**Directions:** For each question, indicate your belief as you think about a classroom of students. Circle whether you **agree (A)**, **disagree (D)**, or you are **unsure (?)***.*

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| **A D ?** | 1. Teachers should teach specific procedures for solving problems before letting students try to solve problems on their own.
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| **A D ?** | 1. Most students struggle to figure out solution methods for themselves and must be explicitly taught.
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| **A D ?** | 1. Allowing students to discuss their thinking helps them to make sense of mathematics and is time well spent.
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| **A D ?** | 1. It is preferable to teach students how to solve one kind of problem at a time.
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| **A D ?** | 1. When students explain their solutions to problems, it provides a good indicator of their mathematics learning.
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| **A D ?** | 1. Students who have not yet mastered basic facts have effective methods for solving problems.
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| **A D ?** | 1. Any student can eventually be a high-achieving mathematics student.
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| **A D ?** | 1. Teachers can best help students by focusing primarily on gaps in students’ skills and addressing those gaps.
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| **A D ?** | 1. Providing a resource to help a student complete a problem, such as a multiplication chart or reference sheet, will prevent the student from fully learning the necessary mathematics content.
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| **A D ?** | 1. Altering a goal or performance criterion for a student so that it is different from those given to other students diminishes the student’s mastery of the skill or understanding of the concept.
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| **A D ?** | 1. Letting students struggle makes them feel bad about themselves as math learners and diminishes their self-esteem.
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| **A D ?** | 1. Providing students with a diagram or showing them a representation with manipulatives waters down the math.
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| **A D ?** | 1. Asking students to use a diagram or manipulatives to show their solution is not as rigorous as using math symbols or writing equations.
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