

Overview of Needs Assessment

Our team of mathematics experts will partner with Napa Valley USD data teams in executing a comprehensive mathematics needs assessment across each of the 15 schools in the district.

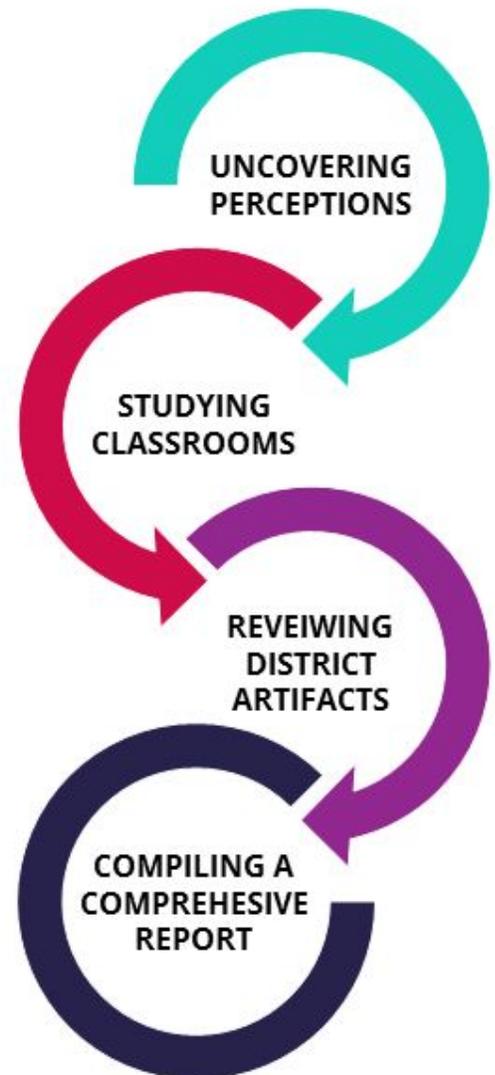
NEEDS ASSESSMENT PROCESS

The Needs Assessment provides districts with a comprehensive way to study mathematics and quantify the shift in pedagogical content knowledge in classrooms across all curriculum resources. There are four components of the Needs Assessment.

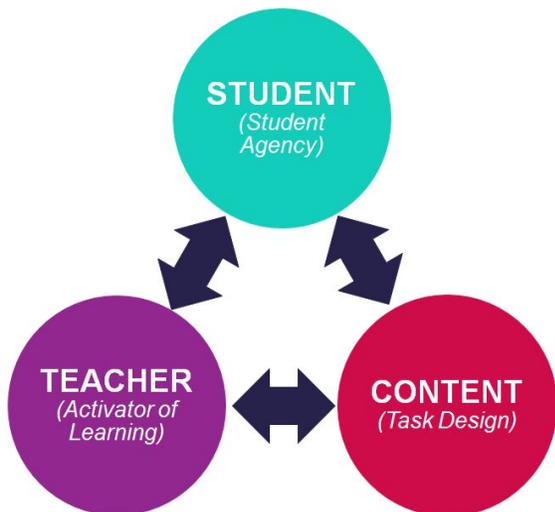
- Uncovering Perceptions
- Studying Classrooms
- Reviewing District Artifacts
- Compiling a Comprehensive Report

First, **uncovering perceptions** will support schools and districts as they begin to understand what teachers, leaders, and students believe about mathematics instruction.

- The teacher perception survey is delivered electronically to teachers and data is reported out as a whole in order to identify trends in perceptions.
- The student focus group is facilitated in a way that prompts students to open up about a typical day in their mathematics class and talk about the tools they use in learning as well as how they and their teacher assess their understanding and make adjustments where needed.
- The principal interview questions allow leaders to describe the strengths and weaknesses within the realm of mathematics teaching and learning that they have identified in their building, share professional growth opportunities, discuss family and community engagement, as well as reflect on student assessment data.



The second component of the Needs Assessment process centers around **studying classrooms**. Our Mathematics Framework is the comprehensive blueprint for a rigorous, standards-based, 21st century, student-centered mathematics classroom. As we study classrooms, the Mathematics Framework serves as a guide in three overarching domains and 12 key indicators. (See Appendix A for full Mathematics Framework.)



- Domain 1: Student
 - Goals and Progress Monitoring
 - Habits of Practice
 - Communication and Collaboration
 - Making Meaning
- Domain 2: Teacher
 - Learning Environment
 - Classroom Discourse
 - Execution of Task
 - Progress Monitoring
- Domain 3: Content
 - Student Expectations
 - Learner Connections
 - Cognitive Demand
 - Assessment Process

The third component of the Needs Assessment involves a thorough **review of district artifacts**. Using our Curriculum Review Guide we will analyze curriculum documents, textbook resources, scope & sequence/pacing guides, etc. in order to connect district policy on mathematics instruction with the perception and classroom data we are also collecting.

Finally, a **comprehensive report** will be compiled detailing overall findings in all areas, a complete data and artifact review summary, recommendations, and next steps.

Carnegie Learning Deliverables

February 2020	District Approval and PO generated
February 2020	Surveys distributed to teachers and students, student focus groups
March 3, 2020	Carnegie Learning team onsite with NVUSD (3 Consultants) <ul style="list-style-type: none"> ● March 3 - 1:1 principal interviews
May 1 2020	Report delivered to NVUSD

Pricing

Professional Learning	Unit Price	Qty	Total Cost
District-Wide Needs Assessment Partnership Planning	included	1	included
Survey & Building Level Interviews across 10 schools Middle Schools to include River, Redwood, Silverado, American Canyon and Harvest. High Schools to include American Canyon, Vintage, Napa, Valley Oak, and New Technology.	included	10	included
Comprehensive Final Reports District-Level report	included	1	included
Total Cost:			\$29,000