

Whether or not you teach a "testing grade", describe what you believe to be the best strategy teachers can employ toward preparing their students for state testing. This could be long-term or short-term.

Student Engagement	Practice online with similar questions	Review, Review, Review	Exposure to format and rigor	Process of elimination
Thorough understanding of the concepts is essential.	Using the same test format for teacher created assessments	Use the first five minutes to keep reviewing key concepts.	Challenging Repetitive Test Style Questions	Does the answer make sense. Estimation.
Rehearse test taking strategies and techniques in the classroom daily	Make sure they can not only solve the problem but understand the concept.	Covering content in an effective way. I mention the test, but don't spend a lot of time doing test prep.	to focus on 1) vocabulary and comprehension, 2) careless mistakes and 3) major content areas	Implementing practice test questions throughout instruction starting in August
Practice taking the test and using item analysis to target areas that need improvement.	Long term: as much as possible, avoid trick and gimmicks and work for better conceptual understanding.	Long term: as much as possible, avoid trick and gimmicks and work for better conceptual understanding.	Use materials that are given. Benchmark testing, Assessment Guides, Evidence Statement Tables	practice test questions on each assessment and a week or two of intensive prep before testing
Continue coming back to topics taught throughout the year so students will constantly be reminded of them.	I think teachers should cover the required curriculum by the spring. Too many teachers do not expose students to all testable material.	Test prep questions on Bell ringers, focus quizzes on standards, class website with video links and fun ways to practice skills.	Since state adds more contents or change curriculum, teacher needs to know the changes of state test.	I constantly plan to review previously taught concepts. Students should become more practiced in applications of basic objectives.
Plan and find creative ways for reviewing major content standards. Solicit collaboration with other colleagues outside your own school.	revisiting topics all year long that were taught early: increasing the rigor on the concept throughout the year based on basic concept	teach with the end in mind- expose them to test like questions (not teaching the test, but giving questions at the rigor level they will see)	Giving similar type questions to students during the year. Also if the standardized test is online, give students practice tests using technology.	Make sure your kickstarters everyday are higher-order thinking/problem solving questions. This is a great way to strengthen their problem solving abilities.

<p>Do not wait until "test time" to prepare your students. Include test -taking strategies and practice items in every unit. Help students feel well-prepared for the test and there will be less stress.</p>	<p>High School: Teaching them about the test (time, number of questions, strategies, practice tests, simulate testing environment, how to use the testing materials (calculator), etc.)</p>	<p>BE SURE THAT YOU ARE TEACHING THE STANDARDS FOR YOUR SUBJECT MATTER. REVIEW, REVIEW, REVIEW.</p>	<p>Students need to be exposed not only to test questions, but also the testing environment. Students need trial runs so that they are not surprised during the test date.</p>	<p>I think the best way is to let them know the standards and what the state expects them to be able to do with the standard. When you tell them, the light bulb usually goes off as to why we are asking them to explain their reasoning, etc.</p>
<p>Students must have lots of practice with mental math before a "testing year," so that time is not spent "counting on fingers." Once there is a strong foundations in basic math skills, more time can be spent on conceptual understanding (as discussed in our sessions.)</p>	<p>Using practice test questions all year as bell ringers and HOT questions, and then closer to testing as stations or review games. Then the teacher can model and use guided practice to reinforce understanding.</p>	<p>1. Teaching students how to write the sentences for constructed response questions. 2. Using questions with the same wording as found on the test. 3. Model how to work the problems and what the steps are in a sentence structure.</p>	<p>Teach math in a very structured manner, practice math using cooperative learning, peer tutors and one on one instruction. Review topics daily. Begin preparing students for testing on day one of the school year.</p>	<p>Allow students to be exposed to different forms and methods of inquiry where they can make predictions, provide analysis, critique answers and thinking processes, create and provide solutions and discover connections between Math and other curriculum.</p>
<p>Students must be exposed to and practice answering the styles of questions that they will encounter on the test. The old adage that "practice makes perfect" comes to mind. But if students are to achieve success, they must use practice using the tools and working with the skill sets necessary for success. In this instance, my cliché is that "Perfect practice makes perfect."</p>	<p>On at least 4 out of every 5 school days, provide a mixture of problems involving various mathematical concepts, each of which is presented in a PARCC-like testing format and many of which are to the nth degree in level of difficulty. (Use LEAP and PARCC test released items daily to create these problems.)</p>	<p>Explain Why? When reviewing content or learning something new I always ask my students to Explain why this answer is right and the others are wrong. If they understand every part of a question and they are able to explain why something is the correct answer over another then they will have a better understanding of the content.</p>	<p>Teach the MATH, first and foremost. If they master the skills of the course, that's half the battle. Then make sure The Test is not a surprise...incorporate the language and format of The Test's questions into your regular assessments. That way students are not freaked out about how the question is asked.</p>	

<p>I believe whether you teach a tested area or not, You should have expectations in place for your students. They should know from day one your expectations in your classroom; that does include instructional and disciplinary. Discuss their purpose for being in the math course that they are taking and where it would lead them by the end of the school year. Be consistent as you lay out your expectations so your students as well as you the teacher will create better success.</p>	<p>I believe one of the best strategies that I use to prepare my students is using my bellringer to keep basic skills fresh in their mind. Every week I give 16 problems (4 each day) over the skills needed to solve all problems. Such as multiplying, dividing, adding , and subtracting whole numbers, decimals, and fractions, rounding and place value, conversions, area and perimeter, co-ordinate grid, integers and exponents . I use the math 4 today series and it is great.</p>	
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What is the best piece of teaching advice you have ever received? This does not have to be related to state testing.

Teach the standards	pick your battles	Take a deep breath	Be flexible.	Don't take it personally.
Relate the math to real life and money if possible	Make sure I have procedures for everything!!	Keep brief reflective notes on your lessons plans.	Don't let the negatives outweigh the positives!	to stay out of the teachers' lounge
It's NEVER TOO LATE TO HAVE A FIRST DAY.	Know your subject matter. Know your students.	You can't make a silk purse out of a sows ear.	You don't have to reinvent the wheel everyday.	Be flexible and diverse. Students learn in different ways.
To be consistent with procedures, tasks, behavior standards.	If a student is really giving you a hard time, love them more.	Focus on the positives and the students you make an impact on	I didn't have the best advice yet..	Try, always, to do what is in the best interests of your students.
be passionate about what you do or you won't give it your all	It doesn't matter WHEN students learned a concept, but IF they learned a concept.	Start out tough and remain tough until the end of the year. Do not let the children run the classroom.	"Every day is a new day." and God can not send a silver lining without you having a dark cloud.	Establishing a sound classroom management system is key to a successful year.
Be passionate about what you are teaching and students will follow in your love for your subject area.	You cannot be a good coach without first being a great teacher.	Love what you have chosen to do and be your best...learn new things	come to school. be there. absences on the staff are ridiculous on our campus. you take a job, work it.	Sometimes they don't all get it right. You can't hold the other's back.
Realize you probably agonize much more over the students' work than they do --- keep everything in perspective.	TO ALWAYS HAVE HIGH EXPECTATIONS FOR YOUR STUDENTS AND DON'T SMILE UNTIL CHRISTMAS.	Do not get too overwhelmed with all the extra work given to teachers. Focus on the students needs and teaching.	Show the students that you love the subject you are teaching and that you care more about them than what grade they make.	From the first day of school, create a strong classroom management plan. It does not matter how much you know if you cannot control your students.

<p>The worst students usually need the most attention. Instead of punishing the worst students, try letting them work a problem on board or give them responsibility.</p>	<p>Give students lots of opportunities to accrue points by frequent quizzes, projects and tests. The more often they have to answer math questions/problems the better they get at taking tests of all kinds.</p>	<p>It came from Mrs. Isabelle Hood who was my mentor teacher. She told me that a math teacher can never model enough, to always model and show them ALL the steps. Have them work the problems step by step.</p>	<p>Build a good relationship with your students. Get to know them outside of your classroom. They will trust you and want to work hard for you. They will feel comfortable enough to ask questions and together you will both be successful !</p>	<p>My best advice has been to allow students to aid in the selection of lesson planning. Although they have a set of standards that must be addressed, students tend to do better when they aid in the selection of certain curriculum.</p>
<p>We must teach the students "where they are." It matters not where we think they should be, or where standards says they should be. When we teach students where they are, we continue to build a solid foundation for future learning. "Little" successes are not little!</p>	<p>Someone suggested having a detailed agenda for the day that included not only the activity but the estimated time it would take. This has been one of the best classroom management because it is posted for students to see so they know there is a plan and how much time they'll have for certain things.</p>	<p>(Paraphrased) From a radio talk show spoken by a well known behavioral psychologist ...When giving children clear instructions and they purposely do not follow these instructions, do not continue to merely repeat the instructions multiple times or giving empty threats. This would be similar to a police officer standing on the side of the highway and shouting, "Slow Down! Slow Down!" as speeding cars drove by exceeding the posted speeding limit. He or she would be exhausted and few would listen or adhere to his instructions.</p>		

As mentioned above, the best piece of advice that I've received is to always stay in the "know". Meaning, when there is change to curriculum, technology, and other situations, be opened to receive it. You will ONLY make your experience as a math teacher in this district that much easier and successful. And, even after teaching for 27 years, I can still say that I do not know everything! But, I am ALWAYS looking to stay in the "KNOW". So, be receiving! This has become the BEST advice ever!

Wow, that's a tough one...I can't pick just one:

1. Be honest with the students. I'm the "expert" but I'm also human. They need to see that I make mistakes (and fix them) and that I don't know everything (but can find out).
2. The two hardest grades to get in my class should be A's and F's. Students should have to try really hard to get either.
3. Love what you do and to what you love...I love math and love teaching, so I am in my dream job (despite the incredible stress and pressure at times).

I do not remember any teaching advice from my coworkers, or maybe there were too many that I do not remember a single one. But there is one common response that I can never forget and this comes from the students I had (some I still have) and they ask me many times on different occasions and situations... "but you are not giving up on us, right ? ..." So I guess the keypoint is, when one decides to teach, one decides not to give up.

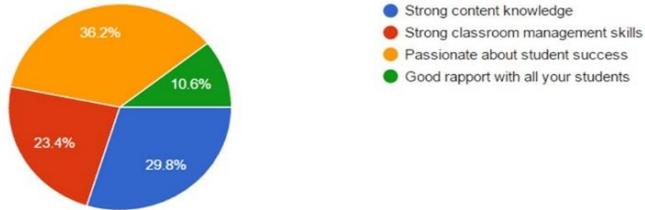
What would you say is the most important thing a first-year math teacher should know?

Don't give up.	Ask for help!	you can't save them all	It's challenging	Where and who to go for help
build a relationship with your students	Establish daily routines and procedures	Find a mentor to help you get organized.	I will get easier. Don't take it personal.	Teach routines and behaviors.
The curriculum should ONLY be a resource.	Don't get stuck on the easy stuff.	Know how to engage the students in active learning process.	CLASSROOM MANAGEMENT PROCEDURES	Take care of yourself. Don't do more than you have to do.
Structure and planning are your best friends! Good planning can help in all aspects of teaching.	You have to have classroom management before the students can manage learning.	It's okay to NOT know all the standards by heart like the more experienced teachers do.	That it's OK to more or less follow the textbook until you figure out what works for you.	Classroom Management. Keep students on task. Classrooms need structure.
Don't become overwhelmed without asking for help from a fellow teacher in your department.	Do not re-invent the wheel. Use what has already been made. Teachers Pay Teachers website, etc.	Always do your best, and encourage your students to do their best. Data is a tool, we need to continue to learn how to use it.	Be open minded, talk to others for a support network- lesson planing, discipline and new/different techinques	A first year math teacher should be taught/know how to interpret the standards.
Love them, but do not let them take advantage of you. It is OK to say no. and be prepared, maybe over-prepared EVERY day.	Be over prepared, make sure you are familiar with every problem (practice/homework) before you assign them.	All first year teachers need to be very organized and structured. Be very firm in your expectations, rules and procedures.	How all the pieces fit together --- the connections and correlations between the pieces of content.	First year math teachers should know that students need background vocabulary with most units. Do not skip the foldables! They really help.
Start out tough and remain tough until the end of the year. Do not let the children run the classroom. Get the control and Keep the control.	Be confident and consistent, and don't be ruffled by student behavior. Learning to interact with students in a positive way that creates an environment of high expectations and respect is challenging.	BE CONSISTENT! MEAN WHAT YOU SAY! SAY WHAT YOU MEAN! Your students know you're a new teacher, so they will try any and everything to break you.	The most important thing a first-year math teacher should know is to establish clear classroom management skills, and everything else will fall into place.	Go with your "gut feeling" of what you think is the right thing to do in any given situation. Don't let other teachers' sour attitudes influence your judgement on what you know is right, or just, or fair.

<p>it gets better. it takes 3-5 years to have a solid course that you can teach. you try, some things work, some don't, you adjust ... keep the good, filter out the not so good, and before you know it, you are rocking a class!!</p>	<p>Most students find math a. boring b. difficult c. irrelevant d. none of the above (and most of the time people choose option D.) so to us Math teachers, let us try our best to make it easy to understand , make it fun and of course a part of our life.</p>	<p>Get to know your students, and build relationships in the community. It takes the teacher, student, parents and the support of administration through plc's for any teacher to be successful. During the first year the teacher will be learning as well as the students.</p>	<p>There is more than one way to learn most of the math concepts taught. You need to assess your students and use the method that will best match their learning styles. All math teachers have lessons that bomb, do not be afraid, to go back and teach it a different way. It happens to all of us.</p>	<p>Don't try to do every problem or activity in the book. Pick and choose what works for your kids and just make sure that they understand each skill!! You will soon find the most effective strategies for teaching your students.</p>
<p>Realize there will be challenges and situations you have never experienced. Be patient with your instructional strategies. Some techniques will work, others will need to be improved upon. Also, what may work next year may not be as successful the following years. Instructional strategies will need to be modified to suit your current students considering all strengths and weaknesses.</p>	<p>A first year math teacher must not have grandiose dreams of changing all students and their perceptions of math. Get to know the students and where they are in math. Then, build strong relationships with other math teachers that are passionate about helping others -- students and teachers -- through productive professional development opportunities on your campus and in the district.</p>		<p>Some of your students will catch on fast and some of them will be a little slower but they can all learn. Set your goals for your students high, you would be surprised at how many will reach and exceed them. My dad use to tell me that you may only be able to walk a lap today but with continued practice and determination you will be able to walk miles in the future.</p>	<p>Hang in there...it gets better!!!! The first year is "shock and awe". You're trying to figure out what works for you, your students, your administrators, and your curriculum. Don't try to reinvent the wheel! Take/borrow/steal/adapt anything that works. Lean on more experienced teachers and figure out what works for you. You will add/change a little every year. Continue to grow and learn.</p>
<p>Always be prepared. Have notes prepared for yourself if needed, work out problems before working them out in front of the class, post agenda, etc. Spending more time preparing will make the class go more smoothly. Start from day one teaching classroom policies and procedures, especially with 9th grade and below. In the first few weeks of school spending some instructional time teaching these routines will save you instructional time over the course of the year.</p>	<p>A first year teacher....Discipline...If you are not fully trained in how to control a classroom, it does not matter if you are Einstein...You will not be able to teach one concept without constant interruptions. A first year math teacher who is not a new teacher.... Not only know the concepts you must present, but know how they are presented on the PARCC and LEAP test released items and present every concept in as many of these different formats as possible.</p>			

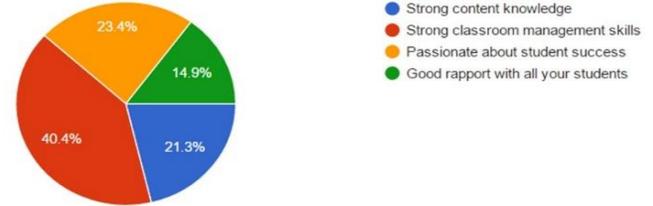
From this list, what do you consider to be the most important quality of a great math teacher?

(47 responses)



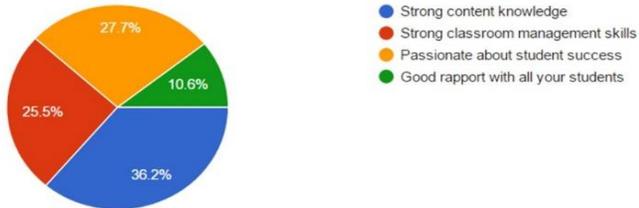
From this list, what do you consider to be the second most important quality of a great math teacher?

(47 responses)



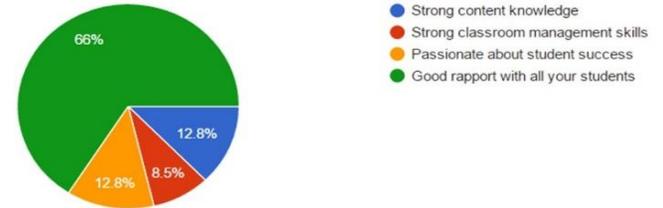
From this list, what do you consider to be the third most important quality of a great math teacher?

(47 responses)



From this list, what do you consider to be the least important quality of a great math teacher?

(47 responses)



If you can think of another quality that all great math teachers should possess, please describe it here.

Organization	organizational skills	Have thick skin.	Continuous learning.	Collaboration with others.
Relatable	Patience	To keep learning, also.	Patience. Nearly endless patience.	Patience and the ability to differentiate
Use of Innovative strategies to hook the students.	The ability to teach different ability levels and differentiate teaching	Good math teachers need to be fluent in technological resources.	Teaching diversely...not all students learn the same way you do.	Be flexible, re-teach if necessary. Teach to your students' learning styles.
An overall understanding of the k-12 curriculum for your subject	Patience and willingness to explain something in several different contexts	Be very organized and methodical in your approach to teaching.	Ability to incorporate technology whenever possible to engage students	an ability to apply math to real life situations and make it meaningful to the students
An understanding of what students are dealing with outside of the classroom can help.	BE CONSISTENT IN WHAT THEY DO. ALWAYS HAVE HIGH EXPECTATIONS FOR YOUR STUDENTS.	Good teachers can teach any subject. Knowledge is not the key. Those who can deal with students can be successful.	Collaborating with fellow math teachers and incorporating the ideas of others in your lessons	Willing to learn different ways to teach one concept, whether it be from your students or another teacher.
open-mind; the world is constantly changing they have to be able to change teaching styles & come out of comfort zones	I believe if you are passionate about the students' learning and have good rapport, then classroom management will fall in line easily.	Know your students and teach them by developing their strengths and redirecting their weakness into something good.	Students enter our classrooms with a lot more on their minds than mathematics. Quality math teachers have the knack for student engagement.	I value rapport, don't get me wrong; however, I was not hired to be your friend. I was hired to teach you math, and life skills that will make you a productive citizen.

<p>We have to be flexible and responsive. We might have a great lesson planned, but encounter a prerequisite skill that needs to be addressed. We have to be responsive enough to provide the foundational skills necessary for student success.</p>	<p>Great math teachers commend students' achievements -- especially when a student sees a math problem differently. Be ready to make mistakes -- and be ready to say "I don't know but I will find out for you."</p>	<p>A good math teacher should be able to explain a concept in more than way. If a student is not understanding a particular method, being able to show a different method, strategy, way of thinking about it, etc is critical to student success.</p>	<p>The ability to present concepts on multiple levels and use a variety of approaches, techniques, and materials that actively engage the students.</p>	<p>If you know your students, you will be passionate about their success. If you know your "stuff" (content), your students will trust you when you honestly say "I don't know - but I WILL get back to you with the answer to your very interesting question." Doing all that will mean that classroom management will take care of itself.</p>
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If you were the Caddo Math Instructional Specialist (Roger's job), what would you make your top priority? Please explain your answer.

Stepping up the rigor, new curriculum.	supplies and materials for the classroom	Success tips from successful teachers	Ongoing professional development for math teachers	test prep materials
I would like to make an common textbook for non-EOC classes.	Let the teachers (especially new) know of all resources provided by Caddo.	I would buy Lydia Howard a TI navigator for the TI inspires.	Make sure everyone has needed materials and supplies.	I would make in-class demonstrative visits a part of semester PD's.
Getting tools/resources to teachers that would enhance instruction. Most is outdated.	Observing and helping the math teachers by providing feedback and areas of growth	I would make sure that textbooks were as current and consistent as possible.	Making sure everyone felt like they had all the materials and supplies that they need.	Prepare Teachers for upcoming year and keep them informed of changes, as you do this very well!
Clear communication to math teachers regarding updates in standards, testing, instructional programs, etc.	I would make it a priority to insure teachers have access to resources that are necessary in todays technological world.	I think you do a good job at bringing useful information to the teachers. The pacing guide with activities are great.	Professional development opportunities by subjects taught. I think Roger is working on this and it's GREAT!!	ensuring everybody had what they needed, & make sure that math teachers are in it for the passion not a check
Prioritize the standards for better student achievements. Come up with a plan to increase student achievement and close the gaps.	I would make sure my teachers had the right materials needed to succeed. Having a book the last couple of years have made a world of difference.	Making sure all teachers have the resources they need. Either through dept emails to each school or individual emails to EOC teachers. Those teachers	Making sure our teachers have the hands on activities for the math skills and knowledge on how to use the activities in the classroom.	Making sure our teachers have the hands on activities for the math skills and knowledge on how to use the activities in the classroom.
Prioritize the standards for better student achievements. Come up with a plan to increase student achievement and close the gaps.	I would make sure my teachers had the right materials needed to succeed. Having a book the last couple of years have made a world of difference.	Making sure all teachers have the resources they need. Either through dept emails to each school or individual emails to EOC teachers. Those teachers	Make sure teachers know about up to date information about testing resources and other great resources to make our lives easier (which he does a great job of!)	Teacher motivation to learn new things such as technology and strategies. Also to help teachers to share. We all have valuable lessons that we have learned.

<p>Making sure the math teachers have the tools and supplies they need for their job and an understanding of the content curriculum (especially for non-tested subjects like Math Essentials)</p>	<p>Determining what standards are the priority for spring testing, so teachers can make sure to cover them with intensity. All the standards this year are green and impossible to cover prior to testing.</p>	<p>I would have math teachers from different schools go visit each other's classroom to see a lesson and get ideas to help with more collaboration between teachers</p>	<p>One priority would be to make sure all teachers had a road map for what they should be teaching. Although all schools have different needs, having a general direction is helpful.</p>	<p>I would have math teachers from different schools go visit each other's classroom to see a lesson and get ideas to help with more collaboration between teachers</p>
<p>My top priority would be to make myself accessible to everyone through email updates, PD emails, math meetings, etc. Teachers need opportunities to share ideas and ask questions that are important to the unit they are teaching.</p>	<p>BE SURE THAT THE TEACHER HAS ALL THE NECESSARY RESOURCES AVAILABLE FOR THE USE OF HER SUBJECT . RESOURCES = SUCCESSFUL STUDENTS.</p>	<p>Providing a scope and sequence that is reasonable, aligned with testing, and providing resources (extra practice) so teachers don't have to research as much on their own.</p>	<p>Professional Development in a variety of formats: Presentation of Various Sources of Materials, Teaching Techniques, Resources, and Sharing of Ideas, Lessons, and Approaches that Teachers have found to be successful in Mastery of Certain Concepts.</p>	<p>Giving one-on-one assistance to struggling teachers, who might only need a boost of confidence in knowing that what they are doing is right and is making a genuine impact on student success.</p>
<p>Making sure all caddo math teachers have the tools they need to be successful and that they are effectively using these tools to teach students. I think Roger does a great job at this. I also think that keeping your teachers informed on the changes in curriculum and advances in technology needs to be a part of this.</p>	<p>If I were the Caddo Math Instructional Specialist, I would make my top priority to visit each school and have conversation with the math teachers at that school to discuss needs and concern. Every school looks different in their math department even though the same courses and curriculum is being taught.</p>	<p>I would make sure my teachers had the necessary materials they need in the classrooms. I would also hold monthly meetings so we could all network and share knowledge with each other. This is a great way to get to know the other teachers in the parish. It is also a great way to learn from our peers.</p>	<p>Making sure that teachers have what they need to be successful in their classrooms i.e (support, mentors, resources). In most cases, we are provided with school-level resources and basic necessities. However, there are instances when we're required to think "outside the box" to convey some concepts. It has</p>	

<p>I'd continue on the path that has been chartered during the current year, that is having more math plcs where we come together under one roof for encouragement and training. We need to encourage more communication between schools and maybe even establish a math league where students within the district might compete against students from other schools in math competition. Not only would this develop healthy competition and rapport between students, it would definitely increase scores.</p>	<p>Hmmm...grade level consistency (are the same skills being covered in each course in each school - NOT necessarily with the same pace, order, method) and vertical continuity (closing any gaps from one grade level to the next...are all Algebra 1 students prepared for Geometry/Algebra II, etc). Does an Algebra 1 credit from CMHS mean the same as an Alg. 1 credit from Herndon or Youree or Byrd or Fair Park? Have those students mastered the same minimum set of skills?</p>
<p>I would research a replacement for Classworks for benchmark testing and RTI. We are using it with fidelity this year at my school. Our students have instruction assigned by Classworks based on benchmark testing for ELA and Math. The students spend at least an hour a week for each subject. So, I hope to update that I am presently surprised with this program when we get our standardized test results. But, so far, I do not feel that it is the best program for our parish.</p>	<p>I would research a replacement for Classworks for benchmark testing and RTI. We are using it with fidelity this year at my school. Our students have instruction assigned by Classworks based on benchmark testing for ELA and Math. The students spend at least an hour a week for each subject. So, I hope to update that I am presently surprised with this program when we get our standardized test results. But, so far, I do not feel that it is the best program for our parish.</p>
<p>Data Driven Instruction....For Teachers!!....Study teachers in Caddo whose students consistently have high scores on State testing...especially teachers who are teaching in low performing schools...sometimes these teachers are doing things that are not trendy and yet their scores are the highest.</p> <p>Also, make sure that teachers are trained on how to handle a classroom.</p> <p>I am surprised at the number of new teachers hired at the start of summer and yet they have received no training on classroom management....which would not really be Roger's job but it is important.</p>	<p>Ensure that there are enough certified math teachers to decrease the class size and the students were properly and accordingly grouped so that the learning achievement level of each child are not distant from each other. Differentiation and accommodation strategies are not enough to respond to the varying needs of our students .If we mix up kids who have a 5th grade math fluency level with a 9th grade math fluency level, and there are two other kids who are in 3rd grade math fluency level, It would be so hard for the teacher to accommodate their needs as much and as often as she is supposed to. This also makes the test scores suffer , affect teacher's efficiency and performance and produce an invalid evaluation results about the child's mathematical ability.</p>

Unfortunately, you will never receive enough thanks or compensation for the work you do. Thank you!!! I am for you and want to help make your job as good as it can be. Please use the space below for anything else you would like to say (the answers to this question will not be posted with the other data).

I feel that the qualities you had listed for a great math teacher was unfair because all them are equally important to be a great math teacher. So my answers listed the same you had them because I was torn on what it the most important. Oh! more MathSpace.co in the classroom and out of the classroom. Great tool to use. Hope I have it at the beginning of school.

From the question above, all the qualities listed of a great math teacher need to be considered very important. Very hard to put in order. I would like more training on the use of math games and activities to enhance my lessons. I would like training on the use of stations in the math classroom.

I would really like to collaborate with other teachers to find a variety of ways to teach certain content. I do not like just teaching "my way" of doing a problem. I want to have multiple ways so I am able to reach more students!

I certainly have enjoyed the task set before me in coming to Caddo Parish from Hillsborough County, Florida. The district is ever changing but is on a course that I feel will attain success for students and teachers alike. Although we haven't achieved the scores that I'd like to see, it has been my pleasure to serve the students under my watch.

I think we spend WAY TOO MUCH TIME testing during the school year. 1-3 days a 9 weeks for Interim testing (testing and going over the most missed questions, etc), practice for the practice iLeap test, practice iLeap test, more interim and then they are expected to sit yet again for the real iLeap. They are tired of testing, and I, as a teacher, am tired of spending quality classroom time (they took away 10 days this year) taking a test. I'd prefer if we had an option for these tests. I could do so much more with my students if not. I understand some schools need it to see progress, but it's not for everyone.

What is expected in the classroom as far as content is concerned, seems to shift every couple of years, it's been difficult. The first year teaching I had a curriculum, it made the job doable. The next year we had target teach come in, then it was gone - a little confusing. Now common core is a thing, and curriculum is gone and the resources that went with. If I was a new teacher now, I'd be scared to death. I liked having a curriculum and guideline, but now teachers have to recreate the wheel with common core. It seems like so much more work. Yes, there are a lot of lessons and resources out there, but we have to go look, print, gather the resources. Its very time consuming and it might even be fun to do if there wasn't so much else expected. For example, having 2-3 preps a day, the expectation of every lesson being a model lesson (and if those are out there, can they just be handed out please), having 25-30 students in class (management can be tough with large groups), and administration not being hard enough on bad behavior in class. The same students disrupt my classes every day and it seems to come back on me and my management skills. Sometimes it's just ill-behaved students that are not understanding there are consequences for disrespect of the teacher or classroom - because sometimes there is little consequence. Thanks for the time.

This year in 9T at WLA has been a learning experience. The absolute best thing I did was read the book about poverty in the schools. Although I have always taught Title One students, and on such campuses, I was not aware of the language development barrier, the culture teachers entertainment (and I thought it was acting out for disruption), the characteristics of families in poverty and the student's experience from living in a matriarch structure. Now I am a better teacher because I can see behavior and responses from their perspective. I now understand how I was challenging their beliefs and backgrounds. Now I can offer substitutions, and re-define life for my students; however, respect their backgrounds. It has been an eye-opening experience for me!

<p>I would like some training sessions on the middle school graphing calculators. Thanks!</p>	<p>Although I am not always able to be a part of "math collaboration", I completely support and appreciate the hard work and dedication of my fellow colleagues.</p>		
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