

<p>Describe at least one "take-away" from the response data (i.e., something that may help you to better serve your students).</p>	<p>What did you find most surprising from the other teacher responses in last week's Google Form?</p>
<p>some hands on activities to use with my students</p>	<p>how few responses you got</p>
<p>It looks like there is a good amount of agreement between respondents about which topics are most challenging from that list.</p>	<p>How few people bothered responding. :(</p>
<p>It helps to know that almost all of our students are struggling with the same conceptual topics.</p>	<p>I am surprised that so few took advantage of this PD opportunity.</p>
<p>I like the use of allowing students to think of different strategies of solving a problem and that they would share those with their group mates or class.</p>	<p>A good variety of conceptual understanding problems. Good Job!</p>
<p>Need to find a way to increase students reasoning skills</p>	<p>Other teachers having the same problems with students that I am having</p>

In which of the following categories is G.MG.1 included?	In your own words, what does it mean for a standard to be a "major" standard?	What component(s) of rigor are assigned to G.MG.1?	What do the components of rigor tell you about this standard?
Major Standard	much of the class time should be spent on the topics in this standard	Conceptual Understanding, Application	students should understand these standards and be able to apply them
Major Standard	One of the key standards for the course. Important for students to master both within the course and for future courses.	Conceptual Understanding	That it is focused on conceptual thinking and not on calculations or application.
Major Standard	It is a standard for which students spend the majority of their time working and mastering concepts.	Procedural Skill and Fluence, Application	The components tell us that this standard emphasizes Procedural Skill, Fluency and Application.
Major Standard	Major emphasis is placed here for depth and mastery and laying the foundation for future application and deriving other concepts.	Conceptual Understanding, Application	Being able to adequately apply what has been learned showing that the student has acquired the conceptual understanding of the topic.
Major Standard	It is one that you should make sure that a majority of your students should be able to do it correctly	Conceptual Understanding	That the students should not only know how to use it but the reason and concepts behind it

In which of the following categories is G.CO.11 included?	What component(s) of rigor are assigned to G.CO.11?	What do the components of rigor tell you about this standard?
Major Standard	Conceptual Understanding, Procedural Skill and Fluence	understand and be able to work problems with skill and fluency
Major Standard	Conceptual Understanding, Procedural Skill and Fluence	That students need to both understand and be competent at solving problems related to this standard.
Major Standard	Conceptual Understanding, Application	This component requires that students have conceptual understanding of theorems prior to being required to prove and apply theorems to parallelograms.
Major Standard	Conceptual Understanding, Procedural Skill and Fluence	The need for not only conceptual understanding, but the ability to use that understanding with efficiency and accuracy.
Major Standard	Conceptual Understanding, Procedural Skill and Fluence	They must understand the mathematical concept and the skills in carrying out procedures

In which of the following categories is G.GPE.4 included?	What component(s) of rigor are assigned to G.GPE.4?	What do the components of rigor tell you about this standard?
Major Standard	Procedural Skill and Fluence	be able to demonstrate the standard with skill and fluency
Major Standard	Procedural Skill and Fluence	That completing proofs is the most important part of the standard.
Major Standard	Procedural Skill and Fluence	Students' ability to use coordinate geometry is the foundation for proving that figures satisfy the constraints defined.
Major Standard	Procedural Skill and Fluence	The importance of mastery and depth of the concept to the degree that it can be used accurately and efficiently.
Major Standard	Procedural Skill and Fluence	That they can accurately and appropriately use the skills

In which of the following categories is G.MG.3 included?	What component(s) of rigor are assigned to G.MG.3?	What do the components of rigor tell you about this standard?
Major Standard	Application	be able to apply properties of the standard
Major Standard	Application	It is related exclusively to application
Major Standard	Application	Students ability to apply skills learned to design an object or structure to satisfy physical constraints or minimize cost requires very high level critical thinking.
Major Standard	Application	Adequate mastery of the concept allowing for the ability to apply that concept by creatively designing an appropriate item/object demonstrating the clear understanding of that concept.
Major Standard	Application	Being able to use it to help design or create. More real world problems

Describe what it means for a student to understand G.SRT.4 "conceptually".	Describe what it means for a student to understand G.SRT.5 "conceptually".	Describe what it means for a student to understand G.SRT.6 "conceptually".	Describe what it means for a student to understand G.SRT.7 "conceptually".
apply the standard in real life problems	apply standard in real life situational problems	use trigonometry to solve real life problems	use sine and cosine to solve problems
That they understand the notion of proof, that they understand the theorems being proved, and that they understand how to approach such proofs.	That they understand the concept of similarity and congruence and that they understand the relationships between quantities for such figures.	That trigonometric ratios exist because right triangles with a particular acute angle are area similar by AA.	Sin(x)=cos(90-x) ((THIS IS REGULARLY A QUESTION ON THE EOC))
Students must already have conceptual understanding of triangle similarity in order to apply that understanding to proportionality.	In order to set up proportions between similar figures, students must understand relationships of corresponding sides of similar figures.	To understand definitions of trig ratios using similarity, students must first understand the proportionality of similar figures.	The student must first understand that sine and cosine produce ratios for complementary angles based on sides opposite and/or adjacent to a given angle of a right triangle, using the same hypotenuse measure.
To have a clear understanding of what is meant by each statement in order to have the ability to construct correct diagrams of the figure. And then have the knowledge and understanding of basic definitions, postulates, and theorems in reference to those in order to know when and where to apply those theorems efficiently and accurately.	To have a clear understanding of what is meant by triangle congruence or similarity in order to have the ability to construct correct diagrams of the figure. And then have the knowledge and understanding of basic definitions, postulates, and theorems in reference to those in order to know when and where to apply those theorems efficiently and accurately.	To have a clear understanding of what is meant by triangle similarity, ratios, and angle relationships of right triangles in order to have the ability to develop trig ratios and construct correct diagrams of those triangles. And then have the knowledge and understanding of basic trig ratios in order to know when and where to apply those efficiently and accurately.	To have a clear understanding of trig ratios and complementary angles and the relationship between angles of a right triangle in order to know how the sine and cosine of the acute angles of a right triangle relate to each other.
That the student is able identify when and which theorem to solve a problem	Being able to use angle relations or concepts of congruence and similarity to find missing information	The student is able	The students able to use that the sine of one angle is equal to the cosine of the other

Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!

The standard codes seemed to be missing a letter, that left me confused for a few minutes before I figured it out.

I found myself using a paraphrased version of the standard. "Describe what it means for a student to understand..." is pretty broad.