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IUME Dynamic Pedagogy Exit Questionnaire

Please complete the following. We are interested in learning what you think about elementary students, mathematics teaching, and *Dynamic Pedagogy*. Your answers will be used to help us plan future sessions and develop research questions about effective professional development for elementary school teachers. Your answers will be held in complete confidence and seen only by IUME research team members.

Name _____

School where you teach _____ **Grade** _____

I. Please indicate the degree to which you agree with the following statements:

A. The best mathematics students. . .

	Strongly Disagree					Strongly agree
Try really hard when solving mathematics problems	1	2	3	4	5	6
Are good problem solvers	1	2	3	4	5	6
Make all As and Bs in school	1	2	3	4	5	6
Have high standardized mathematics test scores	1	2	3	4	5	6
Solve problems the way that I would solve them	1	2	3	4	5	6
Don't have to work hard to get good grades in mathematics	1	2	3	4	5	6
Have parents who are active and involved	1	2	3	4	5	6
Don't talk a lot in class	1	2	3	4	5	6
Work alone most of the time	1	2	3	4	5	6

B. Some students struggle with mathematics. One thing that *most* influences student improvement in third grade (or fourth grade) mathematics is. . .

	Strongly Disagree					Strongly agree
Student motivation to improve	1	2	3	4	5	6
Practicing procedures	1	2	3	4	5	6
Memorizing skills	1	2	3	4	5	6
Practicing problem solving techniques	1	2	3	4	5	6
Giving remedial work to student	1	2	3	4	5	6
Exposing student to challenging problems	1	2	3	4	5	6
Socioeconomic status of the student's family	1	2	3	4	5	6
Whether or not the student is disruptive in class	1	2	3	4	5	6
Teacher's belief that the student can be a good mathematics student	1	2	3	4	5	6
Student self-diagnosing and correcting their errors	1	2	3	4	5	6

II. Circle the number on the continuum that best represents your opinion about the following:

A. Mathematics is. . .

A dynamic, expanding body of knowledge	1	2	3	4	5	A fixed, unchanging body of knowledge
Working alone to solve problems	1	2	3	4	5	Working collaboratively to solve problems
Predictable	1	2	3	4	5	Surprising
Difficult most of the time	1	2	3	4	5	Easy most of the time
To be appreciated for its beauty	1	2	3	4	5	To be appreciated for its usefulness

B. Learning mathematics requires mostly. . .

Practice	1	2	3	4	5	Intuition
Independent work	1	2	3	4	5	Group work
Good teachers	1	2	3	4	5	Strong students
Trying hard	1	2	3	4	5	Being good at math
Memorizing	1	2	3	4	5	Understanding

C. Good mathematics teaching entails, or depends on. . .

A good textbook	1	2	3	4	5	Use of manipulatives
Teacher direction	1	2	3	4	5	Student participation
Teacher effort	1	2	3	4	5	Student effort
Explicit planning	1	2	3	4	5	Flexible lessons
Helping students to like mathematics	1	2	3	4	5	Helping students to see mathematics as useful
Helping students to self-assess and correct their own mistakes	1	2	3	4	5	Showing students their mistakes and demonstrating how to solve a problem correctly

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Please circle the number that represents your opinion of the helpfulness of the following components of *Dynamic Pedagogy* professional development:

	Of little help					Very helpful
Opportunities for discussion of *Dynamic Pedagogy* principles	1	2	3	4	5	6
Opportunities for analysis and reflection of your use of *Dynamic Pedagogy* principles in the classroom	1	2	3	4	5	6
Opportunities for developing your own *Dynamic Pedagogy* lesson plans	1	2	3	4	5	6
Dynamic Pedagogy lesson plans as resources for your use in the classroom	1	2	3	4	5	6
Discussions about examining and analyzing student work	1	2	3	4	5	6
Opportunities to work on mathematics problems collaboratively with fellow teachers	1	2	3	4	5	6
Exploration and discussion of elementary school mathematics concepts	1	2	3	4	5	6
Other (please describe)…	1	2	3	4	5	6

Recommendations for professional development:

Please circle the number that best represents your opinion of the usefulness of completing/providing each of the following components of the *Dynamic Pedagogy* portfolio:

	Not useful					Very useful
Preplanning template	1	2	3	4	5	6
Lesson plan	1	2	3	4	5	6
Teacher self-assessment	1	2	3	4	5	6
Samples of student work (including journal writing)	1	2	3	4	5	6
Student work analysis (categorizing student work)	1	2	3	4	5	6
Teacher-designed assessment	1	2	3	4	5	6

Recommendations for portfolio component:

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Please circle the number that best corresponds to the frequency with which you used each of the indicators of *Dynamic Pedagogy* in your classroom practice:

	Infrequently Disagree ..... Very frequently					
Analytic tasks	1	2	3	4	5	6
Creative tasks	1	2	3	4	5	6
Practical tasks	1	2	3	4	5	6
Memory tasks	1	2	3	4	5	6
Modeling strategies	1	2	3	4	5	6
Scaffolding strategies	1	2	3	4	5	6
Explaining	1	2	3	4	5	6
Monitoring	1	2	3	4	5	6
Regulating	1	2	3	4	5	6
Shared practice (students)	1	2	3	4	5	6
Independent practice	1	2	3	4	5	6
Declarative probing (Questions that elicit knowledge of facts, procedures)	1	2	3	4	5	6
Procedural probing (Questions that seek knowledge of how to perform certain procedures)	1	2	3	4	5	6
Conceptual probing (Questions that seek understanding of math concepts)	1	2	3	4	5	6
Metacognitive (questions that seek children's awareness and control of their own thinking)	1	2	3	4	5	6
Wait-time (sufficient time for student to respond to teacher questions)	1	2	3	4	5	6

Please circle the number that represents your opinion of the frequency with which you used the following phases to organize your classroom practice:

	Infrequently Disagree ..... Very frequently					
Initiation	1	2	3	4	5	6
Development	1	2	3	4	5	6
Closure	1	2	3	4	5	6

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Please circle the number that represents your opinion of the impact of *Dynamic Pedagogy* on each of the following aspects of your teaching:

	Weak impact					Strong impact
Knowledge of how children learn	1	2	3	4	5	6
Knowledge of mathematics content	1	2	3	4	5	6
Knowledge of instructional strategies	1	2	3	4	5	6
Skill in developing a lesson plan	1	2	3	4	5	6
Skill in classroom practice	1	2	3	4	5	6
Skill in evaluating your own classroom practice	1	2	3	4	5	6
Beliefs about how children learn	1	2	3	4	5	6
Beliefs about the content of mathematics	1	2	3	4	5	6
Beliefs about the teacher's role in student learning	1	2	3	4	5	6

What kind of impact do you think *Dynamic Pedagogy* has had on your students'. . .

	Negative impact		*no impact*			Positive impact
Mathematics performance on assessments	1	2	3	4	5	6
Mathematics problem-solving skills	1	2	3	4	5	6
Mathematics conceptual understanding	1	2	3	4	5	6
Mathematics procedural skill	1	2	3	4	5	6
Metacognitive ability (awareness and control of their own thinking)	1	2	3	4	5	6
Ability to explain their thinking to others	1	2	3	4	5	6
Attitudes about doing mathematics	1	2	3	4	5	6
Other *(please describe):*	1	2	3	4	5	6

What recommendations would you make to us in continuing *Dynamic Pedagogy* in East Ramapo? *(Please use reverse if necessary)*

Other comments: *(please use reverse side if necessary)*

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE.
WE APPRECIATE YOUR FEEDBACK.