**Starting Points: Initial Reflection on Math Design Collaborative (MDC)**

DATE:

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_ How many students will be impacted by your MDC work?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers who have implemented MDC in their classrooms have indicated impact not only on student results but also on teacher thinking and practice. This survey is intended to provide an initial reflection on current student performance level and your present practice regarding math instruction. We will revisit this at various points in time in our work together.

Please rate the following from 1 to 5, 1 being the lowest and 5 being the highest possible rating, then reflect on your selected rating in the box provided.

**STUDENT ENGAGEMENT WITH MATHEMATICS**

1. How would you rate students’ ability to use the 8 Mathematical Practices to solve rich problems in diverse contexts?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER**Capable*  |  *Rarely* *Capable*  | *Sometimes* *Capable*  | *Capable**Most of the time* | *Always* *Capable*  |

Why do you think so?

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1. How would you rate students’ overall ability to reflect on their work to capture understanding and misconceptions?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER**Capable*  | *Rarely* *Capable*  | *Sometimes* *Capable*  | *Capable* *Most of the time*  | *Always* *Capable*  |

Why do you think so?

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1. How would you rate students’ ability to use one other as instructional resources to support thinking and reasoning skills?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER**Able*  | *Rarely* *Able*  | *Sometimes* *Able*  | *Most* *of the time Able*  | *ALWAYS* *Able*  |

Why do you think so?

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**TEACHER PRACTICE**

1. What is your comfort level with designing instruction that addresses the 8 Mathematical Practices at the level of rigor intended in your grade level standards?

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| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly* *Comfortable* | *VERY* *Comfortable* |

Why do you think so?

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1. What is your comfort level with embedding the Five Strategies of Assessment for Learning in your instruction to support student learning?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly* *Comfortable* | *VERY* *Comfortable* |

Why do you think so?

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1. What is your comfort level with intentionally using probing questions to encourage mathematical thinking and reasoning that moves the learner forward?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly* *Comfortable* | *VERY* *Comfortable* |

Why do you think so?

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1. What is your comfort level with planning and implementing discussion-based lessons utilizing student to student discussion as a learning tool?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly* *Comfortable* | *VERY* *Comfortable* |

Why do you think so?

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**TEACHER COLLABORATION & LEADERSHIP**

1. How would you rate your collaboration with others in your school or district to design instruction and further professional learning?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER happens OR is NEVER productive* | *Rarely happens OR is rarely productive* | *Occurs occasionally* *OR is occasionally productive* | *Occurs regularly AND is mostly* *productive* | *Occurs regularly AND is VERY productive* |

Why do you think so?

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1. What is your comfort level leading others in your school/district to try new strategies?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly* *Comfortable* | *VERY* *Comfortable* |

Why do you think so?

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