Logistics for Today’s Session

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


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

Hannah Nieman, Kara Jackson, & Anita Lenges
University of Washington

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Stanford University

Zuhal Yilmaz
University of California, Riverside
Share what you wrote in the chat (hit enter)!

What tools / resources have you used to learn about your facilitation practice?
PD evaluation forms, exit tickets, feedback
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

*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*

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!
features of high-quality collaborative professional learning experiences
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

To access materials in Drive, type the following into your browser:
Development Process for Measures of Professional Learning

Initial design
- Meetings with partners
- Review existing research

Cycles of revision
- Observe a range of professional learning
- Administer surveys
- Cognitive interviews with teachers
- Data sense-making with facilitators
- Analyze interviews, facilitator sense-making, and survey responses
- Revise survey items & data representations

Data sense-making with facilitators

9
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?

Materials: Handout 2 Jamboard

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

To access materials in Drive, type the following into your browser: http://bit.ly/pmrTDG21
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)
- 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

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?

<table>
<thead>
<tr>
<th>Choice</th>
<th>0</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the whole group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice</th>
<th>0</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only in my small group</td>
<td>25%</td>
<td>(2)</td>
</tr>
<tr>
<td>Only in the whole group</td>
<td>62.5%</td>
<td>(5)</td>
</tr>
<tr>
<td>In both the whole group and my small group</td>
<td>12.5%</td>
<td>(1)</td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question 3
I felt like I could ask others to elaborate on an idea today (select all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my small group</td>
<td>100% (8)</td>
</tr>
<tr>
<td>In the whole group</td>
<td>37.5% (3)</td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

### Question 4
I felt like I could push back on an idea today (select all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my small group</td>
<td>100% (8)</td>
</tr>
<tr>
<td>In the whole group</td>
<td>62.5% (5)</td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my small group</td>
<td>75% (6)</td>
<td></td>
</tr>
<tr>
<td>In the whole group</td>
<td>62.5% (5)</td>
<td></td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

What percentage of people choose both?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only in my small group</td>
<td>37.5% (3)</td>
<td></td>
</tr>
<tr>
<td>Only in the whole group</td>
<td>25% (2)</td>
<td></td>
</tr>
<tr>
<td>In both the whole group and my small group</td>
<td>37.5% (3)</td>
<td></td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

Question 8
Others contributed in ways that were meaningful to me (select all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my small group</td>
<td>87.5% (7)</td>
<td></td>
</tr>
<tr>
<td>In the whole group</td>
<td>75% (6)</td>
<td></td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

What percentage of people choose both?

<table>
<thead>
<tr>
<th>Option</th>
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<tbody>
<tr>
<td>Only in my small group</td>
<td>25% (2)</td>
<td></td>
</tr>
<tr>
<td>Only in the whole group</td>
<td>62.5% (5)</td>
<td></td>
</tr>
<tr>
<td>In both the whole group and my small group</td>
<td>12.5% (1)</td>
<td></td>
</tr>
<tr>
<td>In neither the whole group nor my small group</td>
<td>0% (0)</td>
<td></td>
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</tbody>
</table>
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!

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Thank you!

Visit our website: [https://www.pmr2.org](https://www.pmr2.org)


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