



Participant Evaluation Report MC² Institutes—Summer 2014

Mathematically Connected Communities (MC²) Institutes were held in six locations throughout New Mexico in summer 2014: Artesia, Belen, Española, Las Cruces, Roswell, and Taos. The data in this report are compiled from the evaluation forms which were completed by the participants at these institutes.

Number of Evaluations Returned

ARTESIA	BELEN	ESPAÑOLA	LAS CRUCES	ROSWELL	TAOS	TOTAL
22	83	38	57	26	87	313

Overall Satisfaction with the MC² Summer 2014 Institutes

Participants were asked to describe their learning experience at the MC² Summer 2014 Institutes by rating seven 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 of each statement below, followed by the mean ratings for all institutes combined.

OVERALL PARTICIPANT SATISFACTION MC ² INSTITUTES—SUMMER 2014 MEAN RATINGS	ARTESIA (n=22)	BELEN (n=83)	ESPAÑOLA (n=38)	LAS CRUCES (n=57)	ROSWELL (n=26)	TAOS (n=87)	TOTAL (n=313)
1. The goals and objectives of the institute were clear.	3.8	3.5	3.4	3.8	3.7	3.5	3.6
2. The institute materials were useful and informative.	3.7	3.6	3.6	3.8	3.7	3.6	3.7
3. The facilitators modeled concepts in ways that promoted learning and understanding.	3.6	3.6	3.5	3.8	3.7	3.8	3.7
4. The facilitators demonstrated expertise in the sessions they conducted.	3.8	3.6	3.5	3.8	3.6	3.7	3.7
5. The institute enhanced my math content knowledge.	3.7	3.5	3.3	3.6	3.4	3.5	3.5
6. The institute enhanced my knowledge of pedagogy.	3.8	3.5	3.5	3.7	3.6	3.6	3.6
7. I will use what I learned at this institute in my classroom, school, or district.	3.9	3.7	3.7	3.9	3.7	3.7	3.7

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

1. *What aspect of the institute did you find most useful? Why?*
2. *What part of the institute would you suggest changing to make it better?*
3. *As a result of my attendance at the institute, I plan to take the following steps in my classroom, school, or district—*

The major themes which emerged from an in-depth analysis of participant written comments are found on the next several pages. The responses were generally similar among the different grade level bands (K-3, 4-6, and 7-12). Selected participant comments are also displayed.

Question 1: What aspect of the institute did you find most useful? Why?

94% of the evaluation forms contained responses to Question 1.

Number of evaluations returned: 313

Number of no responses: 20

Number of respondents who wrote that everything was useful in the institute: 26

Common Themes (marked with an X)	ARTESIA	BELEN	ESPAÑOLA	LAS CRUCES	ROSWELL	TAOS
Many participants expressed that the following aspects of the institute were useful...						
The definition and examples of formative assessment and how utilizing formative assessment in different ways will assist in measuring students' understanding were valuable.	X	X	X	X	X	X
Peer collaboration and group discussion helped to further understanding of math content in relation to the Common Core State Standards for Math and the math practices.		X	X	X	X	X
The different strategies <u>modeled</u> throughout the institute helped to further the understanding of how the Common Core State Standards build on each other and allow opportunities for different students' learning.	X	X	X	X		X
The sessions regarding SBLE solidified what classroom learning should look and sound like and demonstrated how to facilitate more meaningful and rich experiences for student learning.		X		X	X	
Being put in a situation as a learner/student to experience the lesson was valuable.		X				X

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

"The formative assessment was helpful because I did not know how strongly that impacts student learning." (Artesia, Grades K-3)
"I found the math morning sessions most useful because we got both pedagogy and math simultaneously the way it would be practiced in the classroom." (Las Cruces, Grades 4-6)
"The grade-level band hands-on math really helped me to see how easily the concept could be scaffolded for students to have a variety of access points in the concepts. Number talks were huge." (Belen, Grades 4-6)
"The pedagogy session regarding SBLE will allow me to facilitate more meaningful and rich experiences for my students." (Belen, Grades K-3)
"I really developed a deep understanding and appreciation for the value of modeling and connecting abstract expressions to specific parts of contextual situations." (Española, Grades 7-12)
"The aspects that were useful are engaging students in mathematical practices, studying the standards in grade bands, and mathematical practice 101." (Española, Grades 4-6).
"Renew efforts to have formative assessment throughout each day and teach students to be a resource to assess each other." (Las Cruces, Grades 4-6)
"Seeing modeling of protocols and participating as a student was meaningful." (Belen, Grades 4-6)
"I liked the conversation about the fixed versus growth mindset and how promoting each mindset affects learning." (Taos, Grades K-3)

“I really enjoyed the SBLE pedagogy. I feel like when I watched the fixed mindset video, it humbled me as a teacher and as a parent. It made me realized that what I really say can really affect someone’s mindset.” (Belen, Grades 7-12)
“The collaboration with other teachers about all that we have learned was useful. Sometimes we would share things that someone else did. The questioning session gave me helpful tools that can be used in my classroom.” (Belen, Grades 7-12)
“Understanding the importance of allowing students to be responsible for their own learning.” (Roswell, Grades 6-12)
“The time given to collaborate and discuss with other teachers. We are rarely given the time to have these important discussions/conversations.” (Española, Grades K-3)
“The most useful aspects were the formative assessment and the activities to move students from additive reasoning to multiplication reasoning.” (Taos, Grades K-3)
“Looking at the student work and asking each other what the student knows, rather than talking about what the student does not know.” (Taos, Grades 4-6)
“I will use all the norm activities. My goal will be to begin the year with a focus on a growth mindset classroom and encourage the exploration of math.” (Artesia, Grades 4-6)

Question 2: What part of the institute would you suggest changing to make it better?

69% of the evaluation forms contained responses to Question 2.

Number of evaluations submitted: 313

Number of no responses: 96

Number of respondents who mentioned that nothing needed to be changed in the institute: 18

Common Themes (marked with an X)	ARTESIA	BELEN	ESPAÑOLA	LAS CRUCES	ROSWELL	TAOS
Many participants suggested...						
providing opportunities for participants to attend all the pedagogy sessions.	X	X		X		
changing the pre-post assessment to reflect what was being taught in the institute.		X	X			X
providing more activities, formative assessment strategies, and resources geared toward K-3.	X		X			X
showing more videos demonstrating how teachers use different strategies in the classroom.	X					X

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

“I would have liked the opportunity to attend more of the offered workshops like formative assessment and questioning.” (Belen, Grades K-3)
“Pre-post (test) did not really measure my learning for the week and what I was taught. Not an accurate picture for you all, relies on people’s background and knowledge.” (Belen, Grades 4-6)
“Organize sessions by grade level and have hands-on activities for the grade level.” (Española, Grades 4-6)
“I would like to see more examples and items discussed geared for my grade level. It is hard for me to wrap my head around a 7 th grade lesson and how to adapt it to my classroom.” (Artesia, Grades 4-6)
“Sometimes the number of learning targets in one session made it difficult for me to keep focus.” (Las Cruces, Grades 7-12)

Question 3: As a result of my attendance at the institute, I plan to take the following steps in my classroom, school, or district—

90% of the evaluation forms contained responses to Question 3.

Number of evaluations submitted: 313

Number of no responses: 30

Number of respondents who mentioned that they will use what they learned in their classrooms or schools, but gave no specifics: 26

Common Themes (marked with an X)	ARTESIA	BELEN	ESPAÑOLA	LAS CRUCES	ROSWELL	TAOS
Many participants wrote that they would take the following steps:						
focus on formative assessment and utilize it to benefit students' learning.		X	X	X	X	X
allow more time for collaborative work and student-to-student discussion and questioning.	X	X			X	X
promote a growth mindset in students (and teachers).		X	X	X	X	
establish a SBLE classroom.		X	X	X		
use learning targets in their practice.			X	X		X
integrate Math Talks into their practice.	X			X	X	

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

"I will be able to establish classroom norms and hit the math practices even more. The institute has made me stronger and in turn I can pass this knowledge on to my students." (Belen, Grades 7-12)
"We are looking at implementing SBLE and questioning school wide and several of my colleagues will implement number talks and reflection pieces." (Belen, Grades 4-6)
"Shift from too much teacher directed into student directed. Teach and collaborate with students on teaching and learning cycle and establishing norms the first week of school." (Belen, Grade 4-6)
"I plan to make my classroom a SBLE classroom and use formative assessment to help my students." (Española, Grades K-3)
"I plan to incorporate the ideas/strategies of others into my lesson plans and instruction. I will purposefully allow more student directed activities and more math talk discussion among students." (Española, Grades 7-12)
"I plan to take more time when planning my lessons so I can include opportunities for my students to question and share their reasoning." (Española, Grades 4-6)
"I plan to allow for more collaboration in my class and student to student discussion." (Taos, Grades 4-6)
"I want to start allowing my students to rely on each other, not just me, for their learning." (Roswell, Grades 6-12)
"Providing more student-centered direction, and more collaborative learning." (Roswell, Grades 6-12)
"More hands-on activities for understanding concepts at the grade level we teach, formative assessment at the primary grades." (Taos, Grades K-3)
"Work on turning objectives into learning targets, work on the art of questioning, and use a variation in formative assessment." (Las Cruces, Grades 4-6)
"I will be mindful of the process students use and strategies they choose to solve problems. In addition, I will practice number talk daily in my classroom to ensure everyone has a voice and check for understanding." (Las Cruces, Grades K-3)
"Be more aware of student thinking, and work with grade level teachers to come up with strategies to implement what we learned." (Taos, Grades 4-6)
"I will change the way I praise students (growth mindset)." (Española, Grades 7-12)

Participant Evaluations of the MC² Summer 2014 Institute Break-out Sessions

Participants were asked to rate whether or not the learning targets/criteria for success developed by the MC² facilitators were met by the end of the break-out sessions. Math content sessions were divided by grade bands: K-3, 4-6, and 7-12. In addition, participants could attend one of three pedagogy sessions: Standards Based Learning Environment (SBLE), Formative Assessment, or Questioning.

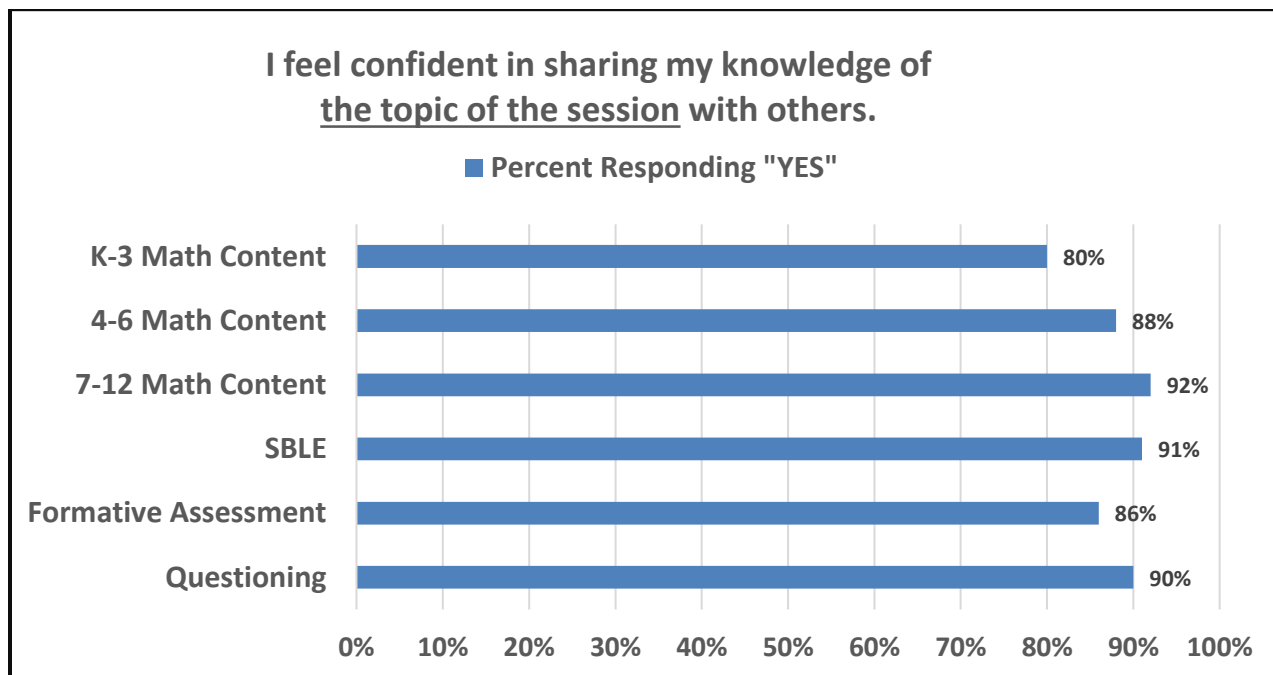
The Likert scale used to describe whether or not the learning targets/goals for success were met is presented below:

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

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

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

Below is a graph showing a comparison of the percent of positive responses (YES) to this statement for each session. This is followed by charts displaying the mean ratings for each break-out session at each institute and for all institutes combined.



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

K-3	After participating in the <u>Grades K-3 Math Content</u> sessions this week,	MEAN RATINGS						
		ARTESIA (n=11)	BELEN (n=31)	ESPAÑOLA (n=18)	LAS CRUCES (n=23)	ROSWELL	TAOS (n=52)	TOTAL (n=135)
1.	I have a clearer understanding of the difference between additive and multiplicative reasoning.	3.5	3.0	3.7	3.5	Math Content sessions for Grades K-3 were not offered in Roswell.	3.6	3.6
2.	I have a clearer understanding of the mathematical thinking that students need in order to make the transition from addition to representations of multiplication.	3.4	3.2	3.2	3.7		3.4	3.4
3.	I understand how to use models for representing the four operations.	3.5	3.0	3.3	3.4		3.4	3.4
4.	I can see a vertical progression towards 3OA5 (apply the properties of operations as strategies to multiply and divide) through the Common Core Math Standards.	3.5	3.0	3.2	3.5		3.4	3.4
	I feel confident sharing my knowledge of this math content with others.	YES 82%	YES 55%	YES 79%	YES 83%		YES 95%	YES 80%

4-6	After participating in the <u>Grades 4-6 Math Content</u> sessions this week,	MEAN RATINGS						
		ARTESIA (n=9)	BELEN (n=38)	ESPAÑOLA (n=12)	LAS CRUCES (n=21)	ROSWELL	TAOS (n=24)	TOTAL (n=104)
1.	I am able to read, write, and interpret expressions in the context of geometric shapes and diagrams.	3.6	3.7	2.8	3.2	Math Content sessions for Grades 4-6 were not offered in Roswell.	3.5	3.4
2.	I understand the transition from numeric expressions in 5 th grade to expressions with variables in 6 th grade.	3.6	3.7	3.0	3.4		3.5	3.5
	I feel confident sharing my knowledge of this math content with others.	YES 100%	YES 87%	YES 82%	YES 81%		YES 91%	YES 88%

7-12	After participating in the <u>Grades 7-12 Math Content</u> sessions this week,	MEAN RATINGS						
		ARTESIA	BELEN (n=14)	ESPAÑOLA (n=10)	LAS CRUCES (n=12)	ROSWELL (n=23)	TAOS (n=16)	TOTAL (n=75)
1.	I understand what it means to interpret the structure of an expression and how the structure helps to understand the context.	Math Content sessions for Grades 7-12 were not offered in Artesia.	3.5	3.7	3.6	3.4	2.9	3.4
2.	I understand what it means for two expressions to be equivalent.		3.9	4.0	3.8	3.6	3.6	3.7
3.	I know two or more different strategies that can be used to determine if two expressions are equivalent.		3.8	3.9	3.8	3.6	3.6	3.7
4.	I can identify the connections between arithmetic expressions and sophisticated algebraic expressions.		3.5	3.6	3.8	3.4	3.4	3.5
	I feel confident sharing my knowledge of this math content with others.		YES 93%	YES 100%	YES 92%	YES 87%	YES 93%	YES 92%

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

After participating in the <u>Standards Based Learning Environment (SBLE)</u> sessions this week,	MEAN RATINGS						
	ARTESIA (n=11)	BELEN (n=32)	ESPAÑOLA (n=16)	LAS CRUCES (n=13)	ROSWELL (n=11)	TAOS (n=22)	TOTAL (n=105)
1. I understand the power of mindsets and how to support children in developing a growth mindset.	3.8	3.5	3.6	3.6	3.3	3.6	3.6
2. I understand the need to write clear learning targets and how to use them in the classroom to support student learning.	3.6	3.4	3.4	3.3	3.5	3.6	3.5
3. I understand the need for whole and small group norms and how to develop and use them throughout the school year to support student learning.	3.7	3.7	3.4	3.7	3.3	3.5	3.5
4. I understand how rich mathematical discourse supports student learning and why creating a positive learning environment is necessary for students to engage in rich mathematical discourse.	3.8	3.5	3.6	3.8	3.5	3.6	3.6
I feel confident sharing my knowledge of SBLE with others.	YES 100%	YES 81%	YES 86%	YES 100%	YES 91%	YES 100%	YES 91%

After participating in the <u>Formative Assessment</u> sessions this week,	MEAN RATINGS						
	ARTESIA (n=8)	BELEN (n=22)	ESPAÑOLA (n=12)	LAS CRUCES (n=17)	ROSWELL (n=10)	TAOS (n=37)	TOTAL (n=106)
1. I am able to explain the rationale for using formative assessment effectively.	3.1	3.3	3.3	3.5	3.5	3.6	3.5
2. I can describe the five key strategies for formative assessment.	3.3	3.2	2.9	3.2	3.2	3.2	3.2
3. I can recognize a variety of techniques to support those strategies.	3.6	3.0	3.1	3.4	3.6	3.4	3.4
4. I know what is necessary to create the environment and structures to support student-to-student assessment and student self-assessment.	3.6	2.9	3.4	3.1	3.6	3.4	3.3
5. I understand what constitutes effective feedback that moves student learning forward.	3.4	3.3	3.6	3.2	3.7	3.4	3.4
6. I can list 3 or more different minute-to-minute techniques for formative assessment.	3.6	3.3	3.6	3.4	3.7	3.4	3.5
I feel confident sharing my knowledge of Formative Assessment with others.	YES 100%	YES 59%	YES 100%	YES 82%	YES 100%	YES 93%	YES 86%

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

After participating in the <u>Questioning</u> sessions this week,	MEAN RATINGS						
	ARTESIA	BELEN (n=22)	ESPAÑOLA (n=7)	LAS CRUCES (n=19)	ROSWELL	TAOS (n=22)	TOTAL (n=70)
1. I understand why questioning is an essential strategy to support students' deep mathematical thinking and learning.	Questioning sessions were not offered in Artesia.	3.8	4.0	3.9	Questioning sessions were not offered in Roswell.	3.3	3.7
2. I have learned at least 3 questioning strategies/techniques/protocols that I will be able to implement and practice with students in their math learning.		3.6	3.9	3.7		3.0	3.4
I feel confident sharing my knowledge of Questioning with others.		YES 95%	YES 86%	YES 95%		YES 82%	YES 90%