

Logistics for Today's Session

To access materials in Drive, type the following into your browser and open documents:

<http://bit.ly/pmrrTDG21>

As you get settled ...write your answer in the chat, *but don't hit enter!*

What tools / resources have you used to learn about your facilitation practice?

Using “Practical Measures” of Teachers’ Experiences to Reflect on and Improve Professional Learning

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Teachers Development Group 2021 Leadership Seminar

Getting to Know Each Other: Chat Waterfall

Share what you wrote in the chat (hit enter)!

What tools / resources have you used to learn about your facilitation practice?

The image displays three overlapping forms on a light blue background. The top-left form is a 'Clock Hour Course Evaluation Form' from Central Washington University Continuing Education. It includes fields for 'Course Name', 'Date', and 'Instructor', followed by a list of nine evaluation questions and a section for additional comments. The top-right form is titled 'Triangle-Square-Circle' and asks for three important points from the session. It features three large geometric shapes: a triangle, a square, and a circle, each with a corresponding question. The bottom form is a 'Teacher and Leader Academy Summer 2014 Day Exit Ticket' with a name field and four questions about the session.

Clock Hour Course Evaluation Form

Central Washington University
Continuing Education

Course Name: _____

Date: _____

Instructor: _____

Please indicate your degree of agreement by marking the number in the space provided. Please return to your instructor.

Course Design/Content

1. This course provided me with the seeking and has been helpful & is
2. The instructor demonstrated thorough subject matter.
3. The amount of instructional material was appropriate for the time allowed.
4. The instructor's presentation of the organized and understandable (e)
5. The written materials were appropriate.
6. This course provided me with the use in my work.
7. The classroom atmosphere has been asking questions.
8. The course content was as advertised.
9. Overall, I was extremely satisfied.

Please add any additional comments.

Thank you

Triangle-Square-Circle

What are three important points from our session today?

What "squares" with their thinking?

What is still "circling" in your head or what questions do you have?

**Teacher and Leader Academy
Summer 2014
Day Exit Ticket**

Name _____

Please respond briefly to the following questions. We appreciate you.

What was my biggest take-away from today?


What do I still wonder about?

What is working well for me in what we did today?


What, if anything, isn't working for me?

Triangle-Square-Circle


What are three important points from our session today?



What “squares” with their thinking?



What is still “circling” in your head or what questions do you have.



What are “practical measures”?

(Carnegie Foundation for the Advancement of Teaching)

- provide users with **timely** and **meaningful feedback** about targeted aspects of **practice** (i.e., things that make an important difference)
- easy to administer & resulting data is easy to analyze (i.e., ‘**practical**’)
- enable users to **set goals, identify changes, and consider whether a change in practice is moving in the desired direction**
- used for the purposes of **improvement**, not accountability or evaluation

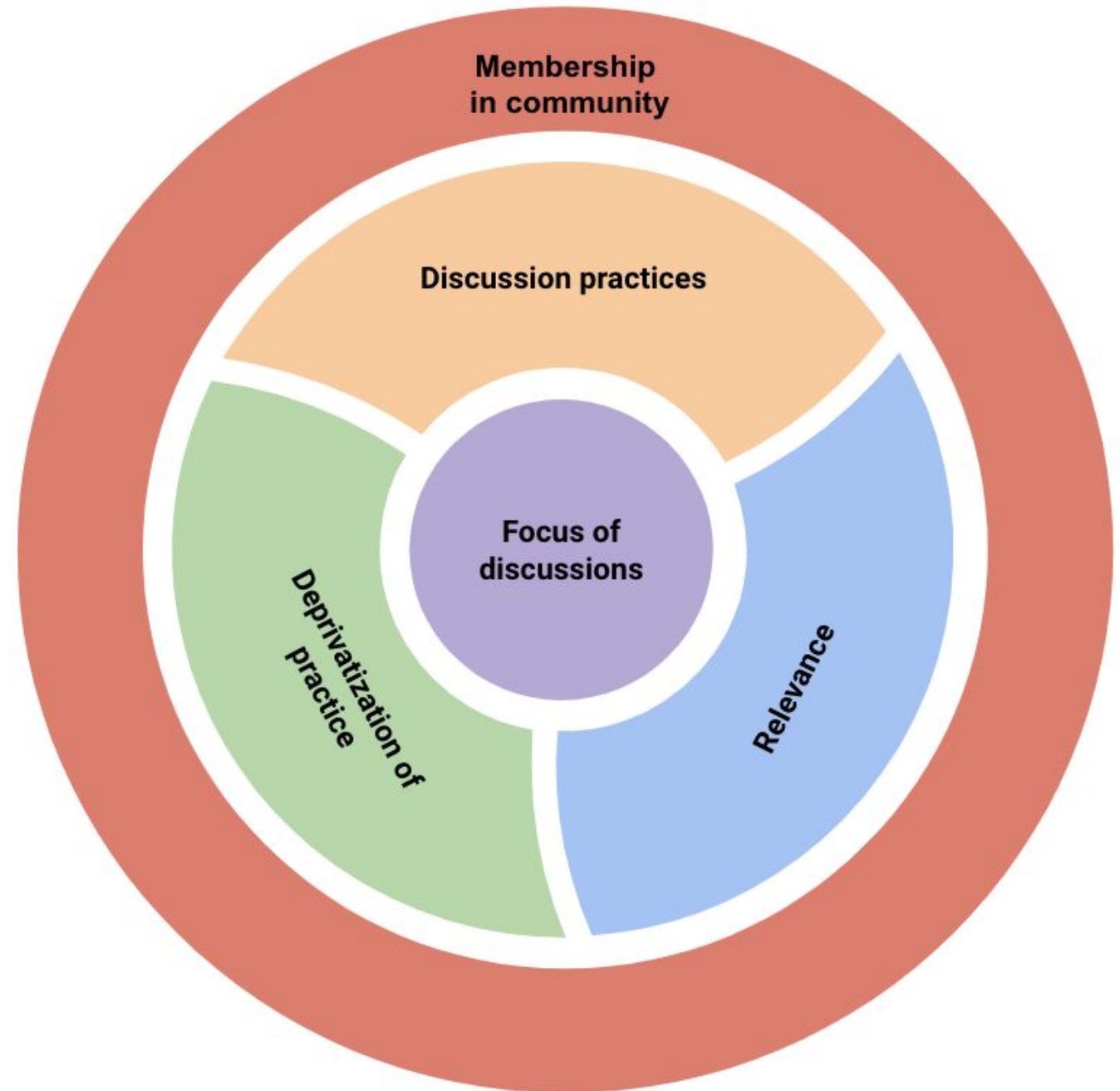
Goal for Today's Session

We'll discuss at the end of the session how to let us know if you are interested in using it in your own context!

Share a ***practical measure of collaborative professional learning experiences that ...***

- Takes the form of a survey administered to **teachers** after taking part in professional learning
- Provides **facilitators** of professional learning with **immediate, actionable feedback** about features of **collaborative professional learning experiences** that research indicates matter for teacher learning
- Can be used to **attend to changes in teachers' experiences over time**, in relation to changes facilitators make to their practice

features of
high-quality
collaborative
professional
learning
experiences



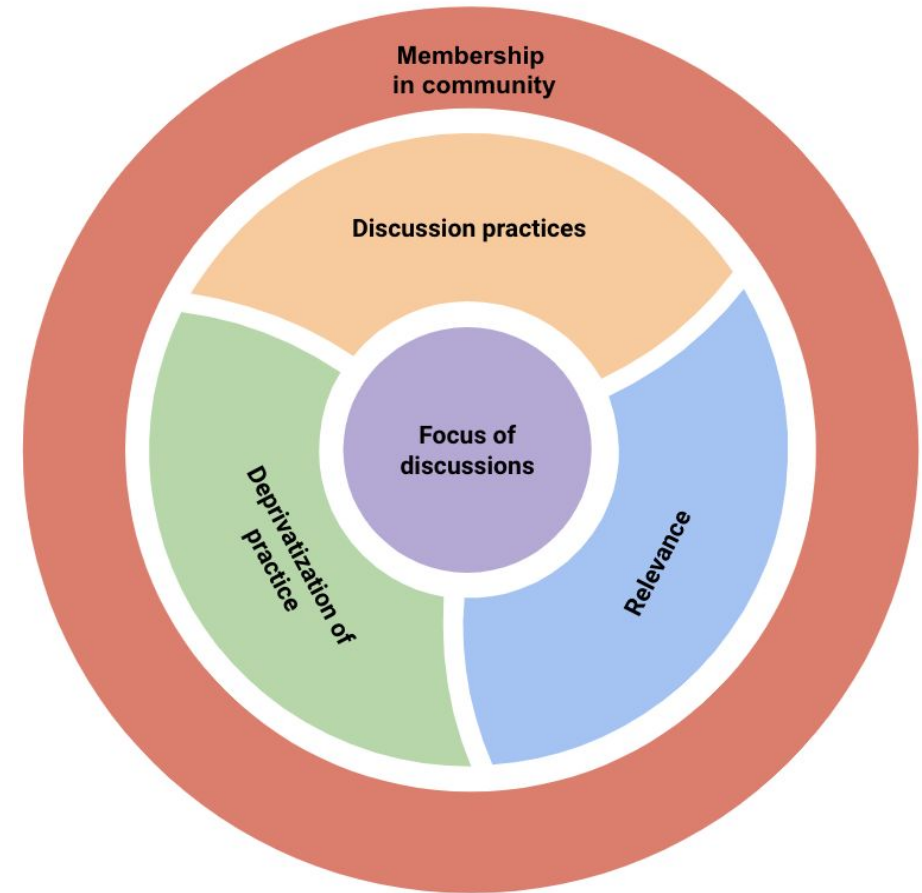
(8 minutes) Take a look at the survey: Small groups of 3 or 4

As you look at the survey, consider:

- What do you think you could learn from each set of questions?
- Are there aspects of your own facilitation you are working on that certain sets of questions might speak to the most?

Be sure to check in & introduce yourselves when you get to your group!

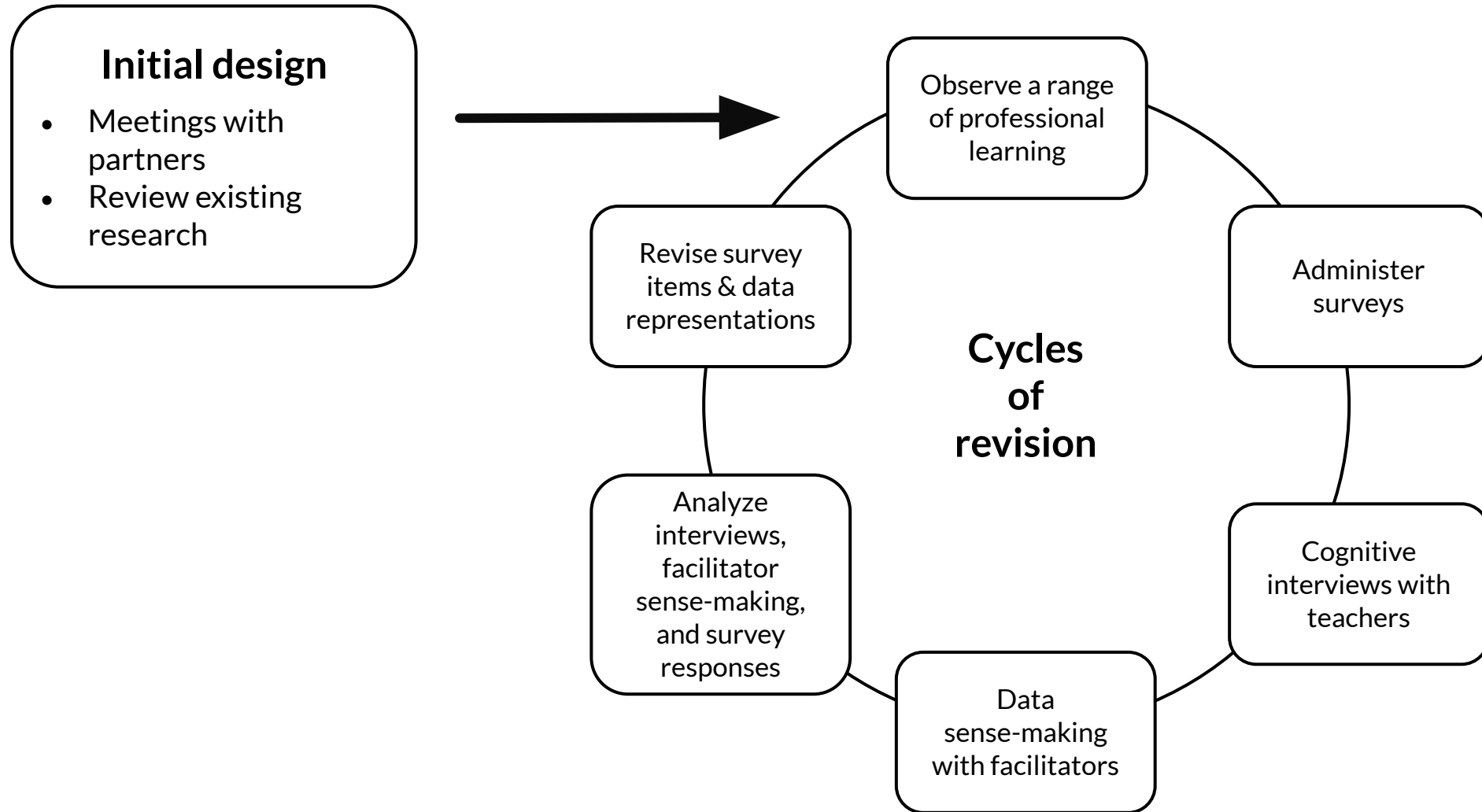
Materials: [Handout 1](#)



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Development Process for Measures of Professional Learning



We're going to look at some sample responses together. To prepare, imagine you've just facilitated a professional learning community ...

This was an established professional learning community consisting of 8 middle school teachers across grade levels. They met for 1.5 hours.

Goal of the session: To support teachers to develop their planning for and facilitation of whole group discussion about mathematics

Agenda:

- Introduction to the session in the whole group
- Teachers met in small groups to work on a math task (wearing their student hats)
- Whole-group share-out of strategies used to solve the task (wearing student hats)
- Whole-group debrief of the instructional strategies for conducting a whole-class discussion (wearing teacher hats)
- Teachers met in small groups to plan their own facilitation of a similar whole-group discussion

(15 minutes) Make sense of sample data: Small groups of 3 - 4

1. Decide on roles (facilitator, recorder, reporter/timekeeper).
2. Look at the data on [Handout 2](#) together and discuss what you notice and wonder about.
3. Discuss your answers to the questions below, and record key takeaways in the [Jamboard](#) (Recorder)

If these were data from a session you recently facilitated:

- a. How might these teachers' perspectives on their experiences inform your facilitation practice?
- b. What might the teachers' perspectives indicate about equity for teachers in this community?
- c. What additional data would you want to explore alongside teachers' perspectives, and for what purpose?

Facilitator

- Invite all voices in
- Check for questions, agreement, disagreement, etc.
- Provide “status checks” (“I think we’ve decided...”)

Recorder

- Take notes for the group in the [Jamboard](#)

Reporter / Timekeeper

- **Be prepared to report out for the group**
- Monitor the time

Materials: [Handout 2](#)
[Jamboard](#)

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Handout 2: Sample Representations

This was an established professional learning community consisting of 8 middle school teachers across grade levels. They met for 1.5 hours. Goals of the session:

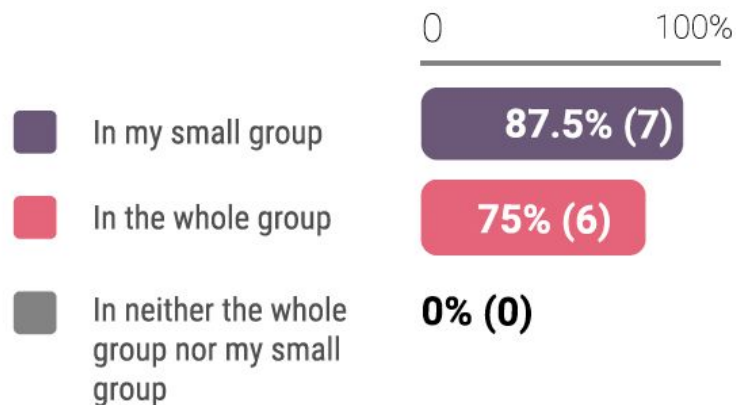
- To support teachers to develop their planning for and facilitation of whole group discussion about mathematics
- Introduction to the session in the whole group
- Teachers met in small groups to work on a math task (wearing their student hats)
- Whole-group share-out of strategies used to solve the task (wearing student hats)
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Discussion Practices

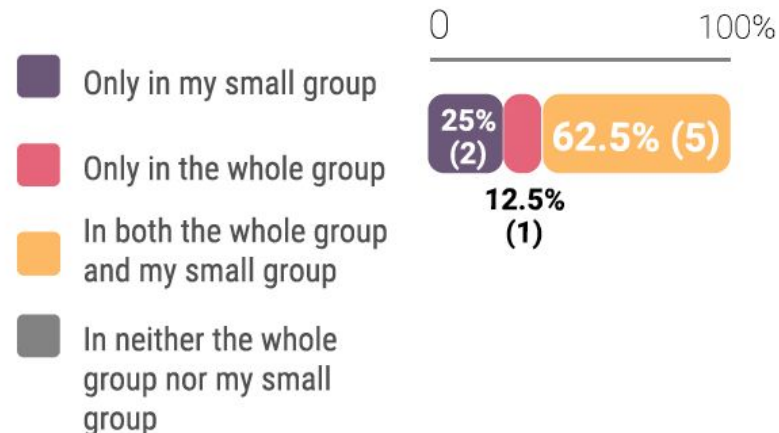
Ideas about mathematics, students' learning and experiences, and teaching are developed through authentic, generative inquiry, which involves processes of sharing and revising emergent thinking, pressing for reasoning/evidence, and challenging ideas.

Question 2

I felt like I could share an idea about teaching I was unsure about today (select all that apply)

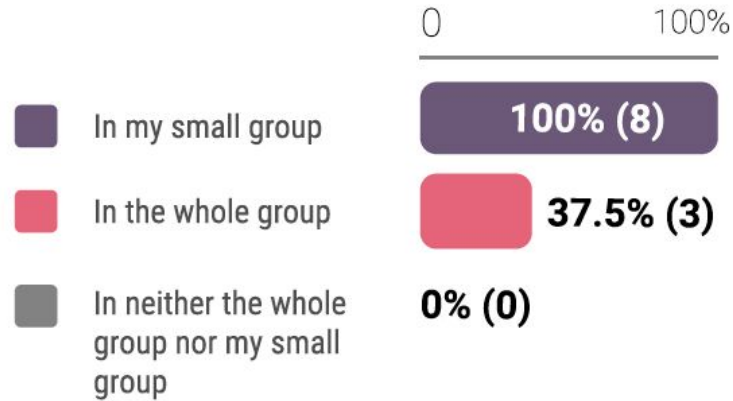


What percentage of people choose both?

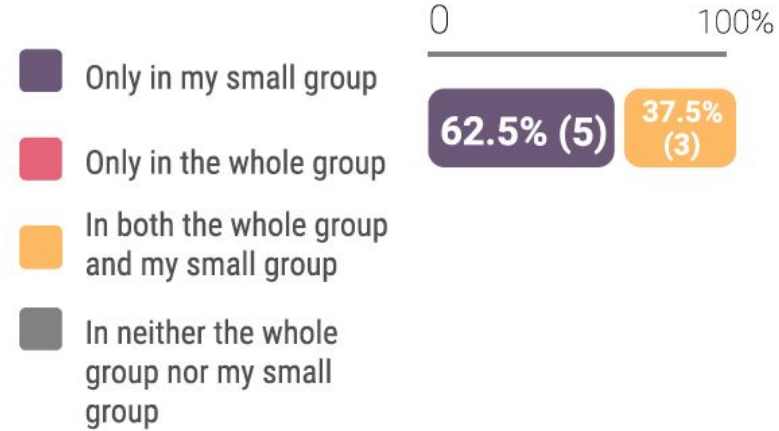


Question 3

I felt like I could ask others to elaborate on an idea today (select all that apply)

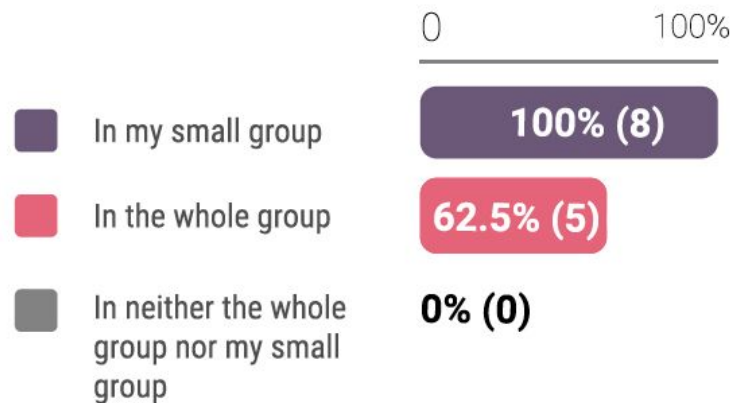


What percentage of people choose both?

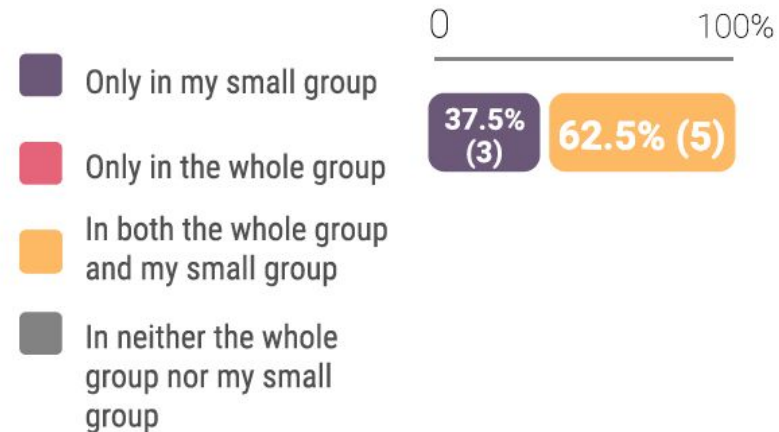


Question 4

I felt like I could push back on an idea today (select all that apply)



What percentage of people choose both?

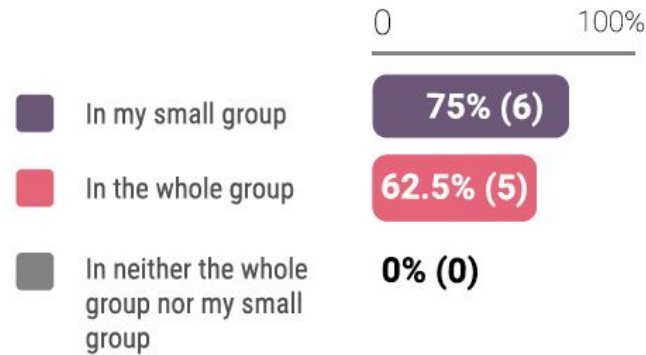


Membership in Community

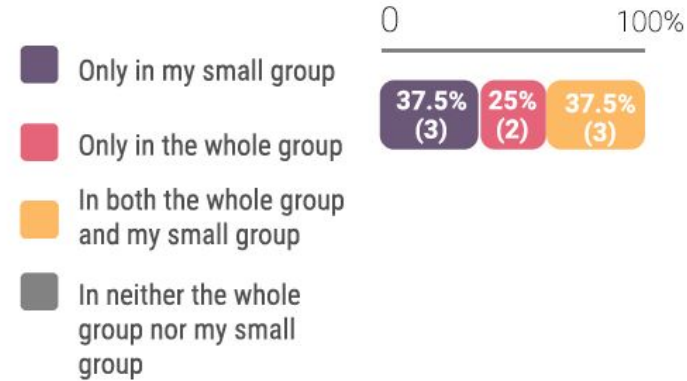
Participants both feel valued and see the value in learning with and from others in the community.

Question 7

I felt like my ideas were valued in the group today (select all that apply)

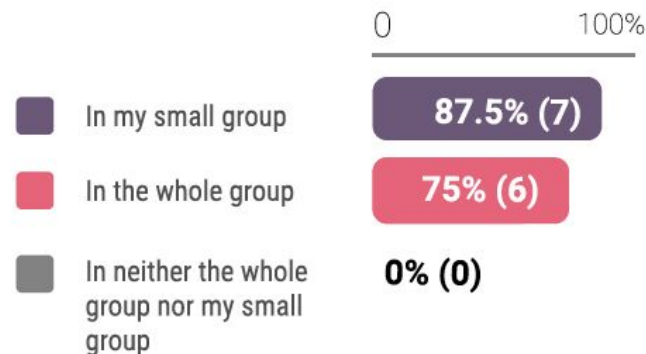


What percentage of people choose both?

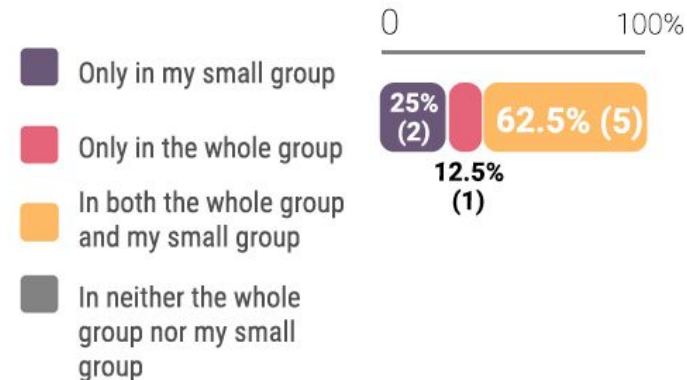


Question 8

Others contributed in ways that were meaningful to me (select all that apply)



What percentage of people choose both?



Jamboard (Reporter) Share Out


A. How might these teachers' perspectives on their experiences inform your facilitation practice?

B. What might the teachers' perspectives indicate about equity for teachers in this community?

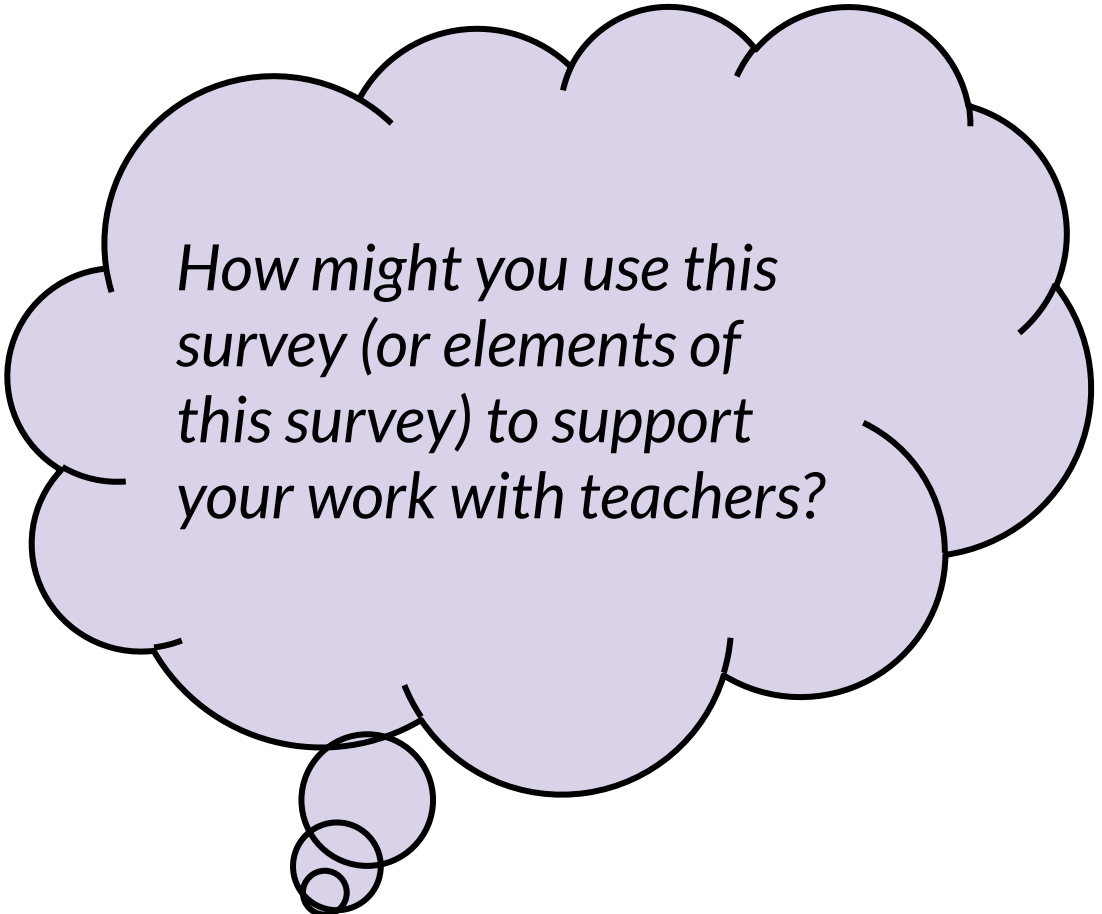
Using Practical Measures to Inform Instructional Improvement

- Practical measures are just one form of data. It is useful to pair them with other records of professional learning (e.g., student work, video-recordings, lesson plans).
- Practical measures should only be used for *improvement* purposes.
- Embed intentional interpretation of data in professional learning.
- Building trust is essential to being able to engage in genuine inquiry in relation to the resulting data.

Thinking about your own context: Individually



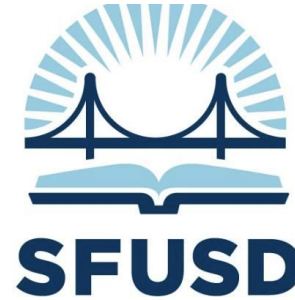
Think about an upcoming professional learning session you'll be facilitating. What are you curious about in relation to participants' experiences?



How might you use this survey (or elements of this survey) to support your work with teachers?

If you're interested in trying out the survey, let us know by filling out this [Google Form!](#)

Shout Out to Our Incredible Team!



**Paul Cobb, Cara Haines,
& Jan Morrison**
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**VANDERBILT
UNIVERSITY**



COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON



Thank you!

Visit our website: <https://www.pmr2.org>

Link for resources from today's session: <http://bit.ly/pmrrTDG21>



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