

# Eliciting Teachers' Insights into Professional Learning Experiences to Inform Facilitators' Inquiry

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To access materials in Drive, use the QR code or type  
the following into your browser:

**<https://bit.ly/NWMC22Collab>**

(There are also paper copies of materials.)



Northwest Math Conference  
Tacoma, WA | October 15, 2022



# Getting to know each other

*If you would like to access the materials electronically, they are located here:*

<https://bit.ly/NWMC22Collab>



Please introduce yourself to a neighbor and chat about:

- **How do teachers' perspectives inform your facilitation?**
- **What tools / resources have you used to elicit teachers' perspectives about their professional learning experiences?**

# PD evaluation forms, exit tickets, feedback

**CWU** Central Washington University  
Continuing Education

**Clock Hour Course Evaluation Form**

Course Name: \_\_\_\_\_ Instructor Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Please indicate your degree of agreement with the following number. Please return to your instructor at the end of your session.

Course Design/Content

1. This course provided me with the information I was seeking and has been helpful & informative.
2. The instructor demonstrated thorough knowledge of subject matter.
3. The amount of instructional material for the course was appropriate for the time allotted.
4. The instructor's presentation of the materials was organized and understandable (e.g. clear speech).
5. The written materials were appropriate for the course.
6. This course provided me with practical application use in my work.
7. The classroom atmosphere has been conducive to asking questions.
8. The course content was as advertised. If not, please specify.
9. Overall, I was extremely satisfied with the course.

Please add any additional comments below regarding \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your participation!

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

Name \_\_\_\_\_

Please respond briefly to the following questions. We appreciate your input.

What was my biggest take-away from today?

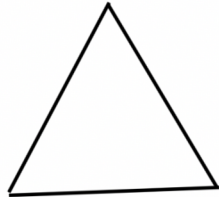
What do I still wonder about?

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

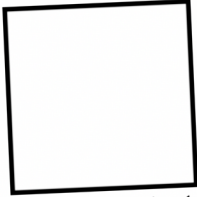
What, if anything, isn't working for me?

**Triangle-Square-Circle**

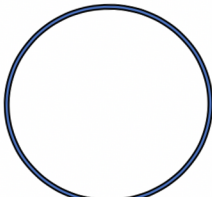
What are three important points from our session today?



What "squares" with their thinking?



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



# Goal for today's session

Share a **collaborative professional development survey** that ...

At the end of the session, we'll share a way you can use these tools in your own context.

- Is administered to teachers after taking part in PD
- Provides PD facilitators with immediate, actionable feedback about features of collaborative PD 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



## Logistics for today's session

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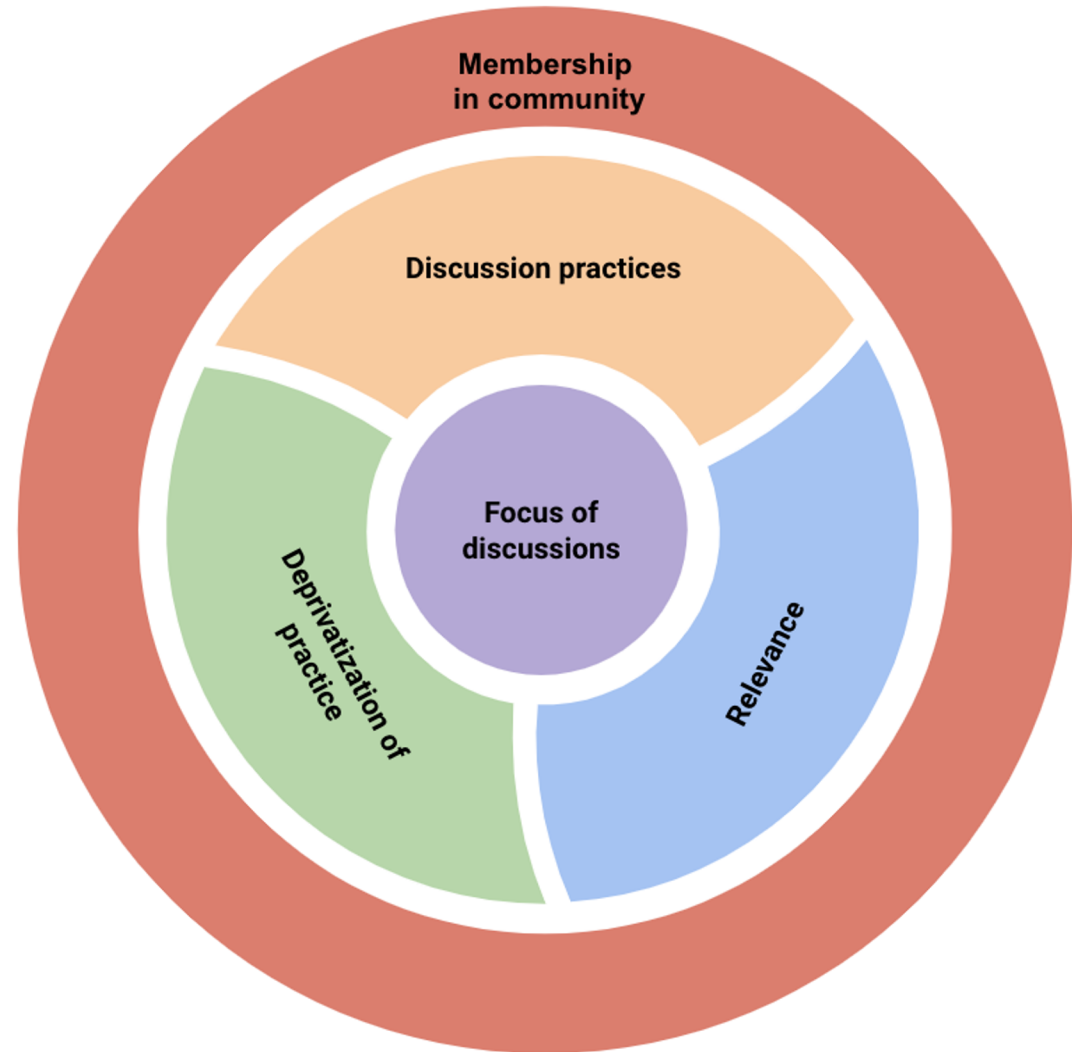
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features of  
high-quality  
collaborative  
professional  
development  
experiences



## Take a look at the survey.

### Turn and talk with a neighbor:

- Imagine the last professional learning session you facilitated or observed. How do you think participants would have responded to this survey?
- What can you learn from this?

#### COLLABORATIVE PROFESSIONAL LEARNING SURVEY

Version 5: For contexts that work in small groups & whole group, do math together, and involve secondary teachers.

Directions: Think about your experiences with this group of teachers and leaders while answering each question. Please note that some questions prompt you to select all response options that apply.

This set of questions asks about how you feel you can engage with this group of teachers and leaders.

1. I feel like I can share a mathematical idea I am unsure about... (Select all that apply.)

- ☐ in the whole group  
☐ in neither the whole group nor my small group ☐ in my small group

2. I feel like I can share an idea about teaching I am unsure about... (Select all that apply.)

- ☐ in the whole group  
☐ in neither the whole group nor my small group ☐ in my small group

3. I feel like I can ask others to elaborate on an idea... (Select all that apply.)

- ☐ in the whole group  
☐ in neither the whole group nor my small group ☐ in my small group

4. I feel like I can push back on an idea... (Select all that apply.)

- ☐ in the whole group  
☐ in neither the whole group nor my small group ☐ in my small group

5. I would be open to sharing the following with this group of teachers and leaders (Select all that apply.)

- ☐ an anecdote about what my students said or did  
☐ an anecdote about something I said or did when teaching  
☐ samples of my students' written work (examples: exit tickets; photos of student work)  
☐ a math task or activity  
☐ video of my students solving problems  
☐ video of my teaching  
☐ I would not be open to sharing any of the above.

6. I would be open to inviting members of this group of teachers and leaders to my classroom to observe my teaching.

☐ Yes ☐ No



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VERSION 5, 210617, pmcollabpl

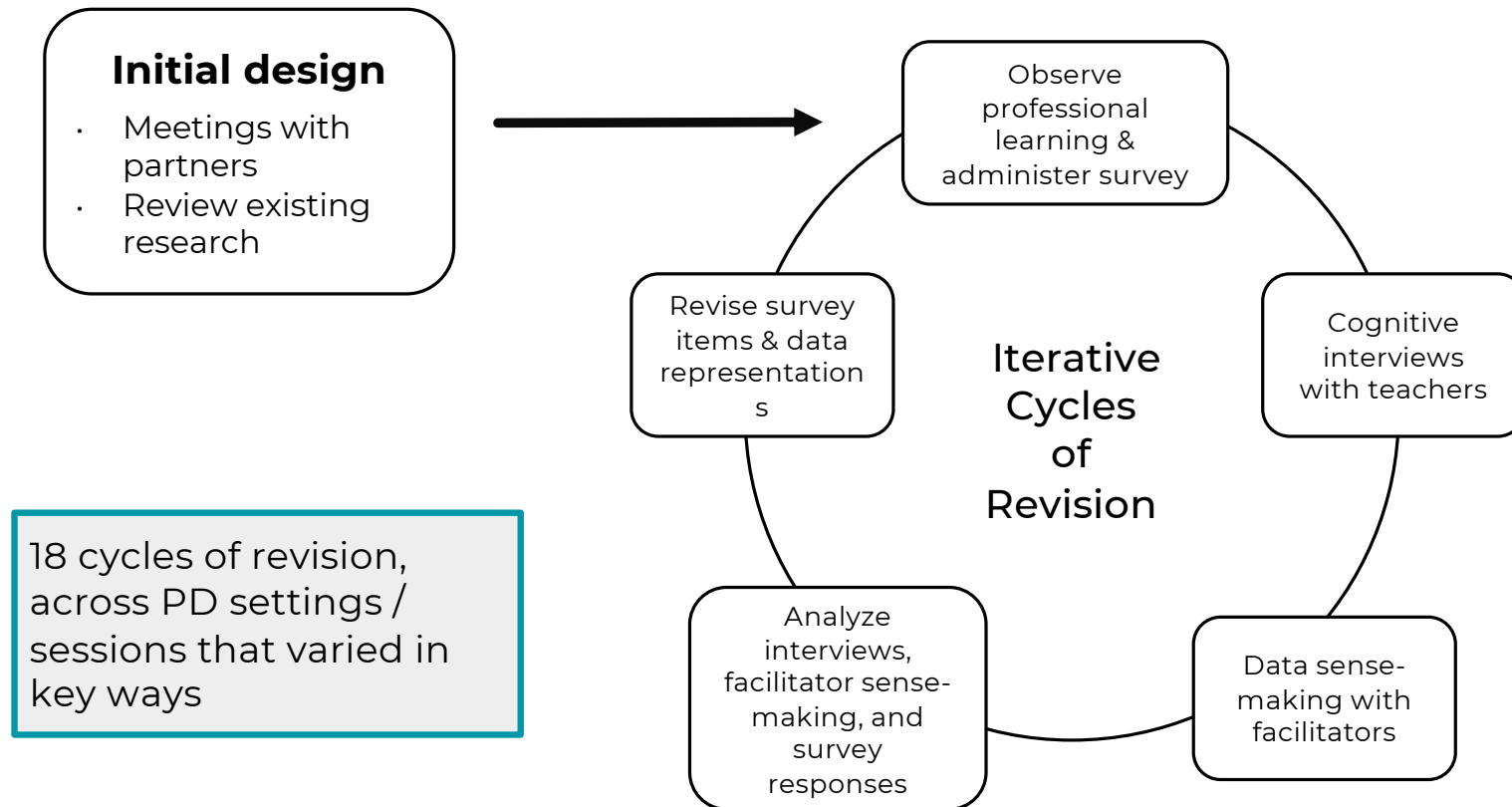


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"1. CPD Survey"

# Development process



Imagine you are facilitating this PD sequence...  
just as Vicki did

### Teacher PD

- Middle grades, school-wide mathematics professional learning community (5 teachers and the principal)
- Five-session **virtual PD** sequence focused on facilitating mathematics discussions

Session  
One

Session  
Two



Session  
Three

Session  
Four

Session  
Five



# Imagine you are facilitating this PD sequence... just as Vicki did

This was an established professional learning community consisting of 5 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 equitable whole group discussion about mathematics
- To explore relationships between equitable teacher actions and student understanding and engagement

## **A Typical Agenda:**

- Introduction to the session in the whole group
- Engaged in a math task “wearing their student hats”
  - Private Reasoning time to consider a math task
  - Small groups to share ideas and work on a math task
  - Whole-group share-out of strategies used to solve the task
- “Wearing teacher hats” - Whole-group debrief of the instructional strategies for conducting a whole-class discussion
- Teachers met in small groups to plan their own facilitation of a similar whole-group discussion

# Considering teachers' responses to the Session 2 Collaborative Professional Development Survey - **Discussion Practices** items

**Familiarize yourself with teachers' survey responses from the PD you just facilitated.**

What do you notice?

**Discuss with your group:**

- What are the teachers telling you about their experiences?
- What might you do next, if you were facilitating this group?



# Teachers' responses to Discussion Practices items in Session 2

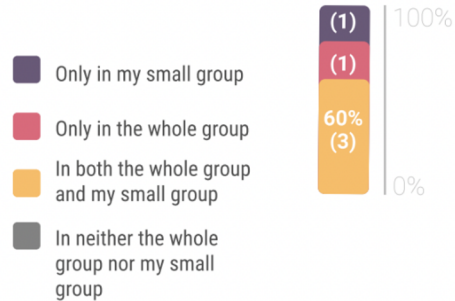
**Familiarize yourself with the data.** What do you notice?

## Discuss with your group:

- What are the teachers telling you about their experiences?
- What might you do next, if you were facilitating this group?

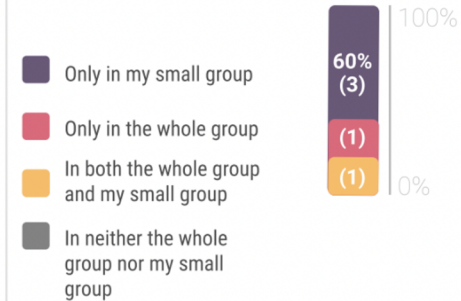
### Question 1

I felt like I could share a mathematical idea I was unsure about



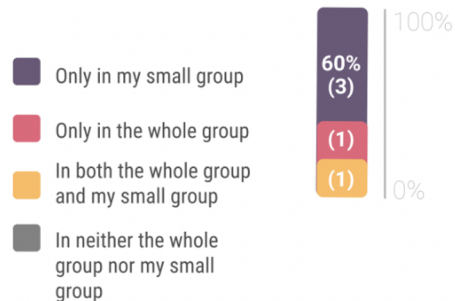
### Question 2

I felt like I could share an idea about teaching I was unsure about



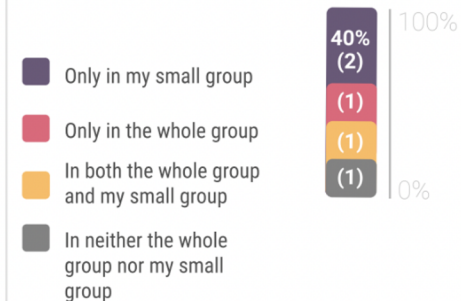
### Question 3

I felt like I could ask others to elaborate on an idea



### Question 4

I felt like I could push back on an idea





## Compare teachers' responses to **Discussion Practices** items across Sessions 2 and 5

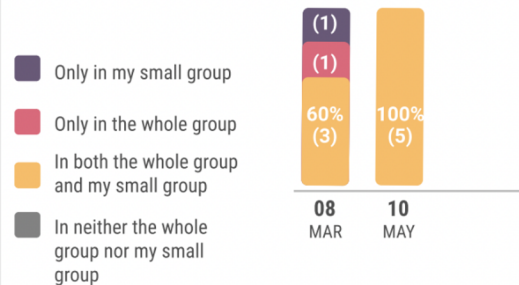
### Share with a neighbor:

If you were facilitating this group and saw this data...

- What conclusions would you make?
- What is the data telling you?

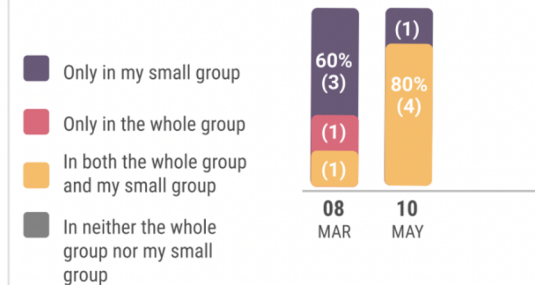
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I felt like I could share a mathematical idea I was unsure about



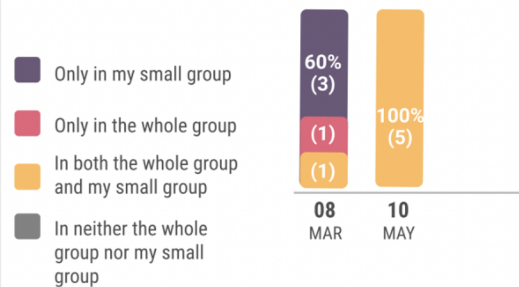
#### Question 2

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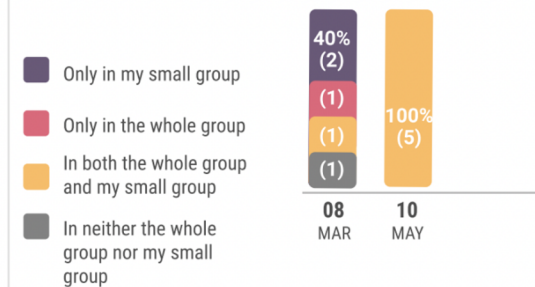
#### Question 3

I felt like I could ask others to elaborate on an idea



#### Question 4

I felt like I could push back on an idea

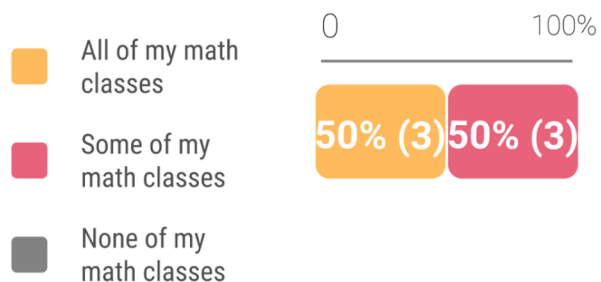


## Another kind of data: Relevance item 9



### Item 9

I feel ready to try something I learned today in:



### What are you planning to try?

Teacher A: I plan to work with discussion frames for my [advanced] 7th grade class. [My advanced] class works the most collaboratively, so there are opportunities to try the new skills..

### In which classes are you hesitant to try something, and why?

Teacher B: 4th period...they are so unwilling to participate openly

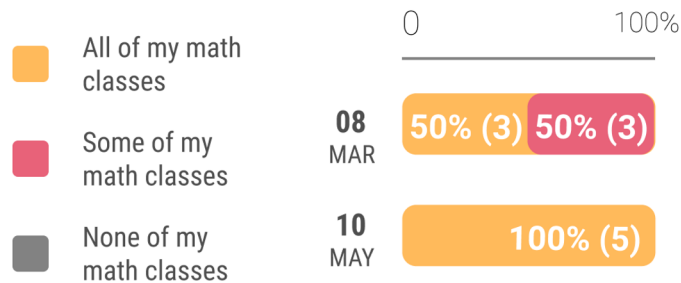
Teacher C: Algebra ... we are taking tests and studying for the final ... I am not sure if that is the time to learn from each other

## Another kind of data: Relevance item 9



### Item 9

I feel ready to try something I learned today in:



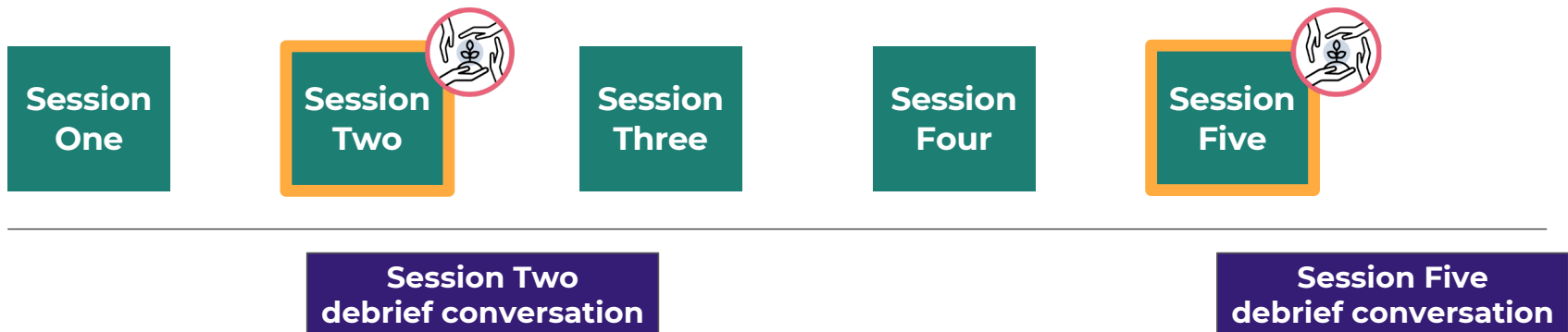
**In which classes are you hesitant to try something, and why?**

I'm hesitant to try some things due mostly to the [Comprehensive Distance Learning] /Hybrid Model we are teaching in. Students are not engaged and it is virtually impossible to manage both sets of students at the same time.

# Context

## Teacher PD

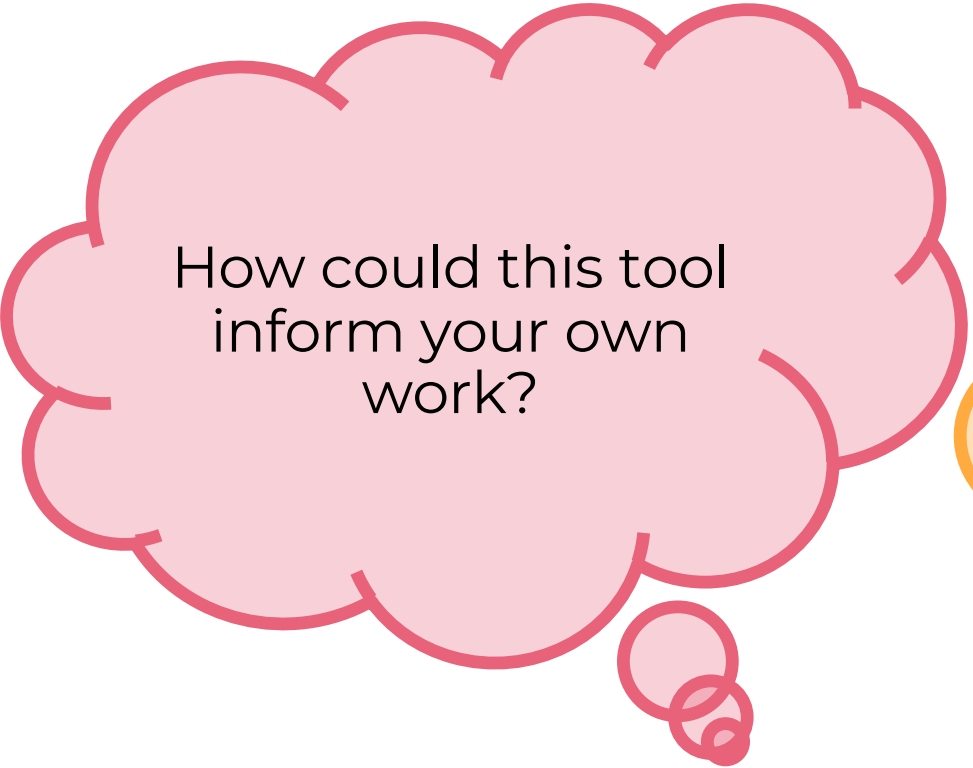
- Middle grades, school-wide mathematics professional learning community (5 teachers)
- Five-session virtual PD sequence focused on facilitating mathematics discussions



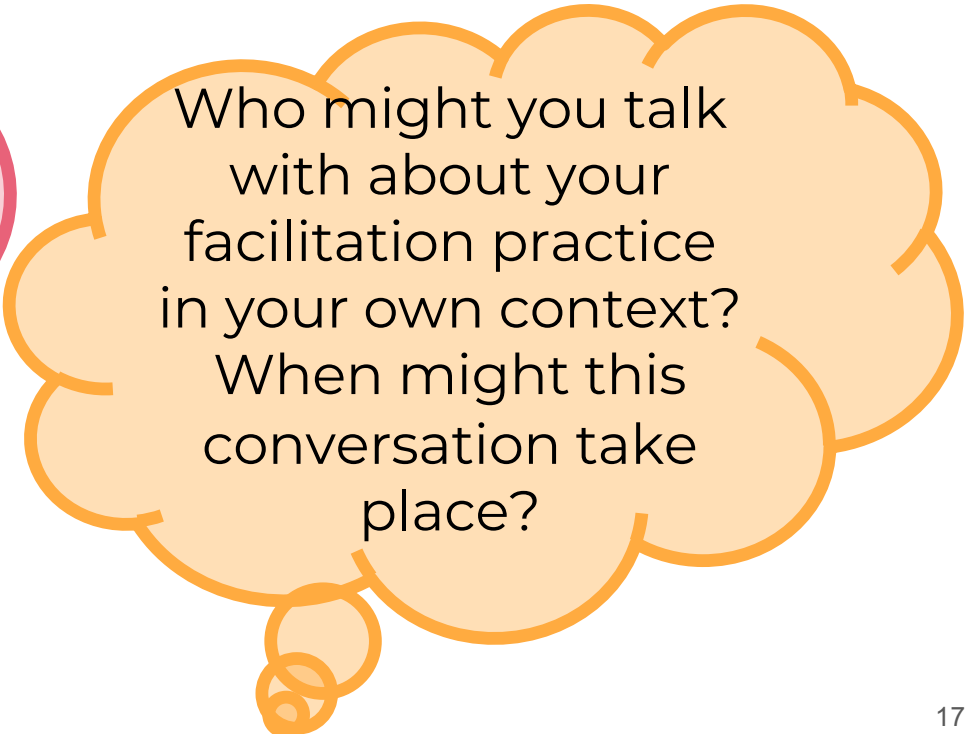
## Facilitator debrief conversations

- One-hour conversation debriefing the session
- Analyzing teachers' survey responses and other data to inquire into facilitation and make decisions about what to try next

## Thinking about your own context: Partner talk

A large, irregular pink thought bubble with a thick pink outline. It has several smaller pink circles of varying sizes trailing off from its bottom right side.

How could this tool  
inform your own  
work?

A large, irregular orange thought bubble with a thick orange outline. It has several smaller orange circles of varying sizes trailing off from its bottom right side.

Who might you talk  
with about your  
facilitation practice  
in your own context?  
When might this  
conversation take  
place?

## District Leader's comments following debrief of comparison data

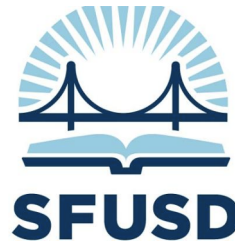
- **Director of Teaching and Learning:** “ We have come so far. The teachers are making great strides and never before have we had data that measures the impact of PD. This brings chills”
- **Middle School Principal:** “I agree. I am so proud of our teachers for committing to this work. (tears)”
- **High School Principal:** “This measures the growth of our teachers and their commitment to improving their math instruction. I wish the HS teachers would have done this same survey.”
- All agreed that had they just seen the March or May data, it would not have been as valuable. The change over time is what provided evidence of continued learning and growth.

## Stepping back: Using the survey to inform instructional improvement

- The survey is just one form of data. It is useful to pair them with other records of facilitation (e.g., video-recordings, session plans).
- The survey should only be used for **improvement** purposes.
- Analyzing teachers' responses (alongside other data) with colleagues is really valuable!
- Building trust is essential to being able to engage in genuine inquiry in relation to the resulting data.

# Shout out to our incredible team!

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**Paul Cobb, Tom Smith, & Sevim Sevgi**  
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University of California - Riverside

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**Cara Haines**  
University of Nevada - Las Vegas

**Hilda Borko & Victoria Doherty**  
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New York University

**Daniela DiGiacomo**  
University of Kentucky

**Michael Jarry Shore**  
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# Thank you!



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Visit our website, where you can  
download the survey:

<https://www.pmr2.org>

If you're interested in other "practical  
measures" focused on math teaching and PD,  
check out this website!

<https://mpm.wested.org/>