

Figure 3.7. Professional Learning Needs Survey on Team Understanding

Assessing Team Understanding				
<b>Part I:</b> Evaluate each of the following statements based on your current understanding and experiences. Use the following scale:				
1 = Strongly disagree				
2 = Disagree				
3 = Agree				
4 = Strongly agree				
<i>I have a strong understanding of what elements make a mathematical task high quality and worthwhile.</i>				
1	2	3	4	
<i>I have a deep understanding of the effective mathematics teaching practices.</i>				
1	2	3	4	
<i>I regularly apply effective instructional strategies that maximize student engagement.</i>				
1	2	3	4	
<i>Students in my class regularly engage in rich student-to-student discourse focused on the mathematical content.</i>				
1	2	3	4	
<i>I understand and can apply culturally relevant practices to my instruction.</i>				
1	2	3	4	
<i>I know how to adapt mathematical tasks to be more culturally relevant.</i>				
1	2	3	4	
<i>I am able to effectively implement culturally relevant mathematics tasks in my instruction.</i>				
1	2	3	4	
<i>My team prioritizes discussions on effectively selecting and implementing culturally relevant mathematics tasks.</i>				
1	2	3	4	
<b>Part II:</b> Respond to the following reflection questions.				
<i>Reflection Question</i>	<i>Your Ideas</i>			
What are necessary components of a worthwhile, high-quality mathematical task?				
What are the big ideas associated with culturally relevant instruction?				
What are some ways to adapt tasks to be more culturally relevant?				
What professional learning needs do you have to effectively design, adapt, and implement culturally relevant mathematical tasks?				

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