



Examining an Online, International Exchange Professional Development Program for High School Teachers

StoryCircles Approach

StoryCircles is an innovative form of professional development for supporting secondary mathematics teachers to see and intervene on their own instructional practices. StoryCircles gathers teachers to share ideas about how a lesson could unfold by inviting them to script, visualize, and argue about a lesson in order to collaboratively build a storyboarded representation of a lesson.

Related Literature

Brown, A. M., & Herbst, P. (in press) On designing better structures for feedback in practice-based professional development: Using "failure" to innovate. *Journal of Mathematics Teacher Education Special Issue: What went wrong? Learning from less successful professional development for mathematics teachers. Journal of Mathematics Teacher Education.*

Brown, A., Stevens, I., Herbst, P., & Huhn, C. (2021). Confronting teachers with contingencies to support their learning about situation-specific pedagogical decisions in an online context. In Hollebrands, K., Anderson, R., & Oliver, K. (Eds). *Online Learning in Mathematics Education.* (pp. 291-316). Springer Cham.

Milewski, A. M., Herbst, P., Bardelli, E., & Hetrick, C. (2018). The role of virtual spaces for professional growth: Teachers' engagement in virtual professional experimentation. *Journal of Technology and Teacher Education.* 26(1), 103-126.

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Affiliations

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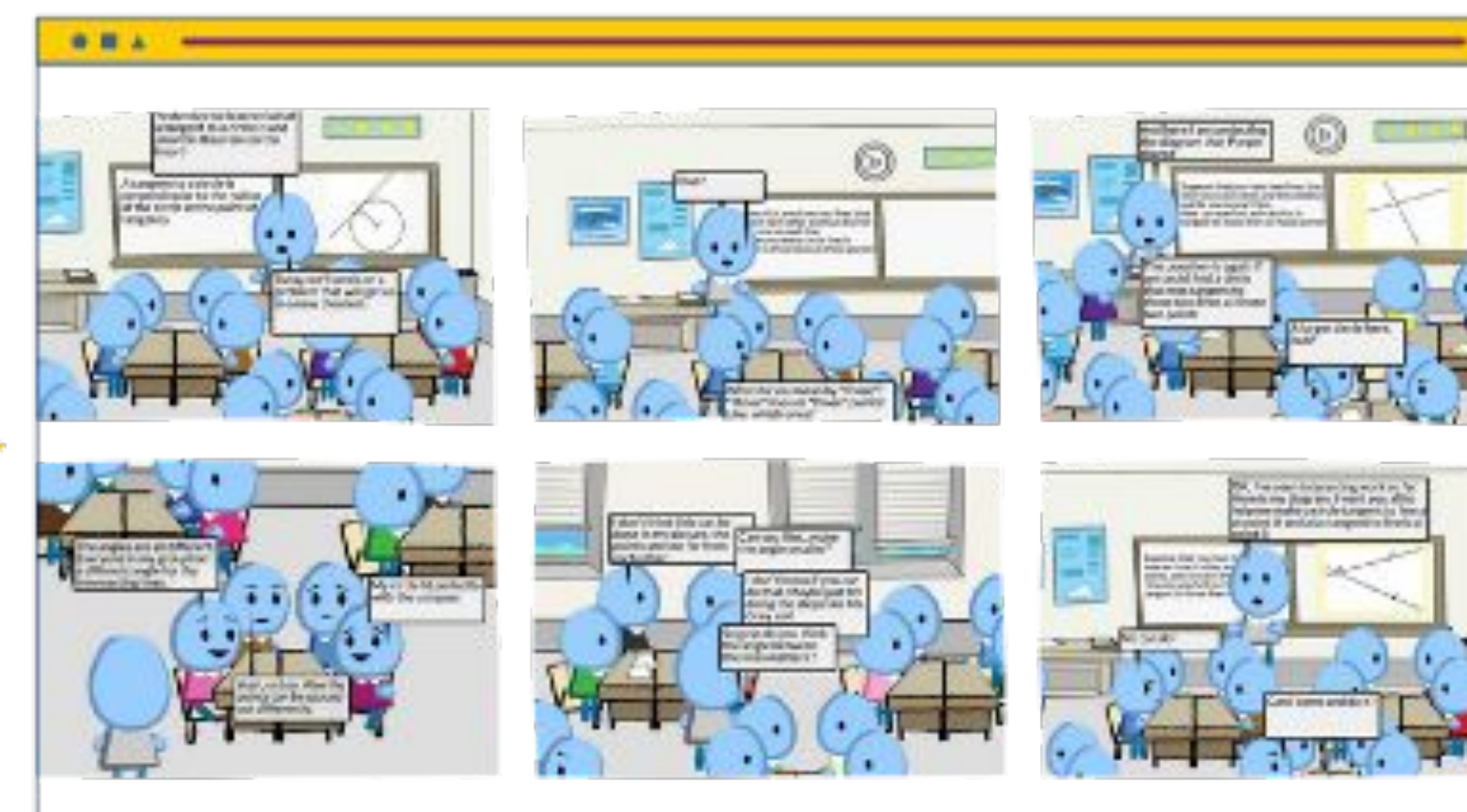
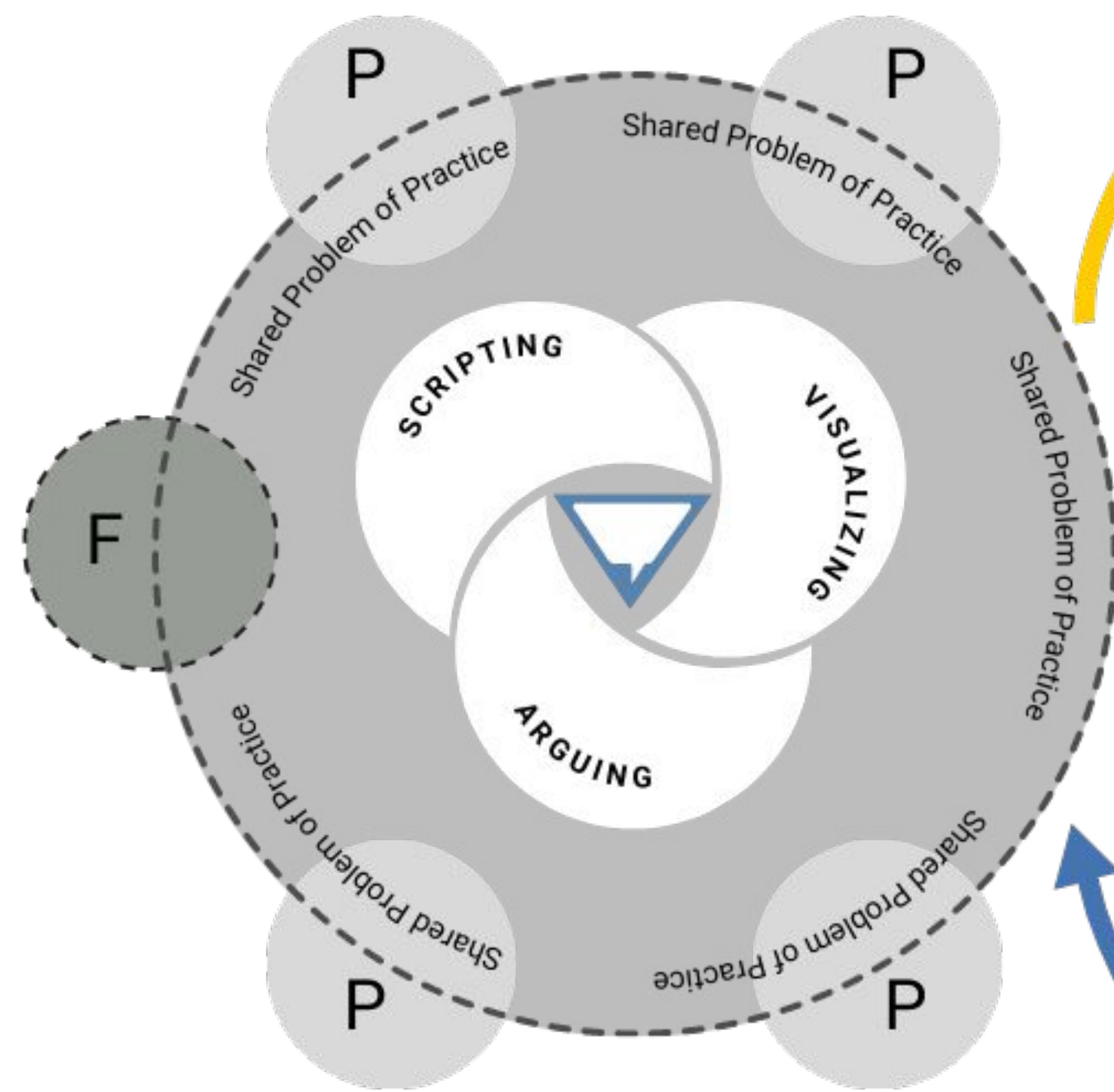
Objective

An important question to consider for practice-based professional development is how a support teachers to identify significant and worthwhile problems of practice to work on together.

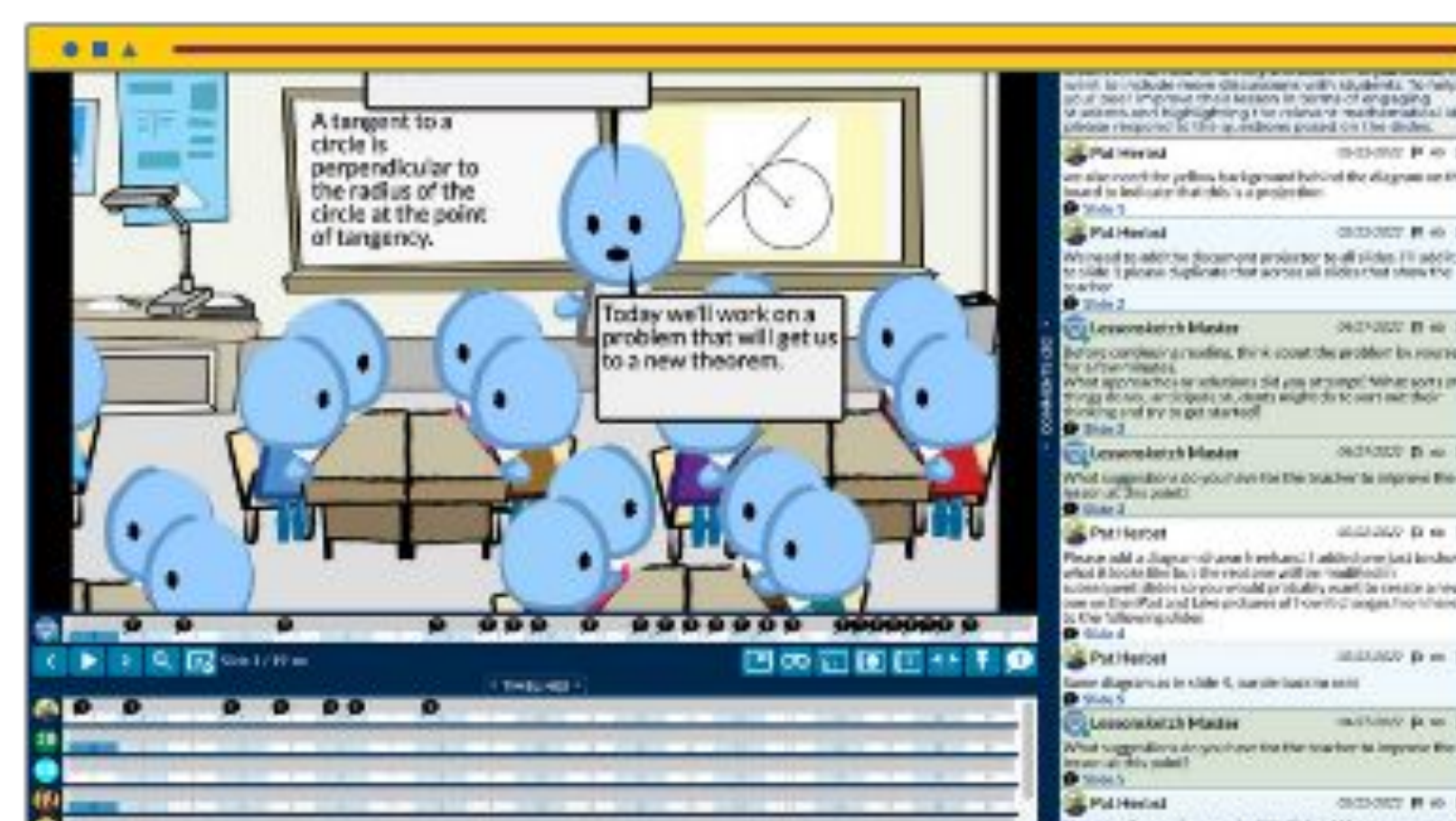
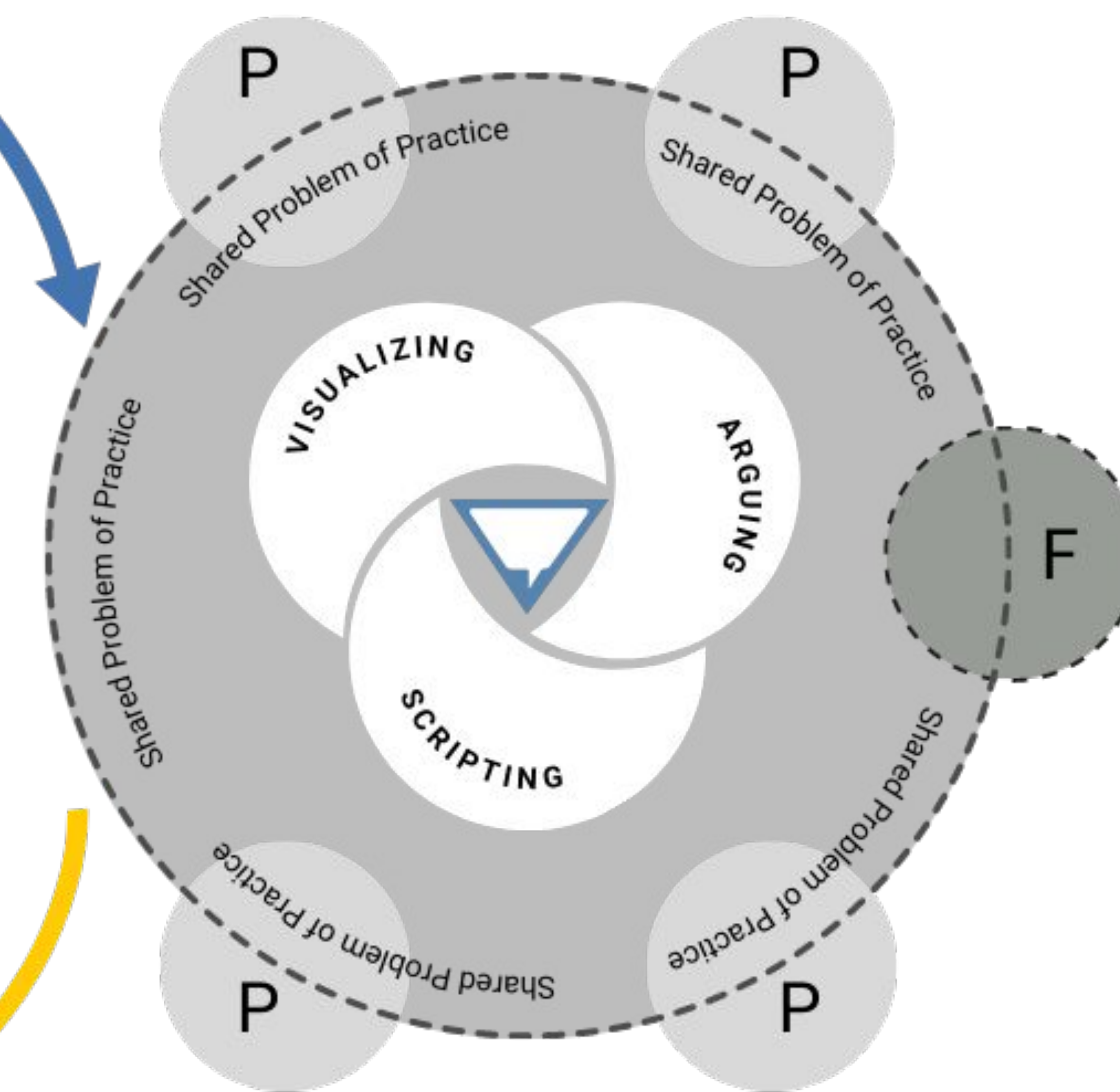
Research Aims

Examining the potential of international exchange to serve as a source of intervention for supporting groups of teachers involved in online lesson-centered professional development focused on supporting teachers to grow professionally by learning to see and intervene on problems of practice they themselves identify.

An initial StoryCircles group convenes to produce a representation of practice in the form of a storyboarded lesson.



A second StoryCircles group convenes and the storyboarded lesson becomes the focal object around which this new group's work is organized.



The original StoryCircles group reconvenes to read the annotations and use those as a starting point for informing the revisions on the storyboarded lesson.

The second StoryCircles group annotates the storyboarded lesson, producing a commentary which augments the original representation with additional professional perspectives.