

Tally of Survey of Math Attributes

A Compilation of the Results

Steps:

1. Prior to the meeting, tally the responses for each item. You may choose to tally by break down, K-4 and 5-8 or just K-8 totals.
2. As a team, answer the questions in columns 1 and 2 - "How much will a change in our current practices on this item increase the academic achievement or our students?" and "How much effort will it take to significantly change our current practices regarding this issue?"

| Column 1 | | | | Column 2 | | | | | Seldom | Sometimes | Often | Almost Always |
|---|--|--|-------------------|--|--|--|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------|
| How much will a change in our current practices on this item increase the academic achievement or 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 | 1 | 2 | 3 | 4 | |
| | | | | | | | | 1 | 2 | 3 | 4 | |
| | | | | | | | | Teaching for Understanding: | | | | |
| | | | | | | | | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | |
| | | | | | | | | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | |
| | | | | | | | | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | |

| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | Writing Math | | | | |
|---|---|---|---|---|---|---|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | | | | | | Have students communicate ideas mathematically in written form. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Require the use of specific math vocabulary in written form. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Allow for verbal or written sharing of mathematical ideas. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | Using Cooperation to assist student learning: | | | | |
| | | | | | | | | Arrange students' seats so as to encourage and facilitate cooperative work. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Develop a variety of workstations to promote hands-on math choices for students. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | Reading Math | | | | |
| | | | | | | | | Look for pieces of literature to share with students that model specific mathematical concepts for instructional use. | Seldom | Sometimes | Often | Almost Always |
| | | | | | | | | Give students access to literature books related to math. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Teach key words in the context of math problems to promote comprehension. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Provide direct instruction in approaches and techniques that apply to reading and comprehending math problems. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |

| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | |
|---|---|---|---|---|---|---|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | | | | | | Focus on Problem-solving and reasoning logically | | | | |
| | | | | | | | | Have a list of problem-solving strategies posted for easy reference. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Make calculators readily available for student use. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Have students share their reasoning with other students. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Purposefully instruct a variety of problem solving strategies. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | Curriculum | | | | |
| | | | | | | | | For teachers who teach math: Address the key ideas/performance indicators in unit and lesson plan design. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | For teachers who do not teach math: Familiar with the NYS Mathematics, Science, and Technology Learning Standard. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |

| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | Assessment | | | | |
|---|---|---|---|---|---|---|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | | | | | | Familiarize students with the types of manipulatives used on the NYS Math Assessments. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Design assessments with items that are parallel to the tasks on the NYS Assessments. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Instruct students as to how to organize their work for constructed-response questions. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | Use and share with students, holistic rubrics for scoring responses. | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ | K-4 _____ 5-8 _____ K-8 _____ |
| | | | | | | | | | | | | |

Comments: (List)