

We are interested in your observations and insights into the learning that has occurred as a result of participating in the Middle Years Math project. Your responses to this brief survey will remain confidential and no individual or school will be identified based on the responses. The information that you provide will assist in the planning of future sessions and provide all the teams with some midpoint data upon which to reflect. Thank you in advance for your open and honest observations and opinions.

1. As a student moves between grades, how similar would their experiences be?

	very different	different	somewhat different	not sure	somewhat similar	similar	very similar
gr 5 to gr 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gr 6 to gr7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gr 7 to gr 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gr 8 to gr 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gr 9 to gr10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How would you describe the typical, pedagogical approach mostly used in your mathematics classroom (for teachers) or school (for administrators)?

- Inquiry is the norm for learning new concepts.
- Use of examples followed by practice is the norm for learning new concepts.

Other (please specify)

3. In your opinion, how much time should be spent on the following activities in a mathematics class? Please ensure that the column adds to 100%

	Ideally	Realistically
independent practice	<input type="text"/>	<input type="text"/>
student inquiry	<input type="text"/>	<input type="text"/>
teacher led instruction	<input type="text"/>	<input type="text"/>
other	<input type="text"/>	<input type="text"/>

4. What do you see is the greatest benefit of inquiry learning for students?

5. What is your greatest concern about using inquiry learning with students?

6. How comfortable are you with.....

	very uncomfortable	uncomfortable	neither uncomfortable, nor comfortable	comfortable	very comfortable
designing a 3 part math lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establishing success criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
setting a clear learning goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding the curriculum across the panels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding mathematical concepts for the grade level you are teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding how mathematical concepts develop between grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establishing multiple entry points into a lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conducting a three part math lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teaching through inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consolidating a three part math lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assessing learning from an inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. From what you understand, what is the difference between student inquiry learning and the 3 part math lesson?

8. Is the Middle Years Math project

	to a great degree	to some degree	uncertain	to a lesser degree	minimally
aligned with your SIP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting your expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
furthering your knowledge of pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing your skill level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helping your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate your role.

- Elementary Teacher
- Intermediate Teacher
- Principal/Admin/Support
- Secondary Teacher

10. Please identify your Family of Schools

- Lester B Pearson Family of Schools
- St Patrick Family of Schools
- St Peter Family of Schools

11. Please include any comments you would like to share about the project below.

THANK YOU AND MERRY CHRISTMAS