



## Summer 2013 Participant Evaluations MC<sup>2</sup> Institute for the Implementation of the CCSS for Mathematics

MC<sup>2</sup> Institutes for the Implementation of the CCSS for Mathematics (CCSSM) were held in 5 locations throughout New Mexico in June 2013: Las Cruces, Artesia, Farmington, Los Lunas, and Las Vegas. The data in this report are compiled from the evaluation forms which were completed by the participants at these institutes. Over 80% of the participants in the summer institutes submitted evaluation forms.

### General Findings from the Participant Evaluations

- ❖ 310 participants completed the first section of the Summer 2013 MC<sup>2</sup> Institute Evaluation Form which asked them to rate their over-all learning experience at the Institute using a Likert scale which ranged from 1 (Strongly Disagree) to 4 (Strongly Agree). Their responses indicated great agreement with the eight statements they were asked to rate. The mean ratings for the eight statements ranged from 3.51 (*I feel more confident in my ability to implement the CCSSM effectively.*) to 3.73 (*The facilitators demonstrated expertise in the CCSSM.*)
- ❖ Participants were asked to respond in writing to three items. The most common themes emerging from their responses are listed below each item.
  - What aspects of the Institute did you find most useful? Why?
    - Hands-on activities
    - Modeling by facilitators
    - Pedagogy sessions (including SBLE session)
    - Math content sessions
  - What part of the Institute would you suggest changing to make it better? (e.g., structure, facilitation strategies, content)
    - Institute structure so participants could attend additional pedagogy sessions
    - Nothing
  - As a result of my attendance at the Institute, I plan to take the following action steps in my district/school/class:
    - Apply what I learned at the Institute in my classroom
    - Provide others (in my school and/or district) with learning from the Institute
    - Work to improve effectiveness of the Professional Learning Communities at my school
- ❖ All participants were asked to attend a session called “Creating a Standards-Based Learning Environment—SBLE” on Day 1 of the Institute. Mean ratings suggest that the learning targets/criteria for success developed by the MC<sup>2</sup> facilitators were generally met for this session. 92% of the attendees indicated that they felt confident in sharing their knowledge of an SBLE with others.
- ❖ Participants also attended sessions regarding math content by grade level (K-5, 6-8, and high school). The purpose of these sessions was to connect the CCSSM that address geometry content with actual grade-level materials, activities, and teaching strategies. Again, the data showed that learning targets/criteria for success were generally met. The participants indicated that they felt confident in sharing what they had learned with others: Grade K-5—96%, Grades 6-8—98%, and high school—88%.
- ❖ Institute participants also registered to attend one of five pedagogy sessions offered during the week. These sessions addressed topics such as formative assessment, cooperative learning, standards, and the lesson cycle. Once again, data illustrated that the learning targets/criteria for success for each of the sessions were generally met. Attendee confidence in sharing what they learned with others ranged from 87% to 98% for the different grade levels.

## Overall Satisfaction with the MC<sup>2</sup> Summer 2013 Institutes

Participants were asked to describe their learning experience at the MC<sup>2</sup> Summer 2013 Institutes by rating eight statements using the Likert scale below:

*1= Strongly Disagree 2= Disagree 3= Agree 4=Strongly Agree*

The mean ratings for each institute are listed to the right each statement below, followed by the mean ratings for all institutes combined.

<b>OVERALL PARTICIPANT SATISFACTION MC<sup>2</sup> INSTITUTES—SUMMER 2013 MEAN RATINGS</b>	<b>ARTESIA (n=69)</b>	<b>FARMINGTON (n=41)</b>	<b>LAS CRUCES (n=82)</b>	<b>LAS VEGAS (n=55)</b>	<b>LOS LUNAS (n=63)</b>	<b>ALL INSTITUTES (n=310)</b>
<b>1. The goals and objectives of the institute were clear.</b>	3.63	3.75	3.65	3.69	3.68	<b>3.67</b>
<b>2. The Institute materials were useful and informative.</b>	3.62	3.83	3.73	3.76	3.66	<b>3.71</b>
<b>3. The Institute materials directly supported implementation of CCSSM in classrooms.</b>	3.62	3.80	3.68	3.72	3.71	<b>3.70</b>
<b>4. The facilitators modeled concepts in ways that promoted learning and understanding.</b>	3.68	3.80	3.70	3.76	3.56	<b>3.69</b>
<b>5. The facilitators demonstrated expertise in the CCSSM.</b>	3.68	3.85	3.74	3.76	3.69	<b>3.73</b>
<b>6. The Institute enhanced my knowledge of the CCSSM.</b>	3.60	3.73	3.71	3.72	3.70	<b>3.69</b>
<b>7. I feel more confident in my ability to implement the CCSSM effectively.</b>	3.40	3.60	3.45	3.64	3.53	<b>3.51</b>
<b>8. I will use what I learned at this Institute to work with my colleagues in the implementation of the CCSSM.</b>	3.54	3.73	3.64	3.67	3.70	<b>3.65</b>

In addition to completing the Likert scale above, participants were also asked to respond in writing to three items:

- 1) What aspects of the Institute did you find most useful? Why?
- 2) What part of the Institute would you suggest changing to make it better? (e.g., structure, facilitation strategies, content)
- 3) As a results of my attendance at the Institute, I plan to take the following action steps in my district/school/class--

The major themes which emerged from an in-depth analysis of the participant written comments are found on the next several pages. The responses were generally very similar among the different grade level bands (K-2, 3-5, 6-8, and high school). Selected participant comments are also displayed.

1) What aspects of the Institute did you find most useful? Why?					
Common Themes (marked with an X)	Artesia (94% response rate)	Farmington (100% response rate)	Las Cruces (97% response rate)	Las Vegas (96% response rate)	Los Lunas (97% response rate)
The many hands-on activities that can be used in classrooms	X	X	X	X	X
Facilitators' modeling math practices and "good" teaching strategies—"showing much better than telling"	X	X	X	X	X
The connection of actual grade-level math content instruction to the CCSS and understanding the vertical alignment of that content	X	X	X	X	
The pedagogy sessions: Standards-Based Learning Environment, Formative Assessment, Cooperative Learning, Launch-Explore-Summary, Standards at the Center...great ideas, activities, strategies	X	X	X	X	X
The discussions—sharing ideas and concerns with grade band peers	X	X	X		X

**Selected Comments: (Institute location and grade level of the participant are included.)**

"Working through the 2 <sup>nd</sup> grade geometry standard with the math & the discussion helped me get a better understanding of how the properties and relationships of geometrical shapes form the basis for all of the geometry students will do." (Las Cruces, K-2)	"The CFA (Common Formative Assessment) sessions because I found it very helpful to see the threads of concepts wound through the grade levels and how important my job is to the progressions." (Farmington, 6-8)
"Doing math was very helpful. It helped me visualize what my class should look like during math lessons." (Artesia, K-2)	"We were given tools and strategies that we could immediately take back and use in our classroom." (Artesia, 6-8)
"The modeling of the facilitators is most helpful, not only because they show how to implement strategies, but also places us in the role of the students." (Las Vegas, 3-5)	"Meeting with our district teachers at the end of each day was useful because we charted what we felt was important to bring back to our district." (Las Cruces, 6-8)
"First of all in 14 years of teaching by far the best training I've ever been to! What a blessing you are with all the changes taking place." (Artesia, 3-5)	"I can take the activities back to my classroom and use them with my students. They were also ideal activities for an SBLE." (Farmington, 6-8)
"I enjoyed the activities that the facilitators presented—it gave me ideas/examples of how to implement the standards." (Las Vegas, 3-5)	"I know how the kids will feel when working in groups and having to present to the class. I have a clear picture of what cooperative learning should look like." (Artesia, HS)
"I think the first LES session was the most useful. The discussion and the video that showed a demonstration lesson showed how LES naturally supported an SBLE and the math practices." (Los Lunas, 3-5)	"The aspects of the institute I found most useful were the SBLE session or were how SBLE was related to all sessions and the experiences of the rich problems." (Las Cruces, HS)
"The instruction was very upbeat and exciting, which really made me excited about the class. This was the best professional development I have ever attended." (Farmington, 3-5)	"The chance to try activities with members from my grade level, because it allowed me to put myself in the student mode of thinking." (Farmington, HS)

"Doing the math and being able to watch videos to see what it looks like in the classroom." (Los Lunas, 3-5)	"The fact that we had time for math." (Las Cruces, HS)
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<b>2) What part of the Institute would you suggest changing to make it better? (e.g., structure, facilitation strategies, content)</b>					
<b>Common Themes (marked with an X)</b>	<b>Artesia (68% response rate)</b>	<b>Farmington (71% response rate)</b>	<b>Las Cruces (69% response rate)</b>	<b>Las Vegas (80% response rate)</b>	<b>Los Lunas (75% response rate)</b>
Change in institute structure so participants can attend more than one pedagogy session		X	X	X	X
Nothing/None	X	X	X	X	X
Pace too slow in some of the sessions (especially Day 1)	X				X
More time for district planning	X				
More time set aside "to visit" with other participants		X			

**Selected Comments: (Institute location and grade level of the participant are included.)**

"My suggestion is to have the institute later in the summer, close to school beginning, because we are excited to use this stuff with our kids but will have to wait two months." (Farmington, K-2)	"If I could change one thing it would be the structure. I am so disappointed that there was no way to be part of all pedagogy sessions." (Las Vegas, 3-5)
"Have the leadership segment after the rest (of the institute), so those who want to do both don't lose out on one." (Las Vegas, K-2)	"Please do not over facilitate. We need time to work. I feel frustrated when we don't finish planning because of interruptions." (Las Cruces, 3-5)
"Some of the activities were slow. Too much time was given and people got off task." (Artesia, K-2)	"I think 'envisioning the standards' can be assumed taught." (Artesia, 6-8)
"Some of us require giving our districts proof of attendance (at the institute). An agenda and certificate would be helpful." (Las Vegas, K-2)	"I think you are doing a wonderful job. There were some facilitators whose style I liked more than others, of course, but all were effective and efficient and I learned a lot from each." (Los Lunas, 6-8)
"I would have liked more time for Q and A. I am full of questions and would like more information from our facilitators." (Los Lunas, 3-5)	"I am just thinking why does it take 2 hours to do 1 problem for adults?" (Artesia, 6-8)
"I really enjoyed learning about geometry but I would really like to have a better understanding of the other mathematical content for my grade level." (Farmington, 3-5)	"Make sure we can have access to info from the other pedagogy sessions. Since I couldn't attend all of them and I am by myself it would have been great to have (all the info)." (Las Cruces, HS)
"Nothing! I love the format, positive environment, and professionalism." (Las Cruces, 3-5)	

<b>3) As a results of my attendance at the Institute, I plan to take the following action steps in my district/school/class:</b>					
<b>Common Themes (marked with an X)</b>	<b>Artesia (88% response rate)</b>	<b>Farmington (90% response rate)</b>	<b>Las Cruces (89% response rate)</b>	<b>Las Vegas (98% response rate)</b>	<b>Los Lunas (92% response rate)</b>
<b>Applying/implementing what I learned at the institute in my classroom including: CCSS math practices, elements of a Standards-Based Learning Environment, formative assessment techniques, strategies and norms for cooperative learning, standards at the center, and the Launch-Explore-Summary instructional model</b>	X	X	X	X	X
<b>Facilitate learning from the institute to help implement the CCSSM in my school or district through professional development</b>	X	X	X	X	X
<b>Work to improve the effectiveness of the Professional Learning Communities (PLCs) in my school/district</b>	X	X	X	X	X

**Selected Comments: (Institute location and grade level of the participant are included.)**

"I want to do the geometry cafe with the whole school. I want to present it to our staff." (Farmington, K-2)	"Me and my MC2 partner will be planning professional development for our staff now in the summer so we can provide that when school starts. We especially want to teach them about cooperative learning groups." (Los Lunas, 3-5)
"Develop/adapt CFA's and create a parent night focused on math Common Core State Standards." (Los Lunas, K-2)	
"I am going to work on creating the SBLE in my classroom so that students are engaging in activities that deepen their understanding—cognitive demanding activities." (Farmington, K-2)	"I would like to share what I have learned with my colleagues such as talking about the standards together and looking at cognitive demand." (Artesia, 6-8)
"I will serve as part of the implementation team and convey the concepts of SBLE, LES, and CFA to my district." (Las Cruces, K-2)	"I will attempt to use as many ideas that I can but one at a time. As I plan, I will consider opportunity for LES and work on how I question students." (Los Lunas, 6-8)
"The standards will be at the center of learning in my classroom. I will strive to use precise language in my teaching and assessing." (Artesia, K-2)	"I will be discussing the LES model with staff and possibly show videos of class lessons to validate students' engagement and exploration." (Artesia, 6-8)
"I plan to develop better cooperative lessons that promote conceptual understanding. I plan to use some of the lessons shared in K-2 with my district grade level during staff development days." (Las Cruces, K-2)	"Using the information to structure our PLC and try to get to the point of seamless integration of all the info (SBLE indicators, math practices, 7 norms of collaboration, etc." (Farmington, 6-8)
"I plan to take this back to my grade level PLC and stress the importance of good formative assessment; also try to get our grade level on the same page." (Los Lunas, K-2)	"In my class I will be more aware of what a SBLE should look like and strive to create it." (Artesia, 6-8)
	"I want to push for more cooperative learning activities & incorporate math practice into them." (Artesia, 6-8)

“I would like to present my colleagues with the five components of an SBLE and the type of questions that support it. I would also like to present the components of a launch/explore/summary lesson.” (Los Lunas, 3-5)	“Plan more lessons in an LES format using established class norms and goals.” (Artesia, HS)
	“Use a lot of the material I learned to get a good start to the beginning of the school year. The institute enlightened me on the importance of group work, ice breakers, formative assessment, and especially collaboration between teachers.” (Las Vegas, HS)
“Answer by questioning.” (Las Vegas, 3-5)	

**Participant Evaluations of the MC<sup>2</sup> Summer 2013 Institute Individual Break-out Sessions**

Participants were asked to rate whether or not the learning targets/criteria for success developed by the MC<sup>2</sup> facilitators were met by the end of each break-out session. The Likert scale used to describe whether or not the learning targets/goals for success were met is presented below:

*1= Not at all    2= Somewhat    3= Pretty well    4=Absolutely*

The mean ratings for each institute are listed to the right of each statement. This is followed by the mean ratings for all institutes combined.

The participants were also asked to respond “Yes” or “No” to the following statement:

*I feel confident in sharing my knowledge of the topic of the sessions with others.*

The percentage of respondents indicating “Yes” is listed for each of the sessions. On the last page of this report is a graph showing a comparison of the percent of positive responses for each session.

**SESSION: CREATING A STANDARDS-BASED LEARNING ENVIRONMENT**

<b>After participating in the  <u>Creating a Standards-Based            Learning Environment</u>            session on Monday,            I am able to...</b>	<b>MEAN RATINGS</b>					
	<b>ARTESIA            (n=54)</b>	<b>FARMINGTON            (n=37)</b>	<b>LAS CRUCES            (n=68)</b>	<b>LAS VEGAS            (n=42)</b>	<b>LOS LUNAS            (n=54)</b>	<b>ALL INSTITUTES            (n=255)</b>
1. explain what an SBLE is and how it can impact student achievement.	3.39	3.38	3.32	3.19	3.20	<b>3.30</b>
2. describe strategies/activities for creating an SBLE.	3.30	3.31	3.20	3.29	3.15	<b>3.24</b>
<u>I feel confident in sharing my knowledge of creating an SBLE with others.</u> <b>Percent of respondents indicating “YES”</b>	<b>90%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>92%</b>	<b>92%</b>

**SESSION: MATH CONTENT BY GRADE LEVEL**

The purpose of these sessions was to connect the CCSSM that address geometry content with actual grade-level materials, activities, and teaching strategies.

<p style="text-align: center;"><b>After participating in the K-2 or 3-5 Math Content sessions this week, I am able to...</b></p> <p><i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i></p>	MEAN RATINGS					
	ARTESIA (n=36)	FARMINGTON (n=22)	LAS CRUCES (n=52)	LAS VEGAS (n=34)	LOS LUNAS (n=44)	ALL INSTITUTES (n=188)
1. share with my colleagues specific activities, strategies, and protocols for engaging students more deeply in MP3 and MP6.	3.39	3.55	3.29	3.21	3.36	<b>3.34</b>
2. describe new ways of making connections between standards in geometry.	3.50	3.45	3.29	3.26	3.36	<b>3.36</b>
3. take back to my school/district activities and lessons for helping students choose and use geometry tools in effective and meaningful ways.	3.56	3.59	3.27	3.26	3.52	<b>3.42</b>
<p><u>I feel confident in sharing my knowledge of this math content with others.</u></p> <p style="text-align: center;"><i>Percent of respondents indicating "YES"</i></p>	<b>100%</b>	<b>100%</b>	<b>95%</b>	<b>96%</b>	<b>93%</b>	<b>96%</b>

<p style="text-align: center;"><b>After participating in the 6-8 Math Content sessions this week, I am able to...</b></p> <p><i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i></p>	MEAN RATINGS					
	ARTESIA (n=19)	FARMINGTON (n=11)	LAS CRUCES (n=19)	LAS VEGAS (n=6)	LOS LUNAS (n=7)	ALL INSTITUTES (n=62)
1. describe the relationship between the area of polygons in a net and surface area of three-dimensional objects.	3.63	3.55	3.79	3.67	3.71	<b>3.68</b>
2. solve problems of area and surface area for scaled drawings of geometric figures.	3.74	3.64	3.79	3.67	3.86	<b>3.74</b>
3. defend why my solution strategy and mathematical calculations make sense (are viable and practical) in the context of the problem.	3.58	3.64	3.63	3.50	3.71	<b>3.61</b>

4. select the appropriate formulas to determine volume of various figures and describe why those formulas make sense for different representations of 3-D shapes.	3.61	3.55	3.53	3.33	3.43	<b>3.52</b>
<u>I feel confident in sharing my knowledge of this math content with others.</u> <i>Percent of respondents indicating "YES"</i>	<b>94%</b>	<b>100%</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>

<b>After participating in the High School Math Content sessions this week, I am able to...</b>  <i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i>	MEAN RATINGS					
	ARTESIA (n=9)	FARMINGTON (n=6)	LAS CRUCES (n=12)	LAS VEGAS (n=9)	LOS LUNAS (n=8)	ALL INSTITUTES (n=44)
1. generate several different proofs that explain why (prove) a figure defined by given points in the coordinate plane is a rectangle, square, or triangle.	3.56	2.83	3.42	3.56	3.63	<b>3.42</b>
2. move between geometric & algebraic proofs to solve real world problems.	3.56	2.83	3.25	3.67	3.38	<b>3.36</b>
3. identify similarity and difference between forms of proof.	3.56	3.17	3.33	3.56	3.50	<b>3.40</b>
<u>I feel confident in sharing my knowledge of this math content with others.</u> <i>Percent of respondents indicating "YES"</i>	<b>100%</b>	<b>67%</b>	<b>92%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>

### **PEDAGOGY SESSION—Using Common Formative Assessment within the Teaching/Learning Cycle**

**Description:** These sessions are about helping teachers, through a PLC Teaching/Learning cycle, develop a plan for student learning based on math content, math practices, performance tasks, and student work. Teachers will focus on using student work to ensure appropriate cognitive demand, whether content standards are being met, and what strategies need to be made to ensure equity with all students.

<b>After participating in the USING COMMON FORMATIVE ASSESSMENT WITHIN THE TEACHING/LEARNING CYCLE sessions this week, I am able to...</b>  <i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i>	MEAN RATINGS					
	ARTESIA (n=11)	FARMINGTON (n=13)	LAS CRUCES (n=17)	LAS VEGAS (n=16)	LOS LUNAS (n=17)	ALL INSTITUTES (n=74)
1. describe the nature of Common Formative Assessment and why it is important.	3.27	3.54	3.35	3.69	3.53	<b>3.49</b>
2. fit William’s 5 Key Formative Assessment Strategies in the Framework of Common Formative Assessment.	3.00	3.08	3.00	2.94	3.18	<b>3.04</b>

3. use knowledge of Cognitive Demand to develop common assessments for concept clusters or chunks of learning.	3.18	3.54	3.12	3.38	3.41	<b>3.32</b>
4. analyze student work to determine common misconceptions.	3.09	3.69	3.54	3.50	3.53	<b>3.42</b>
I feel confident in sharing my knowledge of <b>Using Common Formative Assessment within the Teaching/Learning Cycle</b> with others.						
<i>Percent of respondents indicating "YES"</i>	<b>91%</b>	<b>100%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>94%</b>

**Pedagogy Session—GEOMETRY AND COOPERATIVE LEARNING**

**Description:** The Geometry/Cooperative Learning sessions consist of experiencing techniques and structures to develop effective cooperative learning groups. While working in groups, participant will be “digging deeper” into different grade band mathematics, including lines, symmetry, polygons, area and volume.

<p><b>After participating in the <u>GEOMETRY AND COOPERATIVE LEARNING</u> sessions this week, I am able to...</b></p> <p><i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i></p>	MEAN RATINGS					
	ARTESIA (n=11)	FARMINGTON (n=14)	LAS CRUCES (n=16)	LAS VEGAS (n=10)	LOS LUNAS (n=12)	ALL INSTITUTES (N=63)
1. describe how cooperative learning supports student understanding of the CCSS for mathematics at my grade level.	3.36	3.43	3.44	3.50	3.50	<b>3.44</b>
2. create cooperative learning strategies for specific math content.	3.00	3.36	3.38	3.70	3.08	<b>3.30</b>
3. describe how some geometric concepts from other grade levels connect to the geometry that students learn in my grade level CCSSM.	3.18	3.43	3.13	3.80	3.33	<b>3.35</b>
I feel confident in sharing my knowledge of <b>Geometry and Formative Assessment</b> with others.						
<i>Percent of respondents indicating "YES"</i>	<b>100%</b>	<b>92%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>

**Pedagogy Session—STANDARDS AT THE CENTER**

**Description:** The Standards at the Center sessions provide a structure to study standards, understand the depth of understanding required of students, and analyze instructional resources for alignment with CCSSM. Teachers will practice analyzing and modifying resources (if necessary) to ensure classroom activities provide the learning experiences that students need for a deep understanding of the standards. The sessions will consider math practices, cognitive demand, and assessment strategies for planning around the content standards.

<p><b>After participating in the <u>STANDARDS AT THE CENTER</u> sessions this week, I am able to...</b></p> <p><i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i></p>	MEAN RATINGS					
	ARTESIA (n=15)	FARMINGTON	LAS CRUCES (n=20)	LAS VEGAS	LOS LUNAS (n=13)	ALL INSTITUTES (n=48)

1. establish Learning Targets for designated standards.	3.27	This pedagogy session was not scheduled at this site.	3.40	This pedagogy session was not scheduled at this site.	3.00	<b>3.25</b>
2. consider CFAs & the resources needed to achieve meeting the Learning Targets.	3.00		3.25		3.08	<b>3.13</b>
3. choose and/or modify tasks/activities to ensure they provide the experiences students need in order to reach Learning Targets.	3.20		3.30		3.08	<b>3.21</b>
I feel confident in sharing my knowledge of <b>Standards at the Center</b> with others. <i>Percent of respondents indicating "YES"</i>	<b>100%</b>		<b>100%</b>		<b>83%</b>	<b>95%</b>

**Pedagogy Session—FORMATIVE ASSESSMENT**

**Description:** The Formative Assessment sessions are about the strategies teachers use minute by minute in their classrooms to assess student learning (GPS analogy). This session will focus on writing/sharing Learning Targets and Criteria for Success, questioning, and feedback.

After participating in the <u>FORMATIVE ASSESSMENT</u> sessions this week, I am able to...	MEAN RATINGS					
	ARTESIA (n=11)	FARMINGTON	LAS CRUCES (n=15)	LAS VEGAS (n=8)	LOS LUNAS (n=7)	ALL INSTITUTES (n=41)
<i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i>						
1. explain what assessment FOR learning is.	3.45	This pedagogy session was not scheduled at this site.	3.47	3.63	3.43	<b>3.49</b>
2. describe how assessment FOR learning can impact student learning & achievement.	3.36		3.33	3.50	3.43	<b>3.39</b>
3. identify the five strategies for assessment FOR learning.	3.18		3.20	3.25	3.00	<b>3.17</b>
I feel confident in sharing my knowledge of <b>Formative Assessment</b> with others. <i>Percent of respondents indicating "YES"</i>	<b>100%</b>		<b>71%</b>	<b>86%</b>	<b>100%</b>	<b>87%</b>

**Pedagogy Session—LAUNCH, EXPLORE, SUMMARY**

**Description:** These sessions will explore the Launch, Explore, and Summary Instructional Model: what it is, how it supports creating a Standards Based Learning Environment, and how it engages students in activities that lead to deep understanding in mathematics and demonstration of the mathematical practices. Participants will write an LES lesson while considering questions that ensure that students are engaging in learning tasks that support the CCSSM at the appropriate level of cognitive demand, formative assessment strategies, and math practices.

After participating in the <u>LAUNCH, EXPLORE, SUMMARY (LES)</u> sessions this week, I am able to...	MEAN RATINGS					
	ARTESIA (n=18)	FARMINGTON	LAS CRUCES (n=13)	LAS VEGAS (n=10)	LOS LUNAS (n=13)	ALL INSTITUTES (n=54)
<i>Ratings: 1= Not at all 2= Somewhat 3= Pretty well 4=Absolutely</i>						
1. explain how a Launch-Explore-Summarize Instructional Model supports a Standards-Based Learning	3.50	Thi s	3.54	3.30	3.15	<b>3.39</b>

Environment & the development of the Mathematical Practices.					
2. plan a Launch, Explore, and Summary for a math lesson.	3.22	3.15	3.33	2.92	<b>3.15</b>
3. articulate why student discourse is important to move students' thinking forward.	2.97	3.62	3.20	3.23	<b>3.23</b>
I feel confident in sharing my knowledge of <b>Launch, Explore, Summary</b> with others.					
<i>Percent of respondents indicating "YES"</i>	<b>88%</b>	<b>100%</b>	<b>100%</b>	<b>85%</b>	<b>92%</b>

I feel confident in sharing my knowledge of the topic of the session with others.

