

Survey of Math Attributes: A Compilation of the Results

Steps:

1. Prior to the meeting, total the responses for each item from the tally worksheet.
2. As a team, answer the questions in columns 3 and 4 – “How much will a change in our current practices on this item increase academic achievement of our students?” and “How much effort will it take to significantly change our current practices regarding this issue?”

	To what extent do we engage in this behavior or address this issue?				How will a change in our current practices on this item increase the academic achievement of our students?				How much effort will it take to significantly change our current practices regarding this issue?			
	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent
	1	2	3	4	1	2	3	4	1	2	3	4
Teaching for Understanding:												
Make manipulative materials available to students.												
Incorporate manipulative materials into lesson plans.												
Have students develop math charts to demonstrate conceptual understanding.												
Writing Math												
Have students communicate ideas mathematically in written form.												
Require the use of specific math vocabulary in written form.												

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Have students share their reasoning with other students.												
Purposefully instruct a variety of problem solving strategies.												
Curriculum												
For teachers who teach math: Address the key ideas/performance indicators in unit and lesson plan design.												
For teachers who do not teach math: Familiar with the NYS Mathematics, Science, and Technology Learning Standard.												
Assessment												
Familiarize students with the types of manipulatives used on the NYS Math Assessments.												
Design assessments with items which are parallel to the tasks on the NYS Assessments.												
Instruct students as to how to organize their work for constructed-response questions.												
Use and share with students, holistic rubrics for scoring responses.												