

Guided Self-Study

Reporting the Results

I. Cover page:

- School District
- Date
- Team facilitator
- Team members

II. Introduction: (1-2 paragraphs)

Describe the goals of the *Guided Self-Study*, with the overarching question of "How do our instructional practices align with research-based best practices in math instruction?"

III. Findings:

General School Information: (1-2 pages)

Summarize the information with respect to gaps and overlaps in your math program. Where are the strengths in the program? What pop out as weaknesses?

Math and Teacher Attributes: (1-3 paragraphs per attribute)

Consider the overarching question here to be: "How much effort is needed to make a change in this area?" and "How much will a change in this area impact student achievement?"

Teaching for Understanding:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Writing Math:

- How much is this being done *at each grade level?*

- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Using Cooperation to assist student learning:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Reading Math:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Focus on Problem-solving and reasoning logically:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Curriculum:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Assessment:

- How much is this being done *at each grade level?*
- Specifically what needs to change regarding this issue to impact student achievement?

- How much effort is needed for the greatest impact on our current practices and student achievement?

Teacher Attributes:

- What strengths/weaknesses do our teachers bring to math instruction?
- Specifically what needs to change regarding this issue to impact student achievement?
- How much effort is needed for the greatest impact on our current practices and student achievement?

Math Walk Through: (1-2 pages)

- What evidence is there that math happens at each grade level?
- Comment on *each* item from the checklist - what gaps exist at different grade levels? What gaps exist between grade levels?
- Summarize key comments from discussions with teachers - include insights and misconceptions.

Data Analysis: (1 page)

Summarize the gaps identified from the data analysis (what the level 4's do that the other levels do not do). Also share overall strengths found from the results (what all students can do on the State Assessment).

IV. Recommendations:

Utilizing the four data sources (General School Information, Math and Teacher Attributes Surveys, the Math Walk Through, and the Data Analysis) identify gaps/weaknesses in the program which are identified by at least two sources. Those gaps identified by three or more sources are *significant gaps* and should be considered for primary focus in making recommendations.

Choose 3 to 5 issues for which to make recommendations. These issues should focus on the significant gaps found, if any. Each recommendation should affirm what the current state is regarding that issue and define the desired state which would most impact student achievement. The recommendations should

suggest possible avenues for reaching the desired state, but are not fully inclusive of all avenues for improvement.

V. Further questions for study/consideration:

List two or more questions that are raised by the data, but cannot possibly be explored at this time. This will provide focus for further analysis of your program in the future.