

Administrator' s Webinar – Part I – January 18, 2021

Participation Summary:

Board/Association	Registered	Attended	Resp to Eval
CQSB	6	4	2
EMSB	1	-	-
ESSB	-	-	-
ETSB	7	5	2
Littoral	-	-	-
LBPSB	-	-	-
NFSB	-	-	-
QAIS	-	-	-
RSB	13	12	5
SWLSB	2	1	1
WQSB	7	5	1
Totals	36	27	11

Responses to Evaluation N= 11 40.7%

SA = Strongly agree A= Agree Dt= Doubtful D = Disagree SD Strongly disagree

I received all the information required regarding the Webinar. **SA = 81.8% A 18.2%**

I received the information regarding the webinar in a timely manner **SA 63.6% A= 27.3% Do 11.4%**

The goal of this PD experience was clear to me prior to my arrival **SA = 63.6% A 36.4%**

Briefly describe why you have chosen to participate in this professional development opportunity.

Very interested in math and mindset

I have always had an interest in math and now as an administrator I always look for PD to help support my team. GREAT PD session!!!

Many teacher colleagues and one Principal colleague in particular have taken part and highly recommended that I do too. The fact that this was offered as two-part overview worked for my schedule as it is impossible for me to leave for a few days to take part up in any workshop up north. I look forward to part 2 of the workshop in April. many thanks for organizing.

I am working on providing teachers with the most up-to-date best practices. We are streamlining our offer to student and I am preparing for the 2021-2022 school year.

I am wanting to support my teachers and help them improve their practice.

As a former math teacher and now administrator, part of my responsibility is to help support teachers in anyway that I can.. I also enjoy learning new strategies in order to help engage students in learning and was glad I was given the opportunity to take part.

To be better informed about how to support teachers develop a more open mindset so that they may help students think about math with a flexible /open mindset.
In Math and education in general it is imperative that there is a shift in thinking. "Changing Mindsets..." is the perfect topic for this discussion.
Wanted to live and experience Dr. Dixon's presentation as I am constantly hearing how great she is and how her method is having a positive impact on teaching mathematics to students.
I want to support my teachers in math. We have focused a lot on languages in the last few years, now it's time to include the maths.
Always learn more about how to be the best pedagogical leader for my school

The content of the webinar session was representative of my needs as an Administrator. **SA = 63.6% A 36.4%**

The amount of content in the webinar was appropriate. **SA = 54.5% A 45.5%**

The pacing of the webinar session was appropriate **SA = 81.8% A 18.2%**

How would you rate the presenter's facilitation of your webinar session **5 = 91.0% 4 = 9%**

What feedback could we give the presenter to improve your experience in the future?

She was great. Loved the problems and really engaging with them
Send the presentation and links ahead of time. Everything else was great!
It was very well presented. I very much enjoyed the workshop. Thank you once again.
Nothing worth mentioning
Nothing at this point. Was a very interesting session. Thank you!
You did a wonderful job balancing content covered with engagement as well as allowing for voice without putting people on the stop...
Make more references to students who struggle.
have the session available as a recording
this was an excellent presentation.
She is passionate about what she is doing, and it shows. I loved the videos with the examples and the interaction with other participants. 2 hours in my day was a bit long but I understand that it was the right timing for this session.
Ask for each participant's previous experience with content and main challenges in implementing best practices

List the top four (4) characteristics that makes someone good at mathematics:

Wants to try/ not afraid to fail, listens to the thinking and strategies of other, communicates clearly their thinking and sees there are many ways to attempt a problem
knowledge, confidence, abilities and able to solve problem
Patience, relationships, PD, openness to new ideas-shifting that culture of 'we have always done math this way'.
conceptual understanding, contextualizing, inquisitive, resilient
willingness to make mistakes (trial and error), able to visualize and explain their learning/reasoning, enjoys playing/working with numbers and math concepts, curious
<ul style="list-style-type: none"> - Strong foundation in Mathematics) - Problem solver & able to apply knowledge to new situations - Strong reasoning capabilities - They enjoy making connections or identifying relationships between concepts
Knowing the learning intention; Having a growth mindset; perseverance-I didn't get it yet; Engagement- using everyday language -Understand how it relates to authentic context; A deep understanding;
willingness; perseverance; sense; risk-taker
able to explain their steps, can demonstrate their understanding using drawings, learn from their mistake, is able to help others
not afraid of always having the right answer, open to discover with students
resilient, open, not afraid (to make mistakes) and social (I am a proponent of social learning theories- we learn by working/struggling with others, communicating, etc)

If you were to observe a teacher's math classroom for one or more lessons, list the top three (3) things you would look for in order to decide whether or not the instruction is high quality?

Questions that makes kids think, wait before asking for the reveal of the answer, identification of common errors.
room for errors, lots of different ways to communicate knowledge, team work
Allowing students to lead the strategies in solving the problem. Not provide the answer. Allow students to scaffold and problem-solve together. Teacher is the guide. RELEVANCE to real world. Making that connection.
Student driven, guilt free question driven, facilitating discussion
Teacher allows students to come up with strategies/figure things out, students are engaged, students can explain their answers/reasoning, trial and error is encouraged.
<ul style="list-style-type: none"> - Student engagement & the opportunity for students to "math talk" - Questioning/timing (was the teacher able to ask the right question at the right time) - Did students have the opportunity to examine different approaches to solving the same tasks/problems.
Learning intention; flexible instructional structure. Questioning; students justifying; small group Hands-on learning-Students using manipulatives;

1. student's reaction when they get a question wrong; is the environment safe; has appropriate time been given to explore different strategies
use of manipulatives, safe learning environment, allow for students to explain their process
having the students explaining their ideas, asking questions to scaffold the understanding
Give students time to struggle (on their own), rich scaffolded tasks that allow for multiple solution pathways, opportunity for open questions, more creativity, allow students to evolve through phases of learning: concrete-representation and abstract (not teach logarithm right away), well orchestrated math talk

What support mechanisms do you feel your *school board could provide* to help you continue to grow professionally after this PD experience?

Offer this type of session to teachers on ped days
More PD about changing mindsets...
My school board is supportive. We have wonderful consultants who continuously share best practices in class.
Provide teachers with deeper understanding of the intertwining of mathematical concepts. How to step away from Units that are algorithmically driven.
Continue supporting teachers and being available for support.
We have a lot of new teachers (as well as some experienced teachers) that need to be exposed to the strategies outlined in this workshop. I would need support on how to best approach this with teachers over the short and long term...Support from consultants would be helpful.
Teacher workshops to promote growth mathematics mindset. opportunities for teachers to engage in math sessions to deepen their understanding of math.
Sessions with Juli Dixon would be a good start
Continue offering the math camp in the summer and TQE
a PD with teachers who did not attend the math institute
Time to talk to my fellow admin colleagues to see how we can realize our pedagogical roles

What support mechanisms do you feel *LCEEQ could provide* to help you continue to grow professionally after this PD experience?

I like that it was remote. No need to displace myself. Continue to offer distance option and still provoke thinking
More information on how to help the mindset change in school and class
No specific answer to share. Anything LCEEQ provides has always been at a high standard.
Observations of model classrooms
Share available resources, further workshops.

More workshops to engage in professional conversations so that we can participate a facilitate the professional development of our teachers.
Follow up session
Offer more opportunities like this one. With Zoom, we can participate in more of them on a yearly basis.
a PD with teachers who did not attend the math institute
Enroll in a year long support process with specific goals (multiple meeting times with specific tasks interspersed)

Is there any other feedback or recommendations that you wish to provide the organizing committee?

As stated above, I found it convenient to attend a session without needing to travel to and from. I believe this would also encourage others in the future.
None. Simply thank you.
Stepping out of my comfort zone - move away from traditional ways- to deepen my own understanding of learning more flexible ways to interact with math.
continue finding brilliant workshops
Thank you for doing this.
More sessions, thank you for INITIATING. Now let's continue

Winner of the \$ 50 Gift Card



Veronique Frenette, Riverside School Board