



FAQ - DISTRICT

- Can I visit your school to see what you do?
- Do I need a shop?
- Can I buy the geometry problem bank?
- Do I need additional insurance?
- I see that you offer 2-day training's and 5-day training's. What is the difference?
- If I attend the 5-day training, what do I receive?
- Do I need to bring a math teacher to the training?
- Does the math teacher need to know how to build?
- How does the cost of this training compare to books or other trainings?
- How do I register for professional development?
- Does the construction teacher need to teach the math?
- Does the math teacher need to teach construction?
- Can a district request individual district training?
- What other school districts are using this program?
- Do I have to build a house?
- How do you encourage teachers (math or construction) to team up to come to a training?
- What are some of the characteristics of the teachers that teach Geometry in Construction?
- Where can I find more information?

Can I visit your school to see what you do?

Yes...we teach the class every day. Call 970-219-5020 (Scott) or 970-744-1048 (Tom) to set up a visit or email us at scott@contextuallc.com

Do I need a shop?

No. We build outside in Colorado. You simply need an area to build on, as well as a place to store tools/lumber (e.g., an old semi-trailer).

Can I buy the geometry problem bank?

We give the problem bank out to all participants of the 5-day training session.

Do I need additional insurance?

This depends upon your district. We recommend that you contact your district safety and risk management personnel. As for our program, we carry a builder's risk policy for additional liability coverage.

I see that you offer 2-day training's and 5-day training's. What is the difference?

The 2-day training is for teachers to learn how to develop their own contextualized

Geometry in Construction - Questions - FAQ District

programs in any CTE area (Cosmetology, Consumer & Family Studies, Business, Automotive Technology, Industrial Technology, Trade and Industry, and Construction). The 5-day training specifically trains administrators and teachers on how to implement Geometry in Construction. In the 5-day training you will receive the complete curriculum.

If I attend the 5-day training, what do I receive?

You receive a brief introduction to team building, cooperative group learning, list of needed tools, checklist of who in the district needs to be contacted, geometry problem bank, geometry activities, geometry quizzes and tests, inspiration, and day-by-day instructions on how to make this program work for you.

Do I need to bring a math teacher to the training?

Yes...he/she is VITAL for the success of this program.

Does the math teacher need to know how to build?

No...just a willingness to learn. We suggest that the construction teacher instruct the math teacher on the needed skills during planning prior to students arriving.

How does the cost of this training compare to books or other trainings?

Since a geometry problem bank is included in the training, you do not need to purchase textbooks. Geometry in Construction implementation compares favorably to Project Lead the Way.

How do I register for professional development?

Visit www.contextualc.com

Does the construction teacher need to teach the math?

No. He/she needs to be willing to learn/participate in the geometry class.

Does the math teacher need to teach construction?

Yes. We find it more manageable and fun when the math teacher is involved on the build site. The construction teacher can teach the math teacher anything necessary related to the construction site.

Can a district request individual district training?

Yes, we conduct district trainings in addition to regional trainings. Call us at (970) 219-5020 to find out the details.

What other school districts are using this program?

Call us at (970) 219-5020 to find out if there is a district in your area or visit our [Network page](#)

Do I have to build a house?

No. Other capstone projects are okay. However, the project must be big enough to hook the students. A school in Texas is building a smaller hunting/deer cabin. Schools have used elaborate playhouses.

How do you encourage teachers (math or construction) to team up to come to a training?

- 1)The teachers that have attended were wanting to change their teaching methods. They realize that there are groups of students that they are not reaching.
 - 2)Offering college credit to teachers for attending.
 - 3)Provide opportunities for the pair of teachers to be together. Such as a planning day, attending a conference, or eating a pizza over lunch with an administrator. Some of the best planning and bonding times occur in a car or at a conference.
 - 4)Get a teacher that has been successful in this type of program in front of them to explain the benefits. This is especially true for math teachers. Having a math teacher inservice where some activities are shared can ignite an interest. Teachers are wanting to be part of something successful and need to see role models. Contact us if you are interested in this.
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What are some of the characteristics of the teachers that teach Geometry in Construction?

- 1)Teachers need to understand that programs like this requires extra time and if they are already committed to many other things (coaching, etc) this may put too much burden on them.
 - 2)Teachers must be hungry for change.
 - 3)We have found that age or experience in the classroom does not predict success.
 - 4)Both teachers must respect each other's class and the need for it. Both teachers must be equal in their commitment to go above and beyond as they launch the program during the first year.
 - 5)Creativity is a characteristic to look for in the teacher team.
 - 6)Both teachers must like kids.
 - 7)Teachers must be of the mind set that when they teach they are always evaluating themselves to see how they can improve the lesson for the next time.
 - 8)It is a plus if the math teacher has a personal interest in the construction field such as they like to do home improvements themselves.
 - 9)The construction teacher needs to be production driven. They must view their classroom as a business and be comfortable in producing a product that is to be sold.
 - 10)Realize that the right pair of teachers will need support from their building principal or from the CTE director. They need to feel as if the team is more than just the two of them. The pair of teachers need someone to work alongside of them to remove potential road blocks at the building and district level.
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Where can I find more information?

Please feel free to call us at (970) 219-5020 or email scott@contextualc.com
