Ruth Heaton

Teachers Development Group
Portland, Oregon

Background

Elementary Teacher

Michigan State University, PhD

University of Nebraska-Lincoln

Teachers Development Group
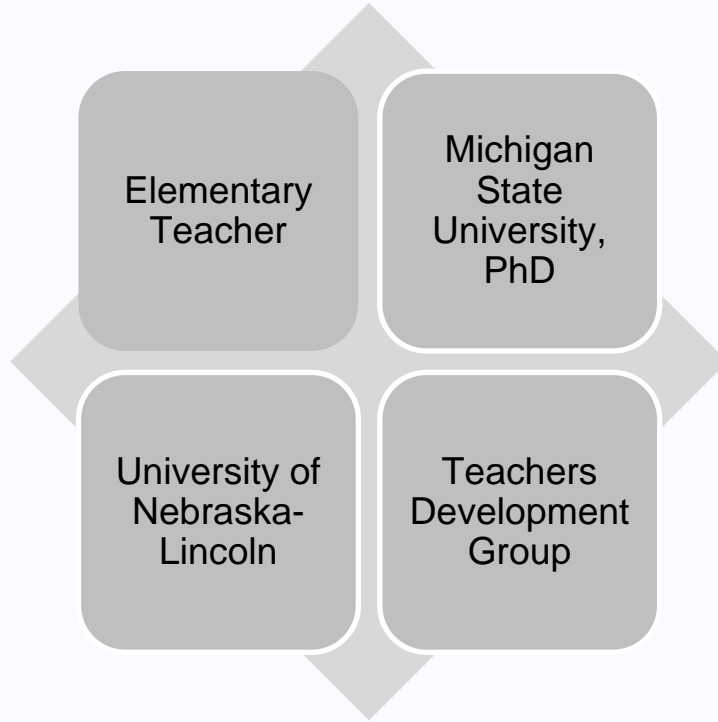
Teachers Development Group

A non-profit organization dedicated to improving all students' mathematical understanding and achievement through meaningful, effective professional development for teachers and school leaders.

Research ⟷ Practice

★ *Teaching Mathematics to the New Standards: Relearning the Dance*
(Heaton, 2000)

★ *Learning from Practice About Improving the Quality of Mathematics Teacher Research*
(Smith & Heaton, 2013)

★ *Translating Professional Development for Teachers into Professional Development for Instructional Leaders*
(Carlson, Heaton, & Williams, 2017)

★ *The Efficacy of Research-Based "Mathematics for All" Professional Development*
(Melhuish, et al, forthcoming JRME)
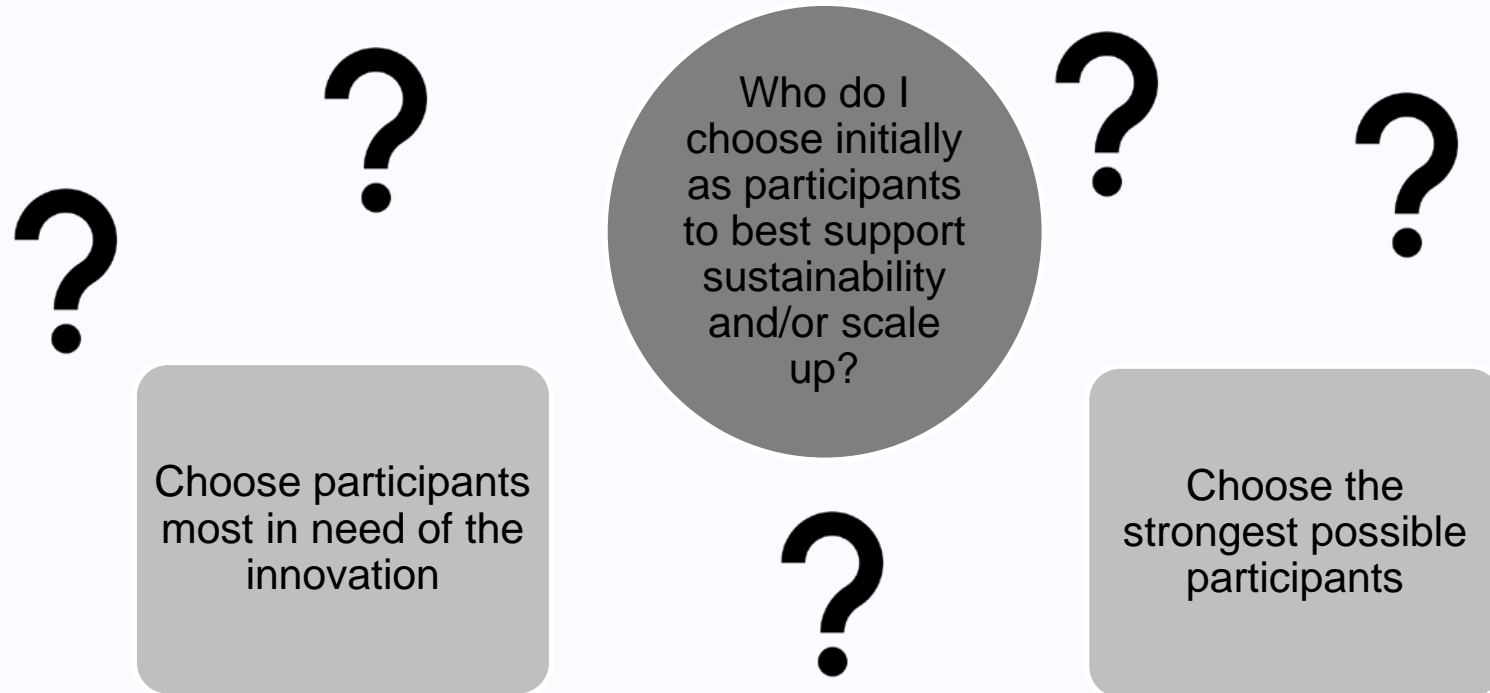
Professional Development Projects

Teachers Development Group

- Math Studio
- Co-learning Math Project
- Community-Centered Math Studio
- Rehumanizing Math Early On
- Math Pathways

University of Nebraska-Lincoln

- Math Matters
- Math in the Middle
- Nebraska Math
- Primarily Math
- Math Early On

Dilemma in PD Design

Who do I choose initially as participants to best support sustainability and/or scale up?

Choose participants most in need of the innovation

Choose the strongest possible participants

Plan professional development for multiple years with participants who are already learners and leaders.

Learning Trajectories for Teachers: Designing Effective Professional Development for Math Instruction
(Sztajn & Wilson, 2019)

Teachers as Learners (Feiman-Nemser, 2012)

REPHRASE THE QUESTION

Who are the participants who are learners who will commit over time to learning my innovation in meaningful ways so they build their own capacity to later lead the innovation?

- Recruit **volunteers.**
- Recruit participants who are seen by others and view themselves as **leaders.**
- Choose participants who are in **schools with strong leadership**.
- Strong teachers and leaders stick together. **Sustainable change needs to be systemic**.
- Choose pairs, teams, or school communities who **work together as colleagues**.
- Build capacity of **early adopters to become innovation leaders**.

Design an innovation whose enactment necessitates generative growth. (Franke, Carpenter, Levi, & Fennema, 2001)