

Assessing Structural Features of Your School for Integration

Structural changes rarely bring about improvement without corresponding changes in culture. However, a school's structure can either support or discourage meaningful reform initiatives such as mathematics and science integration.

Use this worksheet to help you assess some of the *existing structures* (policies, procedures, practices) that may affect the development of mathematics and science integration. In your team, analyze **organizational features** of your school, **operational features** that may exist in your school, and the **sustainability features** you may have in your school.

I. Organizational Features

To what degree are mathematics and science integration a part of your Campus or School Improvement Plan? Part of your professional development plan? How and why did this occur?

If to a HIGH DEGREE:

What policies, procedures and practices **encourage** the development of organizational features (school improvement plan, professional development plan, etc...) at your school that could help create an environment conducive to mathematics and science integration?

If to a LOW DEGREE:

What policies, procedures and practices **prevent** the development of organizational features (school improvement plan, professional development plan, etc...) at your school that could help create an environment conducive to mathematics and science integration?

II. Organizational Features

To what degree are collaboration in teams, peer coaching, and/or conferencing with instructional leaders consistently used to support the development of integrated mathematics and curriculum? How and why did this occur?

If to a HIGH DEGREE:

What policies, procedures, and practices **encourage** the development of operational features (collaboration, peer coaching, and conferencing with instructional leaders) at your school that could help create an environment conducive to mathematics and science integration?

If to a LOW DEGREE:

What policies, procedures, and practices **prevent** the development of operational features (collaboration, peer coaching, and conferencing with instructional leaders) at your school that could help create an environment conducive to mathematics and science integration?

III. Sustainability Features

To what degree are student feedback, surveys, examining student work, and/or dialog in faculty meetings consistently used to support the development of integrated mathematics and curriculum? How and why did this occur?

If to a HIGH DEGREE:

What policies, procedures, and practices **encourage** the development of sustainability features (student feedback, surveys, examining student work, and/or dialog in faculty meetings) at your school that could help create an environment conducive to mathematics and science integration?

If to a LOW DEGREE:

What policies, procedures, and practices **prevent** the development of sustainability features (student feedback, surveys, examining student work, and/or dialog in faculty meetings) at your school that could help create an environment conducive to mathematics and science integration?