Returning Participants – Part I – January 2021

Participation Summary:

Board/Assoc.	Reg K-3	Attend K-3	Resp to Eval	Reg 4-6	Attend 4-6	Resp to Eval	Reg Resource	Attend Resource	Resp to Eval
CQSB	6	6	4	5	5	4	5	5	4
EMSB	4	4	4	1	1	1	3	3	2
ESSB	2	2	2	2	2	2			
ETSB	3	3	3	4	4	4	3	3	3
Littoral									
LBPSB	5	3	3	4	4	4			
NFSB				1	1	1			
QAIS	1	1	1	1	1	1			
RSB	2	2	2	3	3	3	3	3	3
SWLSB	4	3	3	3	3	3	3	3	3
WQSB	2	2	2	3	3	3	2	2	2
Totals	**29**	**26**	**24**	**27**	**27**	**26**	**19**	**19**	**17**
			92.3%			**96.3%**			**89.5%**

Overall Responses to Evaluation N= 67 89.3%

Please indicate to which Cohort you belong C1 = 13 C2 = 13 C3 = 16 C4 = 10 C5 = 15

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

I received all the information required regarding the Webinar. **SA = 85.1% A 13.4% SD 1.5%**

I received the information regarding the webinar in a timely manner **SA 74.6% A= 22.4% Dt 1.5% SD 1.5%**

The goal of this PD experience was clear to me prior to my arrival **SA = 68.6% A 29.9% SD 1.5%**

I use tasks that lend themselves to multiple representations (e.g. physical, symbolic, visual, contextual, or verbal) strategies or pathways

Consistently = 16.4% Often 65.7% Sometimes 16.4% N/A admin 1.5%

I use tasks that encourage student explanation and justification of student thinking.

Consistently = 25.4% Often 47.7% Sometimes 25.4% N/A admin 1.5%

I provide opportunities for students to compare different representations]

Consistently = 22.4% Often 46.3% Sometimes 28.3% Rarely 1.5% N/A admin 1.5%

My students share, listen and critique each others' ideas to clarify and deepen mathematical understanding and language.

Consistently = 10.4% Often 37.4% Sometimes 46.2% Rarely 1.5% N/A admin 1.5%

I strategically invite participation in ways that facilitate mathematical connections.

Consistently = 12.% Often 58.2% Sometimes 23.8% Rarely 4.5% N/A admin 1.5%

I pose questions that deepen students' understanding or promote meaningful reflection.

Consistently = 9.% Often 49.2% Sometimes 37.3% Rarely 3% N/A admin 1.5%

I give students time to think about different ways to approach a problem]

Consistently = 23.5.% Often 60.% Sometimes 15.0% Rarely 1.5%

I encourage students to use their own strategies and methods.

Consistently = 35.8.% Often 53.7.% Sometimes 9.% Rarely 1.5%

I ask students to compare different methods and explain why a strategy is a good choice.

Consistently = 19.4.% Often 47.8.% Sometimes 28.3.% Rarely 4.5%

My students use manipulatives in the classroom to make sense of the mathematics]

Consistently = 49.2.% Often 35.8.% Sometimes 15 %

I explicitly discuss mathematical errors or misconceptions and how to overcome them.

Consistently = 22.4.% Often 34.3.% Sometimes 37.3.% Rarely 6 %

I encourage making multiple attempts.

Consistently = 43.2.% Often 44.8.% Sometimes 10.5.% Rarely 1.5 %

I ask students to compare different methods and explain why a strategy is a good choice.

Consistently = 15.% Often 44.7.% Sometimes 35.8.% Rarely 4.5 %

My students use manipulatives in the classroom to make sense of the mathematics.

Consistently = 43.2.% Often 34.3.% Sometimes 19.5.% Rarely 3 %

I use observations and students' responses to determine what students understand.

Consistently = 37.3.% Often 55.2.% Sometimes 6.% N/A admin 1.5%

I use student thinking to inform in-the-moment discourse]

Consistently = 22.3% Often 58.2% Sometimes 16.5% Rarely 1.5 % N/A admin 1.5%

I use student thinking to inform future lessons.

Consistently = 26.9% Often 55.2% Sometimes 16.4% N/A admin 1.5%

The content of the webinar session was representative of my needs as a Mathematics teacher.

SA = 67.1% A 32.9%

The amount of content in the in the webinar was appropriate.

SA = 76.1% A 22.4% Do. 1.5 %

The pacing of the webinar session was appropriate.

SA = 76.1% A 22.4% D. 1.5 %

If you disagreed with any of the statements in Question 13, please indicate why:

- I would like the pace to be a bit faster, meaning less time on personal questions from participants.

How would you rate the presenter's facilitation of your webinar session:

Grades K-3	**Thomasenia Adams**	(N= 24)	**5 = 91.6%**	**4 = 4.2%**	**1 = 4.2 %**
Grades 4-6	**Ed Nolan**	(N = 26)	**5 = 88.5%**	**4 = 11.5%**	
Resource	**Juli Dixon**	(N = 17)	**5 = 88.2%**	**4 = 11.8%**	

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

Thomasenia Adams:

it was great and just what I needed to continue... thank you
I enjoyed having the chance to attempt problems, and discuss the complexity of problems in small groups.
I enjoy working on Math examples that we can use in our own classroom.
I would love to have the handout ahead of time so I can print it and write my notes directly on it as I did when I attended the summer institute.
It was great
She was excellent. Thank you !
It would be nice to create a bank of tasks ready use in the classroom. It would also be nice to create some in small groups (breakout rooms).
The presentation was excellent.
None, I love the way today went. Thank you. It was perfect in the timing as well.
Nothing! It was refreshing and wonderful! I miss Math Institute summers. Thank you so much for organizing a follow up with previous cohorts.
Keep calling on us to answer questions that you have for us. Keep using the chat to answer our questions! So cool that it was interactive!!!

Ed Nolan

All good! Looking forward to the next one.
All good. This was also a lesson in how to lead an online class effectively. Well done!
I enjoyed the webinar today and I liked how we interacted in many ways.
I would like the pace to be a bit faster, meaning less time on personal questions from participants...;)
You are already an expert in your field and obviously well prepared. Keep doing what you do best. I am a better math teacher because of your hard work and guidance.
I really enjoyed the presentation. It served as a refresher to remind me of what was important. The rubric and sample problems were especially helpful. The only part that was less effective was the video of the Pizza 2/3 serving question as we had spent a lot of time with that with Juli during our session in person. Would have loved to have seen a new problem that I hadn't seen before. Appreciated Ed's calm and positive manner. It felt informative without being boring. I felt engaged. Many thanks. These DNA sessions have changed my teaching so much. The best PD that I have had in my 26 years. Being able to revisit it from time to time helps keep it fresh and relevant. Thank you for offering it!
None, I would like more just the same.
Thank you- the group appreciated your openness to discussion through the session
Incorporation of manipulatives and visuals even during virtual event really helped. Having links to documents needed ahead of time would help facilitate things- sometimes lag in internet connection and switching from zoom to open in browser or print delayed participation.
He's fantastic!!
I loved the workshop, it was an excellent reminder of great math teaching and it helped me to reflect on my teaching. I would like more help creating level 4 problems.
I honestly think of much. Ed does such a great job. I really hope we can get together this summer!!
Nothing! Ed always delivers!
I feel that what we did today will help me moving forward with the tasks my class will do in the future. I need to use my students' thoughts, errors and strategies more in class. Also, get my manipulatives into their hands on a more consistent basis.

Juli Dixon

It would have been helpful to address grade 1 math situations.
I wish it were longer! But I loved it! It was great to have the opportunity to share and discuss with colleagues using what we know and learned. The pacing was perfect and the task really meaningful for our context.
I would have preferred to have the notes in advance so I could have printed and been ready with them for the session.
Would like more problems that are Grade 1 and 2 level
I really enjoyed breakout rooms and intervention from the presenter.
Come interact with the group more often in the breakout rooms
Have the handouts a little larger so we could see them better. Or send them out ahead of time so I didn't have to flip between pages to see all of the information.
Its amazing how quickly the day goes by in theses sessions. I truly enjoyed my time at these sessions, and it really gets me thinking. We often do not get workshops tailored to resource and small group instruction, so this was very much appreciated. I hope we will get more opportunities to attend workshops like this in the future. Thank you!!
Juli is amazing. I love her examples and how they make us think. I always walk away with something to reflect on and try with my students. Thank you!
I thoroughly enjoyed my day. I appreciate to be put in a student's shoe/perspective. I am thankful for the resources shared. I wish she had time to visit all breakout rooms
This session was great! Juli is always so interesting and informative. This was a wonderful refresher. I cannot wait to try some new things in the classroom next week. Thank you!
Please do another session in April!

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

Grades K-3

having that kind of webinar every year
discussion with consultants or have time to discuss with colleagues at school
Coming up with a bank of higher leveled questions for every new concept taught.

I would love to be able to meet and talk with other cycle one teachers about their best practices. I work in an isolated area so I am the only cycle one math teacher.
Continuing to develop and share ideas/ rich tasks through PD and on the board google drive.
Manipulatives for the classroom.
discussions with the math consultant
I took a two-year break from teaching to stay at home with my baby so I feel like I have forgotten so much... I would maybe like to visit a class whose teacher is really applying the TQE process.
Time to work with Math department.
sessions with cohort members to discuss what practices are going well and what we need help with, throughout the year.
more workshops
Greater access to manipulatives. We share our manipulatives across 6 classrooms.
More funds to purchase manipulatives.
at the moment, everything is ok
I think the math consultants can talk about this TQE process as a PD experience to more enrich more teachers.
Purchase the book for the individuals that participate in the workshop.
Time to meet with colleagues
Follow up from consultant
I would love to have one of these webinars once a term. It's a great refresher and reminder and gives us lots of ideas to use and try.
Continued PD and opportunity to meet with other teachers to create and discuss tasks
It would be great to find ways on merging what we have learned here with situational problems and application problems. Finding a way to make it directly relate to what we need to report on.
Break out with people from our board to analyze the evaluations we use to find out whether they are 1-4 tasks and how we can make them higher end questions.
How to include differentiated learning into my teaching.

Grades 4-6

More PD
In class coaching
Release time to pair up and write a "bank" of level 3 and 4 questions to use as teaching tools at our school/cycle
Time to plan with teachers of the same level.
More release time to create rich tasks...
more PD sessions for math
Some release time to create rich tasks...
Buy manipulatives for all math teachers
To allow us to cut back on completing textbook work in order to be able to apply more hands-on class practise sessions on word problems.
Session with our colleagues who have done the math seminar and would like to plan 3-4 lessons together and share common experiences / struggles with certain concepts.
Continue to give us these PD opportunities and provide the school with these math books with demanding cognitive task ideas
More of these types of opportunities for other teachers that haven't had the opportunity to attend these in-depth sessions. Keeping offering subs and sessions with DNA. These short sessions remind those of us who have done the sessions of what is important.
All teachers should have this workshop, I think many teachers are still stuck using the algorithm and do not go further. It is so useful for some students that are struggling with math concepts.
DNA math seminars across the cycles so we can build a better cross cycle program
meeting time to collaborate on planning
Time to collaborate and continue the discussion with others about what we've learned.
PLCs, available manipulatives for each classroom
I would love for my math consultant to visit and demonstrate math lessons in my class.
More PD in math and once Covid is gone, more Summer Institute formations!
Time to develop higher level problems with cycle colleagues and the questioning.
I think the math summer institute should be available to our SETs, HSA's so every one is on the same page. I'm just lucky that the people I work with trust my process, but I wonder if all schools are as lucky as me.

I think my board is doing a great job providing resources and PD.
more of the same kind of workshops
extra time for me to plan and confer with other teachers to come up with learning goal and tasks that allow students to develop deeper thinking and not just procedural math
Access to more webinars like we did today.

Resource Teachers

Time
To have structures and classroom materials that align with the method
Working together to level-up some tasks used in class, to work on it with our special needs students
Workshops similar to what Danielle Chaput facilitated last year for teachers in Cohort 5 to further understand and implement what we learned at the MSI would be helpful. That was very well done and useful.
Follow-up and more support on how to use the TQE process in remedial math, differentiation in small groups and Resource groups, better assessment of students who are struggling conceptually
Situational problems with regards to teaching conceptually and assessing students in meaningful ways.
-Release time for the resource teachers that attended SI to meet to plan tasks -Time to present what we would plan to other resource teachers that did not attend SI
Another hands-on workshop like today where we have rubrics and instant feedback to help us.
Have a larger supply of manipulatives for the students to use.
Follow up sessions with school board consultants
The new rich tasks bank is awesome! I would love to see it keep growing.
We have a math PLC. I am wondering about pairing math and resource teachers for PD.
More sessions like this offered to other (MORE) teachers.
A follow up session to today's session...
Some release time to sit with our cycle team and to work on developing questions and lessons targeted at a higher-level demand.
More of this type of webinar would be great!
More webinars with DNA. So great! I got as much out of today as a day at St. Sauveur. More please!

From the list of teaching practices below, which three would be your top priority for professional development? [First choice]

- ✓ **Designing and facilitating rich math activities that allow for student sense-making 74.6%**
- ✓ Eliciting and responding to student thinking 7.5%
- ✓ Establishing and maintaining expectations for student participation
- ✓ Identifying and teaching towards an instructional goal 13.4%
- ✓ Orienting students to each other's ideas
- ✓ Recognizing students as competent contributors towards developing understanding 3.0%
- ✓ Representing student thinking and key ideas 1.5%

From the list of teaching practices below, which three would be your top priority for professional development? [Second choice]

- ✓ Designing and facilitating rich math activities that allow for student sense-making 10.5%
- ✓ Eliciting and responding to student thinking 22.4%
- ✓ Establishing and maintaining expectations for student participation 13.4%
- ✓ Identifying and teaching towards an instructional goal 23.7%
- ✓ Orienting students to each other's ideas 12.0 %
- ✓ Recognizing students as competent contributors towards developing understanding 10.5%
- ✓ Representing student thinking and key ideas 7.5%

From the list of teaching practices below, which three would be your top priority for professional development? [Third choice]

- ✓ Designing and facilitating rich math activities that allow for student sense-making 6.0%
- ✓ Eliciting and responding to student thinking 18.0%
- ✓ Establishing and maintaining expectations for student participation 10.5%
- ✓ Identifying and teaching towards an instructional goal 12.0%
- ✓ Orienting students to each other's ideas 21.0%
- ✓ Recognizing students as competent contributors towards developing understanding 13.2%
- ✓ Representing student thinking and key ideas 19.3%

What content should be the focus of future PD (i.e. what content area or curricular goal(s) do you feel least prepared to teach conceptually?

Situational problem
I think we have covered the main areas. However, it could be helpful to review the basics and best ways to support students who are just not getting it yet. I have done the sessions for cycle 2 and now resource, but it would be helpful to know how to approach cycle 1 content for my modified or weaker students.
I am not sure. I find teaching time a difficult concept.
decimals
Connections between decimals, fractions, and percentages! Biggest struggle for cycle 3 kids.
questioning techniques
Situational Problems (multi-step)
Division and Fractions
Geometry
Fractions is such a big one so always good, also decimals (number sense involving place value with decimals etc.)
Decimals/fractions/percentage (conversion)
Rubrics
Decimals and percentages
Resource approach was great for k+ and I think that an extension of what we did today with more time to tweak problems and assign rubric grades for problems would be very beneficial.
evaluation
Place Value, Geometry
situational word problems
I am not strong at teaching angles/flips/slides any of that would be great!
Kindergarten content
questioning, fostering resilience in math
Place Value
How to get students to think about a word problem and make sense of what is asked of them.

I appropriate the constant revision of asking 'open ended' questions
word problems and situational problems
decimals
place value
board consultant, so not answering :)
Time
unsure
Adapting material
Situational Problems
Fractions/Decimals
Recognizing equivalent expressions with decimals. Connecting fractions and decimals.
identify a teaching goal
Long Division
Fractions/decimals/percent, converting units (cm/m/km)
number sense
How to solve situational problems.
Introducing fractions
Evaluating students on bigger complex problems (Situational Problems) without breaking down the complex problems into a series of smaller problems.
How to tackle situational word problems (with multiple concepts and steps)
Making students aware that situational problems are the most realistic math they learn throughout their schooling. I tell my students all the time that "word problems", and "situational problems" are the most real-life math they will see and getting them prepare to solve them. They panic, they are afraid to answer them. Maybe a PD on unpacking large situational problems would help prepare teachers more to get students unafraid of word problem if that makes any sense lol.
not sure
The creation of high-level cognitive demand questions.
fractions
decimals

Decimals
I loved Cheryl's idea of how to use something similar to fraction kits to help students learn about measurement and to enforce that they understand that each unit of measurement is based on 10. The visual representation would be great and I will use this to help my students once we get to that chapter.
Fractions! Trying to make it meaningful to the students in different ways. This seems to be a concept they struggle with.
Number sense
How to convert between different units of measurement
fractions
Using operations flexibly
missing term
Creating tasks
decimals and percent
Involving my students more in their learning through their questions, their strategies, their thinking, more higher-level tasks that challenge them more.
Place Value
More of the same. Rich tasks and high-level questioning examples.
Fractions
time and fractions
I am just beginning to get comfortable teaching the grade one curriculum and I would love to see examples of how to introduce different concepts when the students have no prior knowledge.
Time. I have ways to teach it, but I feel that for some students, it just stays out of reach...
situational problems done with gr.1 students. especially students SHOWING their understanding (they can't write out much that is understandable on their own, sometimes. and it is hard to ask each and every one of them what they understood).
Fractions Decimals
Situational problems
I like the Math talk. The words to use and/or not use in class or group discussions. "Is your answer reasonable"

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

Thank you for all your insights! I feel privileged to be part of this Group
Amazing PD and wonderful to have the opportunity to continue learning of TQE process during school year when we can implement things we learned with our students right away.
Thank you for organizing and hosting this PD session!
Thank you for providing a webinar for Resource Teachers! It has been something I have been looking for after completing the Summer Institute.
It was wonderful, thank you so much for organizing it.
Love it! Thanks
I would love to have the handout ahead of time so I can print it and use it to record my notes.
Well Done! Continue to mention to our consultants to write us and tell us to check our email for the next session as it might not appear in our inboxes unless we do a search for it.
Great job everyone! Had a great day!!
No, well done!
No, the DNA seminars are always informative.
Always well done, I would love another resource meeting in April!
Thank you for organizing this! For those of us who didn't download the links, is there a way to have access to them again?
A look at strategies that help students with goals for the long run.
No, Thank you for providing us with these amazing opportunities!
another session for resource teachers please
This was amazing. I always learn so much! Thank you!
Provide as many opportunities as you can for us to do webinars like today.
Thank you for such an engaging day!
Please add another Resource session in the spring! :)

Winner of the $ 50 Gift Card …….

Grade K-3 **Annie Lemay,** Eastern Township School Board

Grade 4-6 **Melissa Russell** Western Quebec School Board

Resource Teacher: **Renée C. Halmos**, Central Quebec School Board