

**PURPOSE OF THE STUDY**

CNA is a not-for-profit, federally-funded research and development corporation that does research on a wide range of topics for the Department of Defense and other Federal agencies. One of the areas in which we conduct research is education. CNA has been asked by the Office of the Assistant Secretary of Defense for Reserve Affairs to undertake a study on the Challenge program. Specifically, they have asked us to look at the various ways Challenge teachers approach instruction with the objective of identifying those pedagogical methods and techniques that are most effective. A final goal of the project is to share the results across the Challenge

We invite you to participate in a research study conducted by CNA on behalf of the Office of the Assistant Secretary of Defense for Reserve Affairs. Your participation in this study is completely voluntary. The following is a brief description of the study and directions on how to complete a short, on-line survey. If you have any questions about the study or the survey, please contact Dr. Lauren Malone, Principal Investigator, CNA, at malonel@cna.org or (703) 824-2741.

# How Differences in Pedagogical Methods Impact Challenge Program Outcomes

OMB No.: XXXXXX  
 OMB Approval Expires: XXXXXX

I understand my participation is completely voluntary and that if I choose to refuse to participate, it

altogether at any point. feel comfortable answering or stop completing the survey to participate, you may also skip any questions you don't employment with the Challenge program. If you choose participate and doing so will have no impact on your is completely voluntary. You have the right to refuse to should take approximately 20 minutes. Your participation multiple choice, but a few ask you to fill in information. It completing a short on-line survey. Most items are Your participation in this study would involve your

### *Process and Duration*

In order to conduct this study, we are collecting data from all teachers at all of the Challenge sites using this on-line survey. First, please read the information below before deciding whether or not to participate. If you have any questions about anything you do not understand in this survey instrument or about this research study, please contact Dr. Malone, whose contact information is listed above, before proceeding. After each section, please check the box to indicate your agreement with the statement. At the end, you will be asked to click the box labeled "proceed with survey" to indicate your approval to proceed with completion of the survey.

### **THE SURVEY**

program.

will have no impact on my employment with the Challenge program. If I choose to proceed, I understand that I may skip any questions I do not feel comfortable answering or stop completing the survey.

### *Risks and Benefits*

There are no risks to you for participating in this study and we do not believe that you will experience any discomfort in answering the questions. In addition, you will receive no direct benefit from participation in this study. However, your participation may help the National Guard Youth Challenge program to determine what changes should be made to the program to increase positive outcomes for cadets. This could play a role in increasing General Educational Development (GED) passage rates and/or success for cadets in the job market.

I understand there are no risks to me for participating in this study and that I will receive no direct benefits from my participation.

### *Data Security and Confidentiality*

Your survey responses will be anonymous. When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. In addition, data summaries will aggregate individual responses in groups sufficiently large enough to protect the anonymity of individual survey respondents. This survey is being administered

using an on-line format. None of the questions will ask for any personal data (you will not be asked to give your name, age, etc.). The email address used to invite you to participate in the survey is not captured when you complete the survey; there is no link between your email address and your completed survey. Your completed survey will be assigned a random respondent code that will be used in place of personal identifiers when your responses are stored by CNA and in all analyses CNA performs. The data will reside on secure servers that are password protected. Access is granted on a need to know basis only.

I understand that my responses will be anonymous and that data collected through the on-line survey will be kept secure.

### *Agency Disclosure Statement*

The public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the Department of Defense, Washington Headquarters Services, Executive Services Directorate, Information Management Division, 4800 Mark Center Drive, East Tower, Suite 02G09, Alexandria, VA 22350-3100 (XXXX-XXXX)[Insert OMB Control

Number]. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

*Consent*

I freely and voluntarily consent to proceeding with the on-line survey.

Proceed With Survey

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## SURVEY DIRECTIONS

To begin the survey, click on the link below. For each question, choose the answer that best fits. You may skip any questions you do not want to answer. At the end of the survey, you will be asked to click the button that reads "Submit." This will take you to a page that confirms your completion of the survey. If you have any questions or experience any difficulties in completing the survey, please contact Jennifer Atkin, Research Analyst, CNA, at [atkinj@cna.org](mailto:atkinj@cna.org) or (703) 407-1048.

**Thank you for helping us with this important project.**

[Begin Survey](#)

# Challenge Project Survey

National Guard Youth Challenge (Challenge)  
program.  
Thank you very much for helping us to develop  
our survey!

Please respond to each question.

1. At which Challenge program do you teach?
  - Alaska
  - Arizona
  - Arkansas
  - California-Grizzly
  - California-Sunburst
  - District of Columbia
  - Florida

2. Are you a lead instructor?
  - Yes
  - No

3. Do your male and female cadets take classes together or separately?
  - Separately, males and females are not in my classroom at the same time
  - Together, males and females are in my classroom at the same time

Some of my classes include males and females together, others do not

4. Which other subjects have you taught in the past?

5. How many years of teaching experience do you have in each of the following categories (including this year)?

Total years of experience:

Years teaching at Challenge:

Years teaching grades 6-12:

Years teaching in alternative programs (such as Job Corps,

alternative schools, and Challenge):

Years teaching any other GED prep program:

6. What credentials or degrees do you hold (please mark all that apply)?

No degree beyond high school

Associates degree/vocational certification

BA/BS

MA/MS

Education specialist/professional diploma requiring at

least one year's work beyond a Masters' degree

EDD/PhD

Other professional degree:

7. Do you hold a teaching certificate?

Yes, a standard state certificate or advanced professional certificate

Yes, national board certification



- Yes, a certificate requiring additional coursework
- Yes, an emergency certificate
- No

8. If you have a college degree (BS/BA or higher), what was your major field of study in your highest degree program?

If applicable, what was your minor field of study in  college?

9. Have you taken coursework in the teaching of any of the following areas?

- Reading, language arts, or literacy education
- Any other language-arts-related subject
- Elementary or secondary education
- Special education (including students with disabilities)
- English language learners/English as a Second Language
- (ESL)
- Adult education
- Mathematics
- Science
- Social Studies
- None of the above

10. What is the biggest challenge you face in the CHALLENGE classroom?

- Weak prior instruction/low basic level of achievement
- Not enough time at CHALLENGE
- Not enough time in the classroom
- Diverse learners in one classroom
- Disciplinary issues in the classroom
- Other (Please explain briefly)

Please answer questions below based on your experiences with a typical class. For example, please answer time-based questions by indicating how many hours per week you spend on a specific topic or subject in a typical class. If class variation makes it difficult to choose a typical class, please answer the questions based on what you do in the first class you teach each day.

13. How many students are in your classroom during a typical class period?  If your class size varies substantially, please tell us the smallest and largest classes you teach, and the reason(s) for the variation:

12. Who prepared the course materials you use on a daily basis?  I use a mix of self-developed and purchased materials; I developed or helped to develop about  percent of the materials (please indicate percentage).

- I use purchased materials
- I did, with other Challenge staff members
- I did

11. Approximately what percentage of your Challenge students pass the GED? (Leave blank if you do not know an approximate figure)

14. How much homework do you assign in a typical week?
- None
  - Less than 1 hour per week
  - 1-2 hours per week
  - 3-4 hours per week
  - 5+ hours per week

15. Are students in your classes assigned to a specific class based on ability or previous achievement?
- Yes, based on
  - No

16. Do you arrange or create groups within the class based on ability or previous achievement? If so, how?
- Yes—I create groups based on
  - No

17. Instructional time is limited; deciding how to spend class time is therefore an important determinant of student outcomes. How much class time do you spend EACH WEEK on each of the following tasks?

| Hours per week                          | None                  | < 1 hour              | 1 hour                | 2 hours               | 3 hours               | 4 hours               | 5+ hours              |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Instructioning the class as a whole     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructioning small groups of students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructioning single students          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. If you change your instructional methods with specific students, why do you do so?  
 ○ Students are at different places academically

19. How often do you change your instructional methods for specific students?  
 ○ The majority of the time  
 ○ Some of the time  
 ○ Rarely  
 ○ Never

18. How much time do you spend tutoring or working with students outside of class? (Total time, to the nearest hour)

|  |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Discussing issues as a class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assisting students as they work in groups                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assisting students as they work independently                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assisting students as they work on homework                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintaining order/disciplining students                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administering tests or quizzes   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administrative tasks (i.e., taking attendance, making announcements, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- Students have different learning styles
- Other, please explain briefly

21. Do you use any formal method(s) to ascertain students' learning styles?

- Yes, I use
- No

22. Is there anything else you would like to tell us about your teaching or classroom management style that you believe to be particularly effective with your students?

For Math and English/Language Arts teachers, the remaining questions on the survey are specific to the subject matter you teach. If you are willing to proceed and answer subject-specific questions, please indicate the subject you teach below and additional questions will appear. If you would prefer not to indicate the subject you teach, please click the "submit" button below to submit your survey.

23. Which subject(s) do you teach?

- English/Language Arts
- Science
- Social Studies
- Math
- Other (please list).

Last revised: July 30, 2013

Reset Survey

This Completes The Survey;  
Thank You Very Much For Your Help!

Submit Survey



# English/Language Arts Specific Questions

Please answer questions below based on your experiences with a typical class, such as your 9am class. For example, please answer time-based questions by indicating how many hours per week you spend on a specific topic or subject in a typical class. If class variation makes it difficult to choose a typical class, please answer the questions based on what you do in the first class you teach each day.

24. How much emphasis do you place on each of the following?

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Major                 | Minor                 | Review                | Not                   |
| topic                 | topic                 | topic                 | covered               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grammar

Literature

Composition

Reading Comprehension

Study Skills

Spelling

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. How often do you use the following types of literature?

|          |         |             |
|----------|---------|-------------|
| Majority | Some of | of the time |
| Rarely   | Never   |             |

27. How often do you do the following?:
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Ask a student to read aloud                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask students to write about something they have read     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Give students time to read books of their choice         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask students to do a group activity about what they read | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- Never or Almost  
Once or twice a day  
Once or twice a week  
Once or twice a month  
Hardly ever  
Almost every day

26. In addition to full-length selections appearing in any textbook/workbook you may use, how many books will you require your students to read during the course of this class?

- |                         |                       |                       |                       |                       |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Fiction                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poetry                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mythology/folk tales    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Biography               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drama                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Argument and persuasion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Procedural text         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other non-fiction       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- time



28. To what extent do you emphasize the following processes when reading informational and literary texts in class?
- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Watch movies or videos, listen to tapes or CDs                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask students to make predictions about what they are reading as they are reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask students to summarize what they have read                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. How often do you ask your students to write for each of the following purposes?
- |                              |                       |                       |                       |                       |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Locate/recall material       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrate/interpret material | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critique/evaluate material   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. How often do you ask your students to write for each of the following purposes?
- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Explain (e.g., provide information about a topic or steps in a process) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Persuade (e.g., convince someone to do something)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Convey experience (e.g., write about personal or imagined)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- |                  |                       |                       |                       |                       |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A few            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Never or times   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Once or At least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| hardly during    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| the month        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ever             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| course           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

experiences)

Summarize/synthesize material they have read

30. When you are teaching writing, what percentage of your instructional time is spent on each of the following?

0-24% 25- 50- 75- 90+%

Development of ideas

Organization of ideas

Effectiveness of expression (e.g., sentence variety, word choice, tone)

Mechanics and conventions

Submit Survey

This Completes The Survey!

Thank You Very Much For Your Help!

Reset Survey

# Mathematic Specific Questions

Please answer questions below based on your experiences with a typical, such as your 9am class. For example, please answer time-based questions by indicating how many hours per week you spend on a specific topic or subject in a typical class. If class variation makes it difficult to choose a typical class, please answer the questions based on what you do in the first class you teach each day.

24. In your classes, how often do you address the following?

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Whole numbers and whole number operations          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problem solving & measurement, using tables/graphs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fractions/percentage changes/proportions           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Geometry   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Data analysis                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Statistics and probability                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Algebra (formulas and equations)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing reasoning/analytic                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Major topic    Minor topic    Review    Not covered

25. How often do students in your class do each of the following?

Never or Almost  
Once or twice a day  
Once or twice a week  
Once or twice a month  
Once or twice a year

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

skills to solve problems  
Learning to communicate math ideas effectively

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Work on problems that reflect real-world situations

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Work on problems in small groups or with a partner

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Discuss solutions to math problems

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture or write about how to solve math problems

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Write reports or do math-related projects

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Work with measuring instruments (e.g., rulers)

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Work with manipulatives (e.g., geometric solids)

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Use a calculator

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Use a computer

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Take practice tests  
Practice by teaching or explaining to each other

Work on math "life skills" such as  
balancing checkbooks, making  
budgets, calculating sale prices,  
etc.

26. How often do you use the following in your class?

A few  
Never or  
times  
Once or  
At least  
hardly  
during  
twice a  
once a  
week  
the  
month  
course

Multiple choice tests

Problem sets

Short or long written responses

Individual or group projects or  
presentations

27. At the beginning of the program, how would you rate your  
students' skills in each of the following areas?

Most  
Some  
Few  
No  
students  
students  
students  
are very  
are very  
are very  
competent  
competent  
competent

Addition and subtraction

Multiplication

Division

28. Please indicate which of the following statements is most  
closely aligned with your mathematics teaching philosophy  
(neither statement may represent your exact philosophy, but

**please indicate the statement that comes closer to your philosophy):**

- Students must be taught math skills based on formulas or algorithms. Instruction should emphasize procedural mathematics and provide step-by-step examples with skill exercises. Focus should be placed on the memorization of basic math facts and on teaching algorithms that efficiently lead to the correct answer.
- Instruction should be focused on the process of leading to the correct answer, rather than the answer itself. Students are encouraged to represent, describe, and communicate mathematical ideas by a variety of methods. Conceptual understanding is the primary goal; algorithmic fluency will follow secondarily. Students should learn how to make connections between concepts.

Submit Survey

This Completes The Survey;  
Thank You Very Much For Your Help!

Reset Survey

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