

Welcome to

**Facilitating Professional Growth
In the Teaching of Mathematics
In Early Childhood**

DAY 3

Reflective Practice

Four Corners

Which job best describes your feelings about
facilitating Professional Growth



- **Museum Curator**
- **Farmer**
- **Personal Trainer**
- **Financial Planner**



Daily Focus

- Day 1: **The Whole Teacher**
- **Day 2: Parallel Processing**
- **Day 3: Reflective Practice**



Daily Agenda

- **Let's Do Math**
- **Big Ideas of Facilitation**
- **Try & Apply**

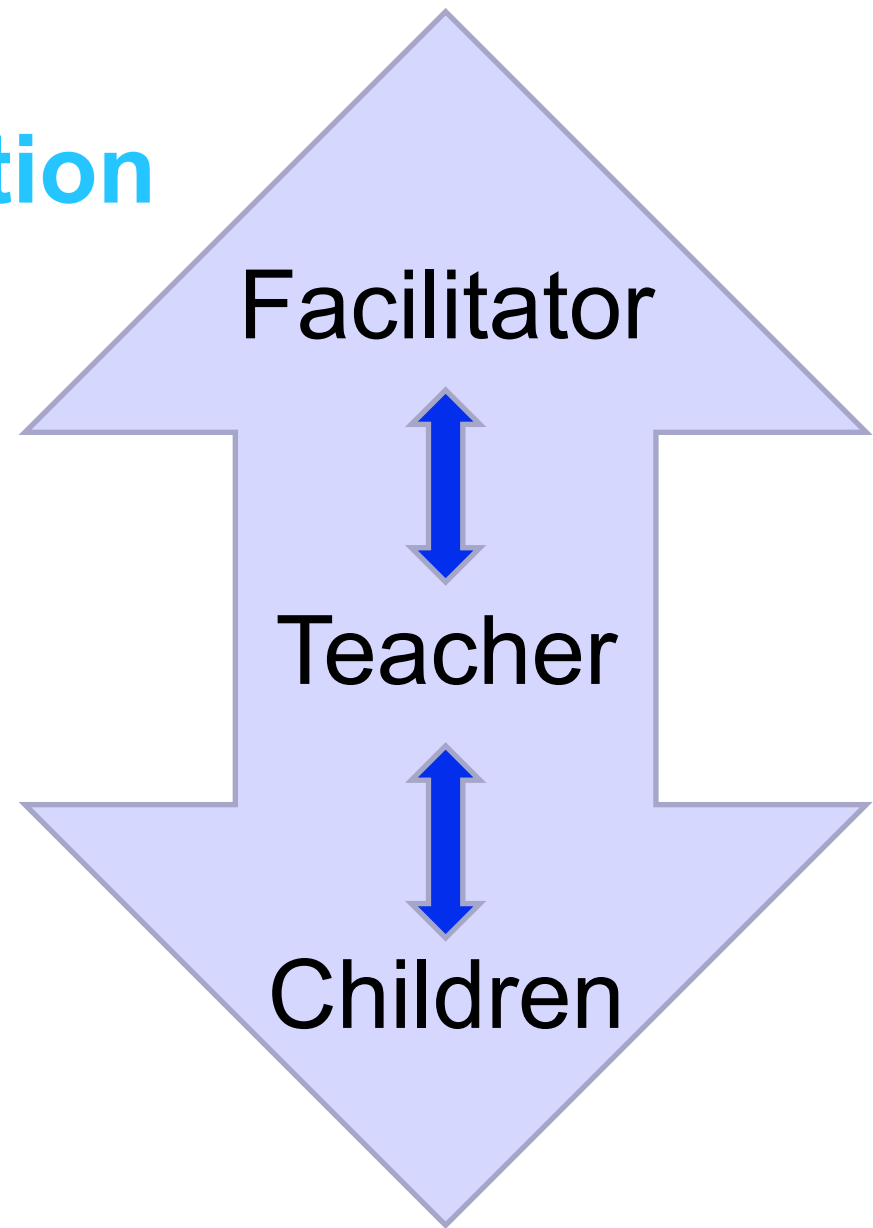
Big Ideas of Facilitation

Facilitating
Professional Growth
of the Whole Teacher

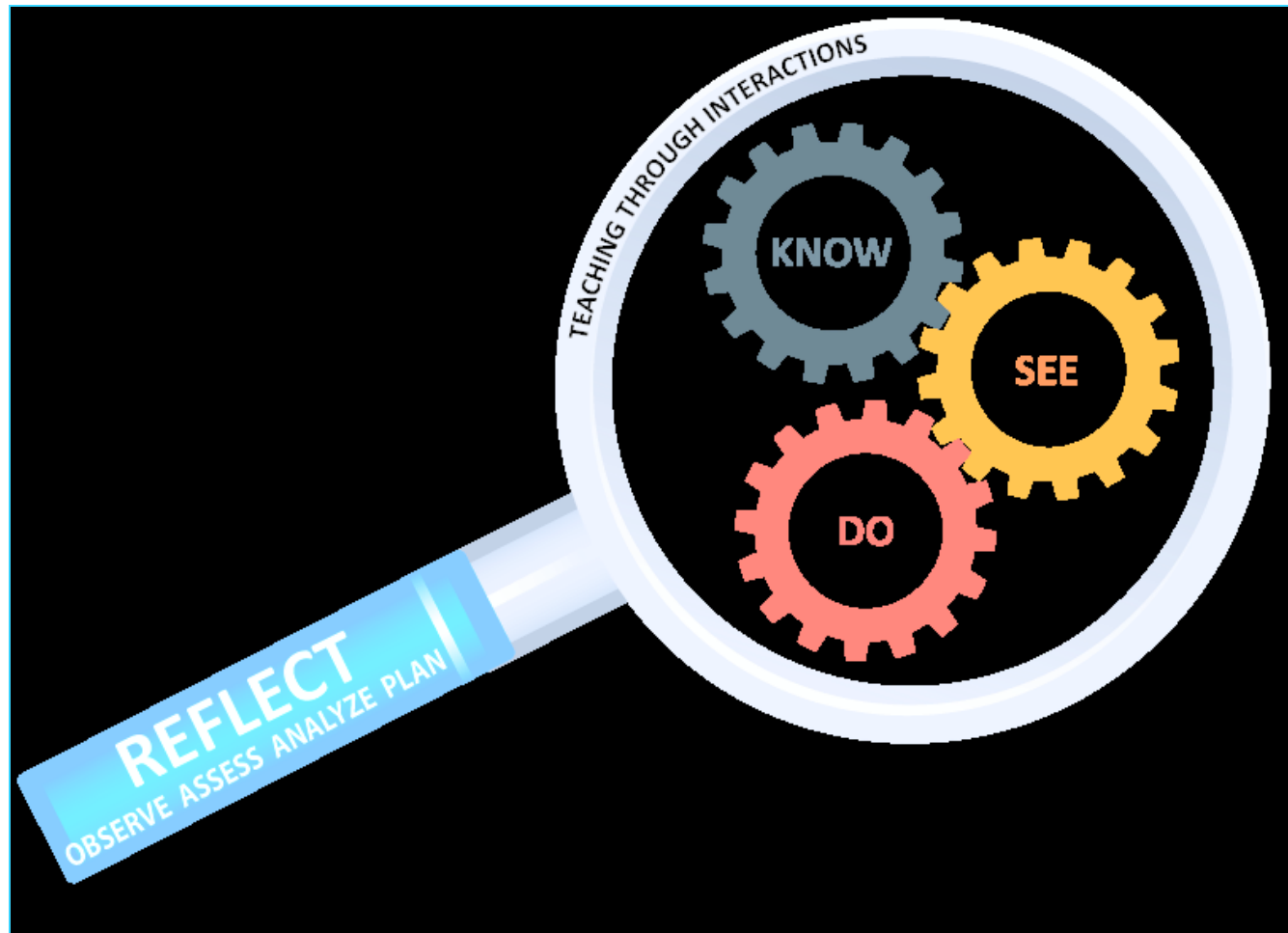
Calls for

Reflective Practice

at all levels



Bridget Hamre's framework for change





KNOWING

- Understanding foundational mathematics and current information on how to children learn these concepts as well as current knowledge of how to promote the development of these concepts.



SEEING

- Identifying effective teacher-child interactions that promote the kind of mathematical dispositions that lead to mathematizing in action – both in others as well as in one's own interactions.



DOING

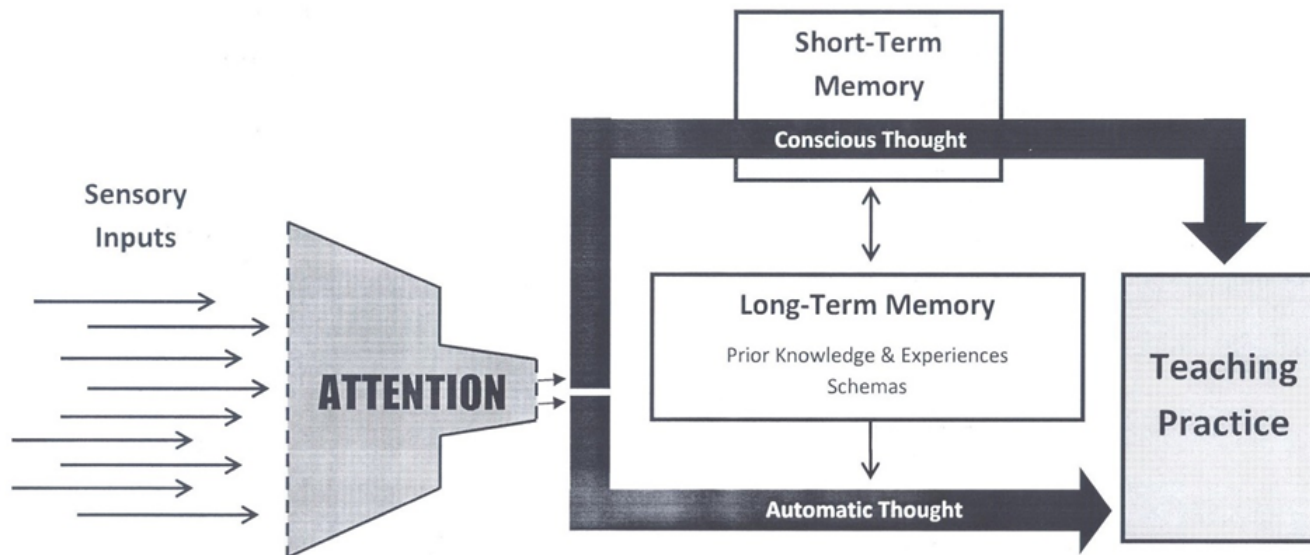
- Enacting effective teacher-child interactions that lead to mathematizing in the classroom.



REFLECTING

- Engaging in self-observation and critical analysis of teaching with goal of becoming more effective

Figure 1. Dual-process model of cognition as applied to teaching in early education classrooms.

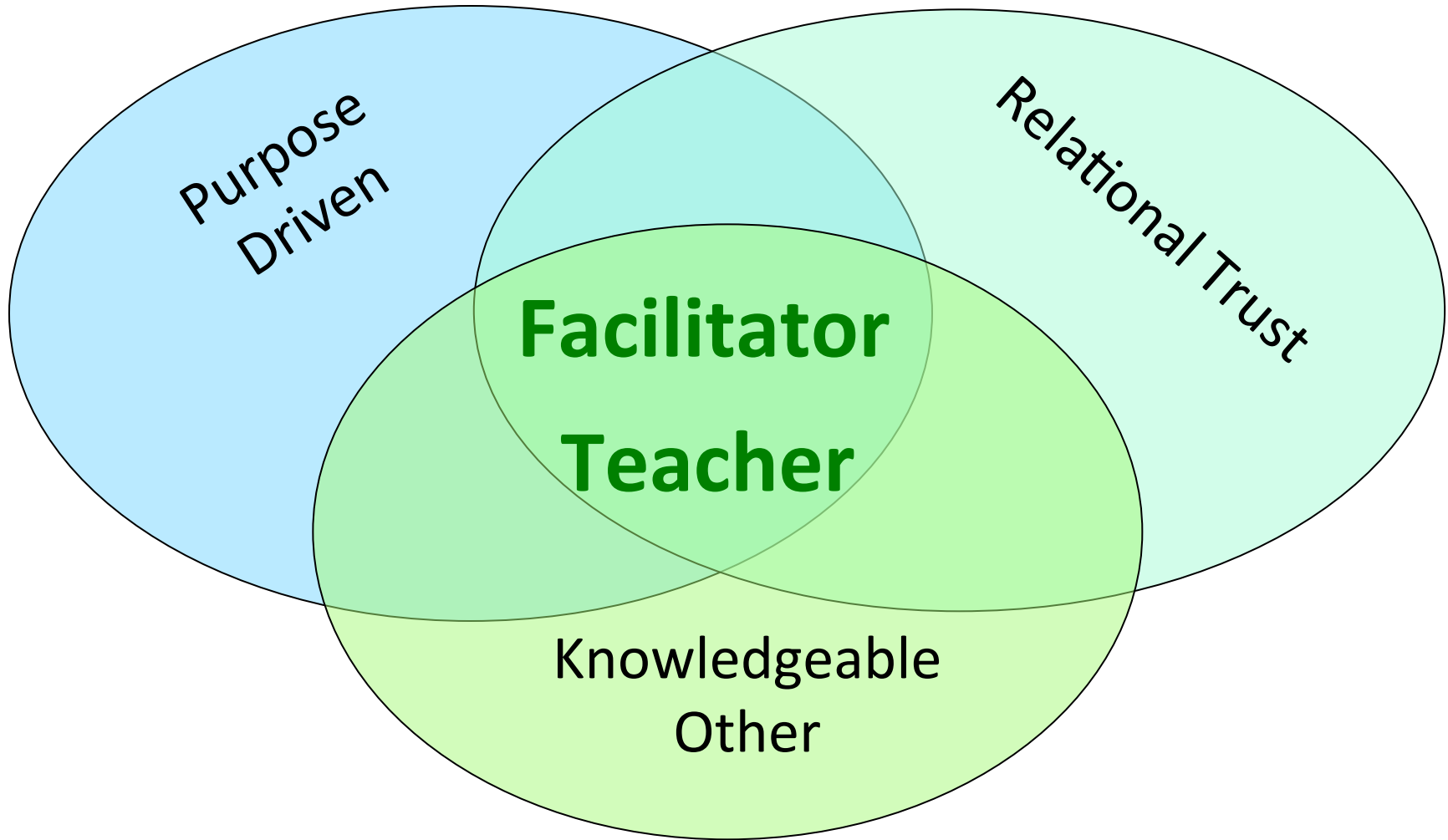


Goals of Coaching

Moving the **conscious acts of effective teaching** into **unconscious**, automatic schemas than can be enacted more efficiently and consistently

Moving **ineffective, unconscious** schemas into the **conscious** so that teachers can be more aware of and stop these behaviors

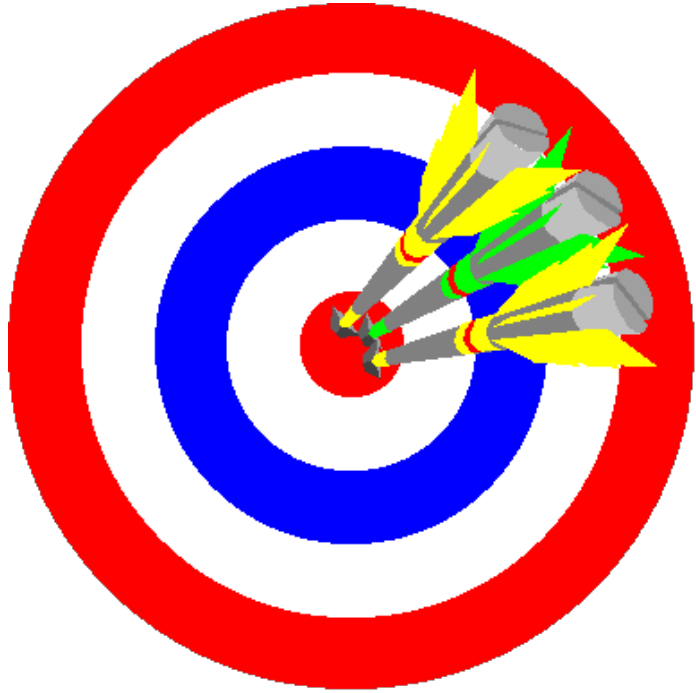
Facilitating Reflective Practice



Good Reflective Practice is PURPOSE-DRIVEN

FOCUS ON:

- What went well & why?
- What was evidence of learning/growth?
- What might I do differently another time?



Relational Trust



Knowledgeable Other

The best guides are familiar with the terrain.



Facilitating Professional Growth

TRY & APPLY

Conducting planning conversations

Observing and taking data

Giving productive feedback

The Power of Video

Coach/Facilitator

- **Objective**
- **Focused visual examples**
- **3rd eye and ear in the observation**

Teacher/Facilitatee

- **Objective**
- **Allows for personal “Aha” moments**
- **Widens their perception of the teaching episode**

The Power of Video

In your triads

Refer back to your observation notes from yesterday.

View the video again and choose no more than a 2 minute segment to give feedback on the focus question.

It can be one continuous clip or a maximum of 3 separate clips

Try & Apply

Giving Effective Feedback

**In your triads,
The coach offers feedback to
the teacher on the data taken
about the focus question.**

What do you notice as this experienced teacher & coach reflect on the Shoe Sort Research Lesson?

Reflecting on your own practice in facilitating reflective practice, What did you see/experience:

- **That was confirming?**
- **That was challenging?**
- **That you want to incorporate into your practice?**

***MOOD* MUSIC**

How Might

MINDSET

Impact

PROCESS

Facilitating Professional Growth uses the **CAIR Principle:**

**Closely Attend,
Intentionally
Respond**

**What does it mean for
Facilitators to CAIR About
Teacher's Attitudes & Beliefs?**



**Teachers to CAIR about
Learner's Attitudes & Beliefs?**



**Everyone to use CAIR to reflect
on their practice ?**

**What does it mean for
Facilitators to CAIR About
Teacher's Knowledge of Math?**



**Teachers to CAIR about
Learner's Knowledge of Math?**



**Everyone to use CAIR to reflect
on their practice ?**

**What does it mean for
Facilitators to CAIR About
Teacher's Classroom Practice?**



**Teachers to CAIR about
Evidence of Learner's Mathematical
Understanding**



**Everyone to use CAIR to reflect on
their practice ?**

MANAGING COMPLEX CHANGE OR TRANSFORMATION

Vision + Knowledge and Skills + Motivators + Resources + Action Plan **CHANGE**

Knowledge and Skills + Motivators + Resources + Action Plan **CONFUSION**

Vision + Motivators + Resources + Action Plan **ANXIETY**

Vision + Knowledge and Skills + Resources + Action Plan **PUSH-BACK
&
RESISTANCE**

Vision + Knowledge and Skills + Motivators + Action Plan **FRUSTRATION**

Vision + Knowledge and Skills + Motivators + Resources **TREADMILL
& LITTLE
CHANGE**

Let's Reflect
What is a big
Take-away
from today's session?

