**Next Steps: Problem Solving and Reasoning**

*Session 4 – Problem Solving and Reasoning*

Observe at least 3 teachers who will participate in the Problem Solving and Reasoning training to assess whether choosing complex text for Problem Solving and Reasoning is being implemented in their classrooms. Observe them briefly prior to the training and determine their “Before” rating. After you deliver the training, observe the same three teachers and determine an “After” rating. Complete the graphic organizer below and bring it to the next training.

**Teacher #1 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |

**Teacher #1 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |

**Teacher #2 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |

**Teacher #2 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |

**Teacher #3 BEFORE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |

**Teacher #3 AFTER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Children are being asked and asking deep, thoughtful, and developmentally appropriate questions that encourage conversation about math. | Children are not asked and do not ask questions to encourage conversation about math and/or questions that are asked are developmentally inappropriate. | Some children are asked and/or some children ask questions to encourage conversation about math.  There are missed opportunities for the teacher to ask questions to encourage conversation about math. | Most children are asked and/or most children ask questions to encourage conversation about math. | All or almost all children are asked and/or all or almost all children ask questions to encourage conversation about math. |