

Figure 5.11: Student Disposition Interview and Reflection Questions

Student Interview

1. When you get frustrated in mathematics class, what do you think you could do to overcome that frustration? (diligence)
2. Does hard work make a difference in learning mathematics? (diligence)
3. Are you a good mathematics student? Why or why not? (self-efficacy)
4. Is it important to know mathematics? Why or why not? (worthwhileness)
5. Is there anything that gets in your way of being successful in mathematics? (self-formative assessment) What would help you be a better mathematics student?
6. What are your strengths in learning mathematics? (using formative assessment data)
7. What strategies work well for you? (using formative assessment data)

Teacher Reflection

1. Were you surprised by the student answers or comments? Why or why not?
2. Do you think the students' beliefs are tied to their performance? Why or why not?
3. Are there any teacher moves or practices that might be reinforcing negative beliefs or dispositions? What might they be?
4. Are there any teacher moves or practices that might be reinforcing positive beliefs or dispositions for students? What might they be?
5. What moves could teachers make in the classroom to support more positive or constructive beliefs?
6. What specific actions might you take as a teacher now that you are more aware of specific student beliefs?