial of a professional development program. *Cogent Education OA*. <https://www.doi.org/10.1080/2331186X.2019.1613799>

Assigned-Sample Characteristics

Table S1

Baseline Characteristics of Assigned Sample

	Treatment (<i>n</i> = 93)	Control (<i>n</i> = 87)	Overall (<i>N</i> = 180)	Effect size ^b
Role				
Regular classroom teacher	71 (76%)	78 (90%)	149 (83%)	-0.60
Gifted/AP/Honors	14 (15%)	4 (5%)	18 (10%)	0.79
Special ed/Intervention	6 (7%)	4 (5%)	10 (6%)	0.22
Math coach	2 (2%)	1 (1%)	3 (2%)	0.43
Teaches grades 9–12	32 (34%)	27 (31%)	59 (33%)	0.09
Degree in math or science	37 (40%)	40 (46%)	77 (43%)	-0.15
Certification in math	80 (86%)	78 (90%)	158 (88%)	-0.21
Years of teaching experience	9.10 ± 6.97	10.05 ± 7.96	9.56 ± 7.46	-0.13
Male	24 (26%)	19 (22%)	43 (24%)	0.13
Race				
Asian	2 (2%)	2 (2%)	4 (2%)	-0.03
Black	22 (24%)	29 (33%)	51 (28%)	-0.29
Multiracial	3 (3%)	0 (0%)	3 (2%)	—
White	66 (71%)	56 (65%)	122 (68%)	0.18
Hispanic	28 (16%)	11 (13%)	28 (16%)	0.27
DTAMS pretest score ^a	22.68 ± 6.97	23.20 ± 6.38	22.93 ± 6.68	-0.08

Note. Regular classroom = Regular classroom teacher using the general curriculum. Gifted/AP/Honors = Teacher of advanced classes, such as Gifted and Talents, Advanced Placement, or Honors. Special ed/Intervention = Teacher of special education, remedial, or intervention classes. Degree in math or science = Has a college degree in mathematics or science, including mathematics and science education degrees. Certification in math = Holds a teaching certificate in secondary mathematics, excluding certificates in teaching integrated courses. DTAMS pretest score = The unadjusted DTAMS score at baseline, spring 2014. Statistics are presented as mean ± standard deviation for numerical variables and count (percent) for categorical variables. Percentages may not sum to 100 due to rounding error.

^a Missing data on the DTAMS pretest resulted in observed scores for 90 Treatment and 85 Control participants in the assigned sample.

^b Effect sizes in group difference are Hedges' *g* for numerical variables and Cox index for categorical variables, as formulated by the WWC (U.S. Department of Education, 2013)