

# Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts

## An Opportunity for 5<sup>th</sup> – 8<sup>th</sup> Grade Mathematics Teachers Invested in Improving Their Instruction and Increasing Student Participation in Meaningful Classroom Discussions

The Center for Professional Development and Education Reform, the Warner Graduate School of Education at the University of Rochester, and the University of Idaho are preparing for the fourth year of a research project funded by NSF to work with 5<sup>th</sup> – 8<sup>th</sup> grade mathematics teachers in rural schools.

### Project Goal

The primary purpose of the grant is to develop, implement, and study an innovative online mathematics professional learning model designed to create high-impact growth opportunities for teachers in rural districts.

### Teacher Participation

Teacher participants will engage in an online professional development course, online video coaching cycles, online teaching labs, and teacher surveys and interviews.

### Project Component Dates and Times

- **Teacher Recruitment** – May 2019-August 2019
- **Online Information Sessions for interested teachers (optional):**
  - May 28, 2019 (7:00-8:00 pm EST, 4:00-5:00 PST)
  - June 19, 2019 (7:00-8:00 pm EST, 4:00-5:00 PST)
  - *If you are unable to attend one of the sessions above, and would like more information, please contact Cyndi Carson at [ccarson3@u.rochester.edu](mailto:ccarson3@u.rochester.edu).*
- **Teacher Commitments Due** – September 9, 2019
- **Online Project Kickoff Meeting**
  - October 1, 2019 (7:00-8:00 pm EST, 4:00-5:00 PST)
- **Online Professional Development Course**

*All sessions will take place at 7:00-9:00 pm EST, 4:00-6:00 pm PST*

  - October 8, 2019
  - October 15, 2019
  - December 10, 2019
  - January 14, 2020
  - January 21, 2020
  - March 10, 2020
- **Online Teaching Labs**

*All teaching labs will take place at 7:00-9:00 pm EST, 4:00-6:00 pm PST*

  - October 29, 2019
  - January 28, 2020
- **Online Video Coaching Cycles**

*(participants and their coaches will determine specific dates and times for each coaching cycle)*

  - October 30, 2019-December 9, 2019 (Cycle 1)
  - January 29, 2020-March 9, 2020 (Cycle 2)

## Core Components and Benefits to Participation

### Online Teaching Labs

- Each participant will take part in two online teaching labs that focus on productive mathematical discourse in the mathematics classroom.
- Each teaching lab will consist of a group of teachers led by project personnel to review a lesson plan around a cognitively demanding task. Participants will view video of project personnel implementing the lesson in a 5-8 mathematics classroom. While watching the video, participants will gather evidence of student thinking and learning to engage in a reflective conversation about content and pedagogy.

### Online Professional Development Course

- Consists of six synchronous online sessions (two hours per session), aimed at orienting participants toward high-leverage discourse practices that facilitate productive classroom discussions.
- Each session will consist of participants engaging in rich mathematical tasks and discussions using the text *5 Practices for Orchestrating Productive Mathematical Discussions* (Smith & Stein, 2018).
- Between each synchronous online session, participants will engage in asynchronous activities such as readings and journal reflections. Asynchronous activities will take approximately 45 minutes -1 hour of time between each synchronous session.

### Online Video Coaching Cycles

- Participants will take part in two online video coaching cycles that involve synchronous and asynchronous components with the goal of engaging participants in reflective practice. Online video coaching will involve video-recording of classroom instruction (equipment provided by the project).
- Participants will be encouraged to implement ideas from the online professional development course and teaching labs into the lessons they utilize for online video coaching cycles.

### Research Activities

- Consists of teacher surveys and interviews about beliefs of mathematics teaching and learning, recordings of online course participation and online coaching sessions, teacher surveys and interviews about experiences being coached, and observations of teacher instruction.

### Participant Stipend & District Professional Learning Stipend

- Participants will receive \$500 for completing all components of the project.
- School Districts will receive \$500 per participant to use for professional learning costs of their choosing.

### Questions? Please contact:

Dr. Jeffrey Choppin (Principal Investigator) at [jchoppin@warner.rochester.edu](mailto:jchoppin@warner.rochester.edu)

Dr. Julie Amador (Co-Principal Investigator) at [jamador@uidaho.edu](mailto:jamador@uidaho.edu)

Dr. Cynthia Callard (Co-Principal Investigator) at [ccallard@warner.rochester.edu](mailto:ccallard@warner.rochester.edu)

Cynthia Carson (Project Coordinator) at [ccarson3@u.rochester.edu](mailto:ccarson3@u.rochester.edu)

**If interested in learning more about this project,  
click here to complete the Interest Form.**