

Beliefs Inventory – Protocol 1

Handout 1.2

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 (?)**.

A D ?	1. Teachers should teach specific procedures for solving problems before letting students try to solve problems on their own.	
A D ?	2. Most students struggle to figure out solution methods for themselves and must be explicitly taught.	
A D ?	3. Allowing students to discuss their thinking helps them to make sense of mathematics and is time well spent.	
A D ?	4. It is preferable to teach students how to solve one kind of problem at a time.	
A D ?	5. When students explain their solutions to problems, it provides a good indicator of their mathematics learning.	
A D ?	6. Students who have not yet mastered basic facts have effective methods for solving problems.	
A D ?	7. Any student can eventually be a high-achieving mathematics student.	
A D ?	8. Teachers can best help students by focusing primarily on gaps in students' skills and addressing those gaps.	
A D ?	9. 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.	
A D ?	10. 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.	
A D ?	11. Letting students struggle makes them feel bad about themselves as math learners and diminishes their self-esteem.	
A D ?	12. Providing students with a diagram or showing them a representation with manipulatives waters down the math.	
A D ?	13. Asking students to use a diagram or manipulatives to show their solution is not as rigorous as using math symbols or writing equations.	