

New- Uninitiated Participants – Part I – January 2021

Participation Summary:

| Board/Assoc. | Reg K-2 | Attend K-2 | Resp to Eval | Reg 3-4 | Attend 3-4 | Resp to Eval |
|---------------|-----------|------------|--------------|-----------|------------|--------------|
| CQSB | 6 | 6 | 5 | 5 | 5 | 4 |
| EMSB | 1 | 1 | 1 | 3 | 3 | 3 |
| ESSB | | | | 2 | 2 | 2 |
| ETSB | 5 | 5 | 4 | 4 | 4 | 4 |
| Littoral | | | | | | |
| LBPSB | 1 | 1 | | 2 | 2 | 1 |
| NFSB | | | 1 | | | |
| QAIS | 3 | 3 | 2 | 2 | 2 | 1 |
| RSB | 6 | 5 | 5 | 5 | 5 | 5 |
| SWLSB | 5 | 5 | 3 | 5 | 5 | 5 |
| WQSB | 3 | 3 | 2 | 2 | 2 | 1 |
| Other | | | | | | 1 |
| Totals | 30 | 29 | 23 | 30 | 30 | 27 |
| | | | 79.3% | | | 90.0% |

Overall Responses to Evaluation N= 50 84.7%

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

I received all the information required regarding the Webinar. **SA = 66.0% A 34.0%**

I received the information regarding the webinar in a timely manner **SA 70.0% A= 30.0%**

The goal of this PD experience was clear to me prior to my arrival **SA = 56.0 % A= 42.0 % Dt 2.0%**

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

SA = 50.0 % A= 50.0 %

The amount of content in the in the webinar was appropriate. **SA = 62.0 % A= 38.0 %**

The pacing of the webinar session was appropriate **SA = 56.0 % A= 42.0 % Dt 2.0%**

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

Grades K-2 **Thomasenia Adams** (N= 23) 5 = 60.9% 4 = 39.1%

Grades 3-4 **Juli Dixon** (N = 27) 5 = 74.1% 4 = 25.9%

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

Thomasenia Adams:

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| There seemed to be a difficulty when trying to copy paste in the chat box. |
| Unfortunately, the link did not work... but I know this is not always in our control. |
| I would have liked to have the handout before the session. I would have liked to take notes to match the slides that were being shown. If I was at school, I would have just printed it, but I was encouraged to work from home and don't have a printer at the house. Other than that, I think the presentation was very well done. We had some good discussions and it was a nice reminder to make sure we are prioritizing the students' learning process. Thank you! I look forward to the next session in April. |
| Make sure the activity/question clear |
| Thomasenia did the best that she could. There were slides and interactive exercises...Unfortunately, technology does not always work the way that we want. |
| Breakout links didn't work, so unfortunately that time was wasted. |
| Provide the notes earlier so we could have had them printed before the webinar started. |
| There wasn't a presenter in the breakout room; there could have been a slide made for the task to accomplish in the room to be sure it's clear and well understood |
| make a google doc for future reference |
| Perhaps a few more concrete examples. I really loved the videos! |
| Better explanation on how to get manipulative (paper plate dots activity) |
| For the first question, we could have used more time. :) |
| I appreciate the videos of the students that were shown. Thank you for a great presentation. |
| I don't have any recommendations. The facilitator did a good job of getting things going and giving everyone the opportunity to share. |
| I wish that I met you in my first years of teaching. |
| Technology was the problem, not presenter. |
| She's really great! Clear, concise, relevant , approachable, and engaging |

Juli Dixon:

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| provide additional time |
| Provide additional time if possible. |
| Loved this online zoom! My first one that I actually was active and engaged. |
| Thank you for a great job. It was engaging and I learnt so much. |
| Entire presentation was excellent. Thanks so much! |
| More time |
| It was really good. Really, really. I enjoyed it, it also built up my confidence. |
| This was the best webinar I have attended. I was able to stay engaged and curious the whole time. Thank you. |
| It was great, I loved how we had the papers sent to us but also had the option to do the activity online |
| My experience was wonderful. Juli is engaging even on Zoom :) |
| I loved this workshop. It was very eye-opening and will definitely change the way I teach math starting immediately. Thank you! |

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

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| Actually see it in. action in a classroom setting! |
| Additional manipulatives for safe classrooms in a Covid-19 environment - individual pieces for each student, ... |
| additional resources such as platforms |
| Allow some collaborative time with the other teachers from my board who attended. |
| An inventory of maths manipulatives or tools available within schools. |
| Compensated release time to have time to meet with colleagues and to create early numeracy materials for exploratory work |
| continue offering PD like this regularly |
| Developing different types of word problems |
| Giving time to meet to discuss with other teachers what one has learnt during a workshop. |
| I have been well supported by my board. I received the Mathematics for teaching through my bookclub. |
| I think provincially we need to have a more consistent approach to teaching math. |
| I would love to continue participating and also, I think it would be great if we could meet in few weeks and share our experience about using the information we received today. |
| I would love to have a copy of the textbook for our school. Continuing to offer workshops like this and making sure staff has access to them. |
| If there were opportunities to meet up later to share ideas/resources. |
| In class visits from consultant to give us direct feedback (just like we do with our very own students). |
| It would be nice to have other teachers in our school participate in the same workshop so that we can work together on applying what we learned, share our ideas and experiences and maybe be able to then share with others who did not attend. |
| It would be nice to receive a copy of the book discussed in the PD so we can read and question between sessions |
| Local roundtable discussions on implementing these practices |
| manipulatives |
| More funds for manipulatives and materials and more training for all teachers. |

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| More math professional development |
| MORE OF THESE WORKSHOPS |
| More online or face-to-face PD. In-class support through team-teaching, pairing experienced SMI participants with less experienced ones. |
| More PD on differentiation and problem solving. |
| More resources |
| more seminars |
| More time to plan using the strategies presented |
| None at this time...we are well supported |
| Offer the summer math institute again when Covid-19 is over |
| ongoing workshops |
| Opportunities to discuss with other teachers who attended the workshop how they applied the material presented in their classroom. Doesn't have to be a conference, but just a platform where we can get together and share examples from our classroom that worked and didn't work. |
| opportunities to talk to this team of teachers |
| Other webinars would be great! |
| Provide access to the paper copy of Making Sense of Mathematics for Teaching K-2. |
| Provide additional platforms where we can come together as a community of learners. |
| provide more hands-on workshops about lessons |
| Provide us with funds to purchase class sets of manipulatives, release time to meet with our cycle team & resource teachers to plan together. |
| providing more workshops like this |
| Purchasing the book: Making Sense of Mathematics for Teaching Grades K-2. |
| Release time to prepare some concrete word problems and manipulatives |
| Riverside has done a great job. We have had quite a few math workshops. |
| the books and materials/manipulatives mentioned in the session plus some release time to prepare read the books and prepare the materials |
| The books mentioned in this webinar |
| the latest technology |

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| Those training are very helpful |
| Time out of the classroom to plan and get resources for more meaningful math lessons. Also time out of the classroom to plan long term, greater depth math L.E.Ss |
| Time to develop problems |
| to continue delivering this presentation to as many teachers as possible |
| To have copies of Juli's books in schools. This would be great! |
| Workshops to plan with our consultant. |

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 68.0%**
- ✓ Eliciting and responding to student thinking 12.0 %
- ✓ Establishing and maintaining expectations for student participation
- ✓ Identifying and teaching towards an instructional goal 2.0 %
- ✓ Orienting students to each other's ideas 2.0 %
- ✓ Recognizing students as competent contributors towards developing understanding 6.0%
- ✓ Representing student thinking and key ideas 10.0%

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 10.0%
- ✓ Eliciting and responding to student thinking 24.0 %
- ✓ Establishing and maintaining expectations for student participation 12.0 %
- ✓ Identifying and teaching towards an instructional goal 14.0 %
- ✓ Orienting students to each other's ideas 16.0 %
- ✓ Recognizing students as competent contributors towards developing understanding 18.0%
- ✓ Representing student thinking and key ideas 6.0%

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 12.0%
- ✓ Eliciting and responding to student thinking 10.0%
- ✓ Establishing and maintaining expectations for student participation 18.0 %
- ✓ Identifying and teaching towards an instructional goal 16.0%
- ✓ Orienting students to each other's ideas 14.0%
- ✓ Recognizing students as competent contributors towards developing understanding 12.0%
- ✓ Representing student thinking and key ideas 18.0 %

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?

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| Planning and timing. Already I allocate 90 minutes in total everyday for math and I still have students who have weak number sense. |
| How to teach online? What tools can we use? |
| new vocabulary |
| higher grade levels and complex problems |
| Word problems |
| Fractions |
| Fractions and telling time (which go well together) |
| fractions |
| place value |
| fractions/decimals/percent |
| how to create situational problems |
| support for struggling students; exploring misconceptions their basis and how to address them |
| situational problems |
| Division with bigger numbers, converting measurements |
| fractions |

I would be happy to review all of them! Refreshments are always good.

Fractions

Geometry

subtraction

I am not sure what to answer since teaching Math is all new to me this year...

at risk students - outside the regular boundary of differentiation

Place value concepts, fractions

Math - Fractions

More math problem solving- specifically application and situational problems

solving situational problems

geometry

besides mathematics, the subject of science.

Situational Problems

Getting students to thinking in order to write

How to come up with tasks that will allow for discussions to occur more easily, where multiple answers can be attained for math talk to take place. Knowing how to ask questions that will elicit meaning for young learners in kindergarten.

Mathematics and Sciences

I think place value is a valuable part of the curriculum to focus on next.

Situational Problems

kindergarten bilingual math concepts up to 20 recognize

place value, fractions

problem solving

Fractions

Situational problems in mathematics.

Designing rich math ideas.

everything... anything will help

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| fractions |
| problem-solving |
| measurement, decimals |
| Rich Math Tasks, or way to support students when solving Situational Problems. |
| measurement - passage of time with young learners |
| Maintaining engagement when abilities in a classroom vary greatly from one student to another. |
| Number sense in the early grades was the biggest concern for me because I have always taught the higher grades, however I now believe everyone should begin with the basics and work their way up through the grade levels in order to have a deeper understanding and be able to differentiate learning for struggling or advanced learners no matter what grade they are teaching or what level their students are at. |
| continuing to build number sense |
| Student-led exploration of mathematical concepts. |
| More focus on Cycle 2 and 3. |

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

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| None at this time |
| Implementation of mathematics through technology |
| Thank you for this opportunity! |
| I found the afternoon session particularly helpful |
| more time to discuss questions |
| Perhaps ask the attendees how they feel about being called upon spontaneously. There can be a certain degree of anxiety that makes it difficult for some to explain themselves, more so to adults, than to children. |

I am looking for the next session. If there will be anything to print, can we receive it earlier to not stress printing while participating in the meeting, please?

Thank you! I really appreciated this webinar!

Job well done. The interaction was impressive especially over zoom.

Next time, I would love to have the presenter's slideshow before so I could print it. Thank you!

LCEEQ conferences are always incredible learning opportunities. I walk away feeling reinvested in teaching and refreshed and ready to get back to the classroom

Thank you for putting this together and providing us with this professional development opportunity. Juli was great! So knowledge!

Thank you for providing this session. I found it challenging at times with the novel vocabulary (ie measurement division) which did not always seem logically named but overall I was happy to have opportunities to test out thinking in small groups and see questions be answered

Wonderful workshop! It got me thinking about making the children more active participants in their learning.

Thank you for a truly amazing day of learning. I am looking forward to April 15!!

Very useful! Thanks

I enjoyed every aspect of this. There was so much to learning

Very impressed

Thank you so much!

Thank you for this wonderful opportunity!

Thank you! Greatly enjoyed this workshop!

Thank you for sharing your knowledge and fostering a safe environment to learn.

Winners of the \$ 50 Gift Card



Grade K-2

Katrina Paxton

Eastern Townships School Board



Grade 3-4 **Brittany Cerveira** Sir Wilfrid Laurier School Board