**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following statements relate to the targets of the Foundational Services training **Mathematics Instructional Design, Delivery, and Assessments;** pleaseindicate your comfort level with the following:

***4****=* ***Fully Agree***

***3****=* ***Agree***

***2****=* ***Somewhat Agree***

***1****=* ***Disagree***

***NA****=* ***Not Applicable*** to this training session

|  |  |  |
| --- | --- | --- |
| **Mathematics Instructional Design, Delivery, and Assessments** | Pre | Post |
| I can use the Math Implementation Guides to drive curricular decisions |  |  |
| I can facilitate a number talk in a math classroom utilizing the IL Teach and Talk |  |  |
| I can assess using open-ended questions representative of the instructional shifts for Math  |  |  |
| I can embed the PARCC **Formative Tasks (K-2 only)/ Released Items (3-12)** where appropriate in my curriculum throughout the year  |  |  |
| I can use appropriate models of instruction in the **K-2 classroom including mental strategies, manipulatives and elementary algorithms based on place value (K-2 only)** |  |  |
| I can use appropriate models of instruction in the **3-5 classroom including place value on the four operations and benchmarking in fractions (3-5 only)** |  |  |
| I can use appropriate models of instruction in the **6-8 classroom including ratios, proportional reasoning and equations, expressions and functions (6-8 only)** |  |  |
| I can use appropriate models of instruction in the **9-12 classroom including geometric and algebraic transformations, modeling and reasoning (9-12 only)** |  |  |

**Reflection Questions following post survey:**

1. In what areas did you grow the most?
2. In what areas do you need further development?
3. What next steps do you plan to take to further develop your knowledge and skills related to teaching/assessing Math?