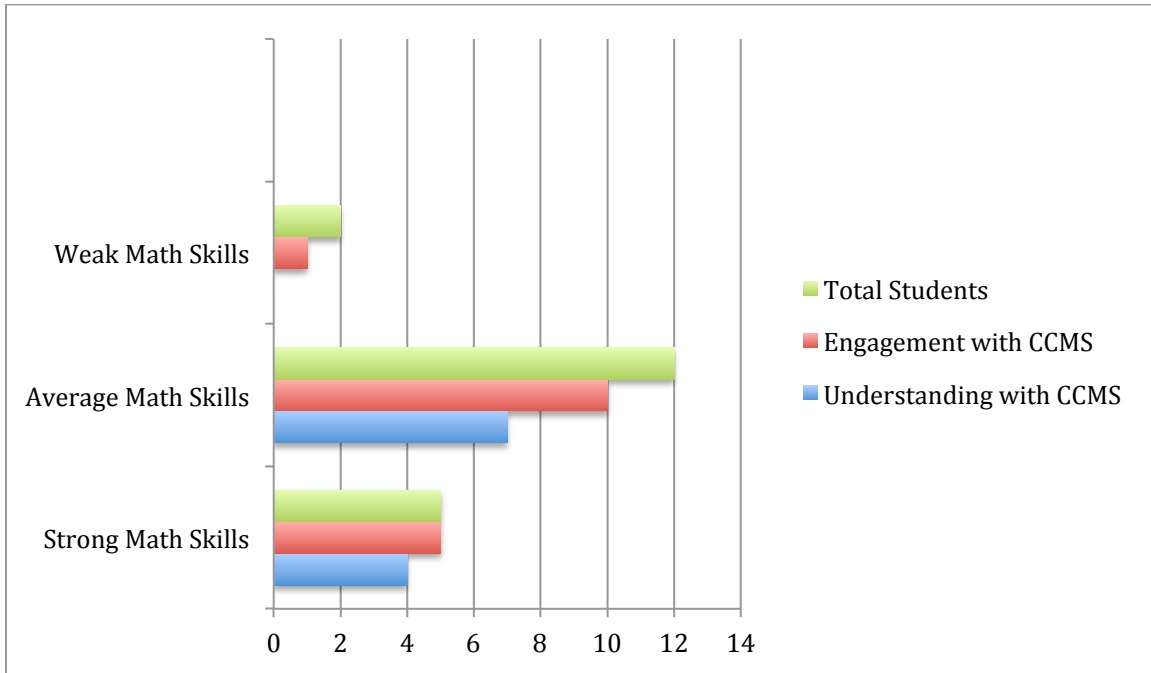


Raw Data & Initial Interpretations

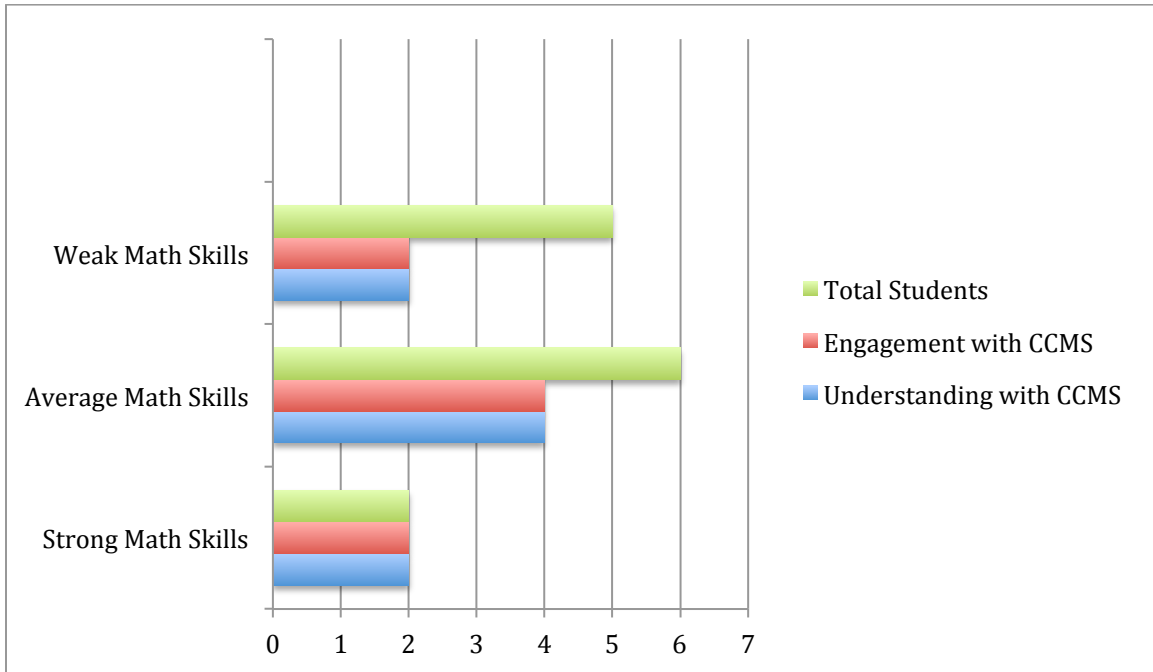
Observations:

Grade 3 Math Class – West Homer Elementary School



My observations of the above class seem to indicate that CCMS is most engaging for students with average math skills, as well they seem to get the most understanding with CCMS. Strong math learners have the understanding and engagement. However, students with weak math skills are hardly engaged and do not understand with CCMS.

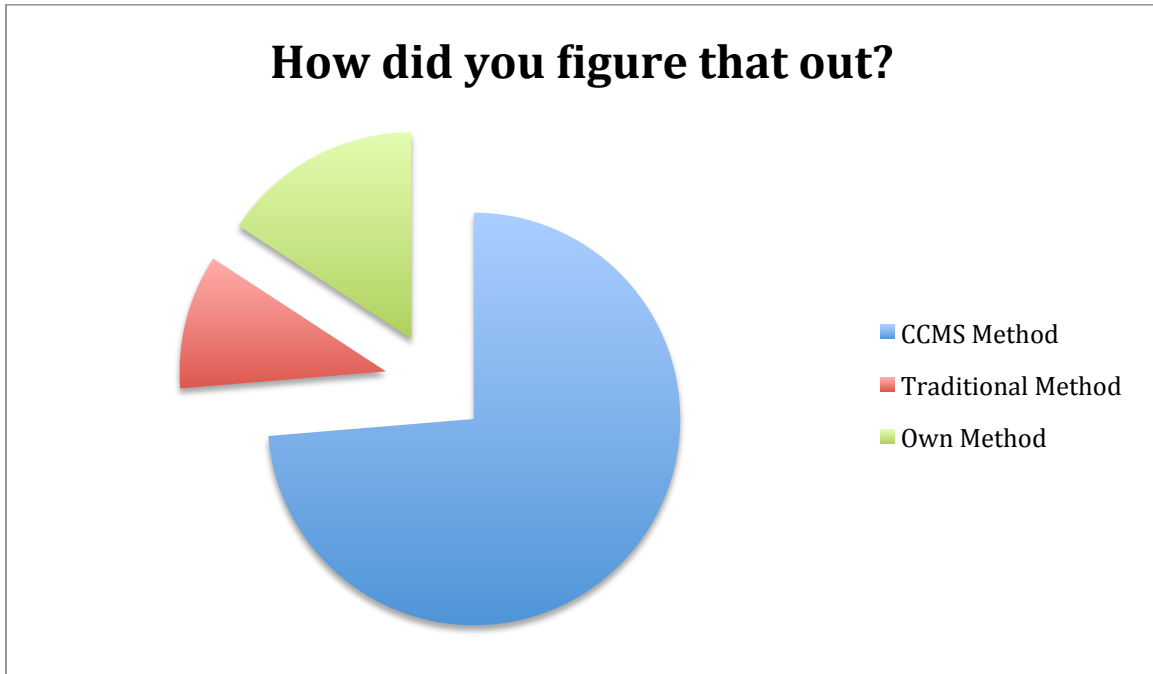
Grade 5 Math Class – West Homer Elementary School Observations



Observations of this class indicate, the strong math learners were the most engaged and understood the CCMS methodology. The average math learners, if engaged, are understanding the content taught with CCMS. The weaker math students were the least engaged however, if they were engaged they did seem to understand. Engagement matched their understanding.

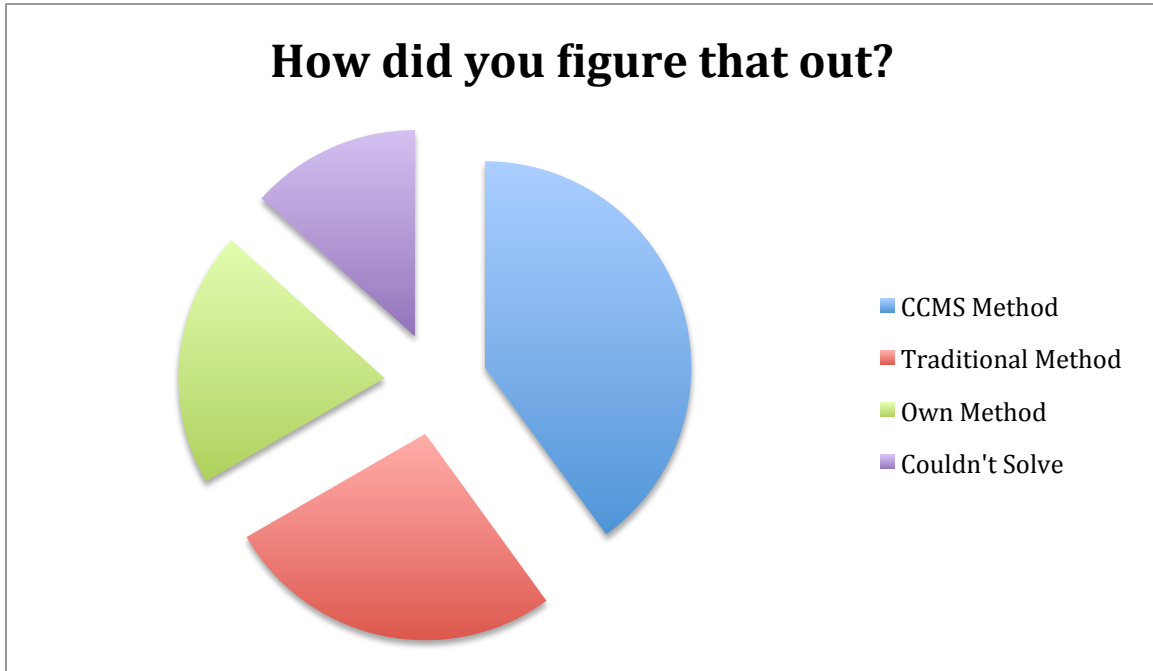
Student Interviews:

Grade 3 Math Class



It appears most of the students can and are using CCMS methods to solve a problem.

Grade 5 Math Class



Although the largest number of students are using CCMS to solve a problem, there are an equal number of students who use their own or the traditional method to solve the same problem. Unfortunately there are still students who cannot solve the problem at all.

Teacher Interviews:

Grade 3 Teacher

1. What are the benefits to teaching with CCMS methodologies?

In most cases breaking skills apart to develop larger concept skills is helpful. I think this is basically the same as scaffolding to reach higher level thinking goals.

2. What are the weakness of teaching CCMS methodologies?

Scaffolding is very time consuming and takes a lot of patience (especially for students that don't need it). Everything seems to take longer to get across with all the different methods that need to be introduced/mastered (at different levels) yet there is rarely enough time to get to everything and do a good job.

3. Are CCMS methodologies more effective for students with low math skills, average math skills, or high math skills? Please explain.

Difficult to say, each student responds differently to any given method. Overall, I would say the methods can confuse the lower level students and frustrate the higher level students. The average students seem to get the most out of different strategies that can be used to approach solving a problem mainly because they tend to be more open to new ideas.

4. What is your opinion of CCMS teaching strategies?

I think some are great and make perfect sense to introduce to students (and even look for mastery) while others are total fluff and get in the way of understanding a basic concept.

Grade 5 Teacher

I am still waiting to hold this interview. Hope to have it completed by the end of the week.