

16 March 2009

**Invitation to participate as co-researchers in the CTLM project**

Australian Catholic University Limited  
ABN 15 050 192 660  
Melbourne Campus (St Patrick's)  
115 Victoria Parade Fitzroy Vic 3065  
Locked Bag 4115 Fitzroy MCD VIC 3065  
Telephone 03 9953 3000  
Facsimile 03 9953 3005  
<http://www.acu.edu.au>

Dear Colleagues

As you are aware three ACU National staff members Philip Clarkson, Andrea McDonough and Anne Scott are responsible for reporting on some of the changes in classroom practice invoked by the CTLM project. As part of this all teachers were invited to describe their current practices by completing a written questionnaire on Days 1 and 6 in 2008 of the CTLM professional development program. We thank you again for your time and contribution in doing this. It has provided baseline data from all 11 schools across Melbourne Diocese. We will be able to explore to some extent how trends in your teaching of mathematics have changed.

In addition to collecting information with the surveys, we wish to gather more specific data from a small number of teachers. We are looking for teachers who are willing to work as co-researchers and who would enjoy reflecting and reporting on one specific aspect of their own teaching. We began to do this in a small way through 2008.

The use of digital portfolios to provide evidence of student learning is recognised as a useful source of information, not only for reporting progress to parents, but also as an assessment tool. The teachers who participated in this aspect of the project in 2008 found that building a digital portfolio to show teacher practice was a valuable experience too. Once again, we would like to work with pairs of teachers from the same school to support them in producing their own Self-Analysis Professional Portfolio (SAPP) as part of their involvement in the CTLM project. The following questions and answers may help you decide whether you would like to participate as a co-researcher in this aspect of the CTLM project:

**What's the aim of project?**

To capture some episodes from your ongoing teaching that show how you are responding to your participation in the CTLM project.

**What are the potential benefits for you?**

Having an opportunity to focus on one aspect of your teaching of mathematics in some depth, and to do this with some support from colleagues inside and outside the school.

**Who is eligible to be a co-researcher?**

- A minimum of two teachers per school. (We recommend that both teachers should be in the same planning team, and are willing to support each other).
- Each teacher needs to focus on a specific aspect of his/her teaching of mathematics that is aligned to the goals of the CTLM project.
- Teachers need access to at least a handheld digital camera with the capacity to record short episodes of classroom footage. You might choose to use a phone or handheld video camera, but you need to be able to download the file to your laptop and run it with Windows Media Player. It is important that you are able to do this before attending the half-day Professional Development session explained later in the letter. Unfortunately, we are unable to provide technical support.

### **What's a Self-Analysis Professional Portfolio (SAPP)?**

A Self-Analysis Professional Portfolio (SAPP) is a series of three electronic folders with evidence of your teaching from three lessons from Terms 2, 3 and 4. Each folder may include a completed template, reflective commentaries, samples of students' work, digital photos and a short video clip of your own classroom practice. The final entry is a *Before and After* chart that highlights what changes have occurred and the significance of them to your teaching.

### **What is the timeline?**

Teachers collect their own evidence during one of their own lessons in each of the following months May/Jun, Jul/Aug and Oct. The final entry *Before and After* chart is added when the SAPP is returned to the ACU National research team by Nov 12.

### **Who is responsible for choosing the evidence needed for each folder?**

Each teacher identifies an area of teaching that s/he wishes to reflect on which is in keeping with the CTLM project, and then self-selects work samples and evidence addressing this focus once in each of the following months: May/Jun, Jul Aug and Oct.

### **How will I be supported through the process?**

Teachers who participate as co-researchers will be invited to attend a half-day (paid-teacher release) professional development session at ACU on Mon 27 April, 1:30-4:00pm. At this session we will explain and demonstrate what evidence is needed and how it may be collected while you teach. Please bring to this session the digital camera that you will use for recording episodes of your own teaching so that we can go through the steps of developing a SAPP.

As well, a member of the ACU team will be available to work with you. This may involve working with you in your classroom and/or some observation in your classroom at negotiable times convenient to you.

### **Other benefits and advantages of producing a SAPP as part of my involvement in the CTLM project?**

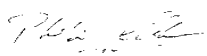
Teachers who attend the SAPP professional development session will receive a certificate of participation for their Professional Portfolio. The completion of a SAPP will highlight your achievements in teaching mathematics. You may be able to use your SAPP as part of your own CV for use at promotion, etc. The processes and strategies used for producing the SAPP are also applicable to other areas of your professional development. They may also be adapted for use by students as self-assessment tools.

Participation in this aspect of the CTLM project is voluntary. Positions are limited. Please register your interest by either completing the tear off sheet attached and submitting it into the yellow SAPP tray available at lunchtime today, or by sending an email to [louise.hamilton@acu.edu.au](mailto:louise.hamilton@acu.edu.au) by Wed 1 April.

We will contact you by email to confirm your acceptance into SAPP and your availability on Mon 27 April for the professional development session.

Anne, Andrea and Philip will be available over lunchtime today to answer any questions about SAPP.

Thanking you for your time



Prof Philip Clarkson  
9953 3269  
Philip.Clarkson@acu.edu.au



Dr Anne Scott  
9953 3280  
Anne.Scott@acu.edu.au

Dr Andrea McDonough  
9953 3288  
Andrea.McDonough@acu.edu.au

## SAPP Participation

Please register your interest by either:

- completing this sheet and leaving it in the yellow SAPP tray available at lunch time, or
- send an email to [louise.hamilton@acu.edu.au](mailto:louise.hamilton@acu.edu.au) *by Wed 1st April* and provide the following details.

**Name of School:** .....

**Name of Teacher 1:** .....

Year level: .....

I am available to attend Professional Development session on Mon 27 April 1:30-4:00pm at ACU

**YES / no**

Contact details

Email: .....

Phone: .....

**Name of Teacher 2:** .....

Year level: .....

I too am available to attend Professional Development session on Mon 27 April 1:30-4:00pm at

ACU: **YES / no**

Contact details

Email: .....

Phone: .....

## Overview of process for SAPP

### *Self-Analysis Professional Portfolio (SAPP)*

A Self-Analysis Professional Portfolio (SAPP) will comprise three folders compiled over time giving evidence of reflections on a specific aspect of your practice, plus a fourth folder which will have a reflective summary of the material you have compiled in the first three folders.

The first three folders will each include a completed template composed of reflective commentaries, short video clips of your own classroom, and may also contain samples of students' work, digital photos, and other material you choose to include. Each of these folders will represent a snapshot of your thoughts and actions about your chosen area of interest. This will occur at three points throughout the project; once each in May / June, July / August and October.

In early November, teachers will complete the fourth and final summary folder, which contains an important *Before and After* chart. There are also a number of short questions. With these devices we have tried to develop a short and easy template for you to summarise the information gathered in the earlier three folders. This will represent your perceptions of the changes in one aspect of your teaching of mathematics over the seven months that SAPP runs.

The following pages outline the crucial files which we have devised to guide you through this process.

### *The first three templates*

We have copied here the second of the three templates that we envisage you using during SAPP. These templates are very similar to each other.

In the actual second template, the following colors are used to emphasise some issues:

- The **red** type at the top suggests that you might like to choose to use a digital audio file to record your thoughts rather than type into the template.
- The **blue** type gives some explanation of why we have included certain items and / or suggestions on how you might respond.
- The **yellow highlight** is for us the key bit of data gathering we think makes this exercise different to other data collection techniques. Hence although we suggests you might like to collect some data by scanning student work, etc, it is you making some video snippets of what is happening in your classroom that is the one thing we want you to do.

In the following copy, we use **purple text** to fill in some possible responses.

So what follows is a copy of the template we have prepared for the second lot of data collected in July or August.

DO NOT COPY

## SAPP template 2 – JULY / AUG ENTRY

Although the following template is written so that it assumes you will complete it by typing in your responses, you don't have to. If it is more convenient for you can complete your responses verbally by making a digital recording and saving that into this folder.

Name:

Date:

### **Aspect of teaching**

*Identifying an aspect of your teaching practice which you wish to work on.*

Consider the twelve aims below, taken from the CTLM Project, and choose one. **Tick one** of them.

(This is probably what you ticked in Template 1, but you might have changed your mind).

#### **Aims of the CTLM Project**

Underpinning the six day program are key elements of the T & L framework ... with particular emphasis on teaching practice related to:

- Effective and appropriate use of Learning technologies (ICT)
- Teachers as reflective practitioners
- Effective questioning techniques
- Social skills and affective learning
- Classroom discourse and reflective practice
- Purposeful and varied pedagogic skills
- Create a culture/ community of mathematical inquirers
- Working mathematically
- Deep understanding of the mathematics domains
- Assessment practices
- Rich learning tasks
- School based curriculum

### **Teaching practice focus:**

The above aims might not capture the specificity of what you wish to work on in your teaching.

Restate the above aim in your own words so that you are clear about what you wish to address and the emphases you wish to give.

I wish to focus on ...

Example 1:

If you had ticked the 6<sup>th</sup> dot point in the Table above, you might want to say the following in your own words:

*I wish to focus on the uses of ICT for teaching and/or learning in my mathematics lessons.*

Or

Example 2:

If ticking the 7<sup>th</sup> dot point

Restated in own words: *I wish to focus on helping students to see the mathematics within everyday contexts and across areas of learning.*

Is this the same focus you had originally as written in Template 1? If so just copy and paste. BUT you might wish to change the wording that you used in Template 1? There is no correct response here but we'd like to know if you have a change in focus, why have you changed?

### **Fleshing out what you will do:**

You'll do the following over about a week. The key is to select a lesson(s) in which you'll do the digital recording (point 3), and work back and forward from that time.

1. Describe what you currently do in this area. Write a short summary (200-400 words). Be specific and give examples. [This might change after your reflections in May / June, but if not just copy and paste]
2. Consider and respond in a couple of sentences each to the following questions: [Again this might change from May / June, or if not just copy and paste]
  - a. How and/or what are you aiming to change in your current teaching practice?
  - b. What do you think you might do to fulfil this aim/goal or wish?
3. Digitally record two/three episodes (60 second snapshots of classroom practice) as evidence of how and what you are doing in your teaching in this area. [We think this is the key data collection activity which will help you think creatively about what you are presently doing in your teaching, and give you ideas about what you might do.]
4. There are two other things which might help you think about your digital video recording:
  - a. Scan three student work samples, with your own brief annotations, to show current activity in this area.
  - b. Scan related planning from your work program with highlighted key sections which show current activity in this area.
5. Reflect on your digital video recording (and the student work samples and highlights in your work program if you did these), and write three sentences or so of reflection on points 1 and 2 again in light of your data.

### **Recording your files and deliberations**

Save all of these files in a folder labelled SAPP2 on the memory stick provided.

Checklist for: SAPP2 folder for JULY / AUG	
Yes / no	SAPP template entry noting changes in your teaching practice completed
Yes / no	Video clips work in Windows Media Player
Yes / no	Student work samples with brief annotations included (if you did these)
Yes / no	Highlighted excerpts from planning saved (if you did these)
Yes / no	SAPP2 folder created on memory stick and all files saved in it

**The fourth summary template**

In this template, after you have collected three sets of data on an issue of teaching which you want to reflect on, we have tried to give guidance on how to bring it all together.

**Before and After – NOV ENTRY**

Name:  
Date:

**Aspect of teaching**

Restate aspect of teaching practice you have focused on  
Throughout this project I specifically focused on the following teaching practices: (Copy and paste from the table in Template 3 the CTLM project aim you chose.)

**Teaching practice focus**

Reflect back to what you wrote in your own words on your ‘focus for your teaching’.  
What **change(s)** of focus, if any, have been important to you? Why did you make this change(s)?

**Analysis and summary**

Complete the *Before and After* chart  
In the following chart identify one or two changes in your teaching because of your participation in the CTLM project.  
Summarise using the data from SAPP what you had been doing and then what you are doing now.

My goal was to...	Before SAPP1 I would ...	After SAPP3 I am ...	Give evidence and indicate from which folder SAPP1, SAPP2 or SAPP3	Link to CTLM PD session or other factor?	Significance of outcome/achievement for you

As a result of your participation in this project (CTLM and/or SAPP) describe two highlights:

- 1.
- 2.

Describe all of the factors that led to these positive outcomes.

Describe any factors that prevented you from achieving your goal.

What could be done to mitigate these blocking factors?

What advice would you offer others undertaking the SAPP project in the future?

Please check that you have saved all your files on the memory stick supplied and made a back up copy elsewhere. Then either use the self-addressed Express Post envelope to return the memory stick to the ACU National research team or bring it with you when you join us for the SAPP celebration!

## SAPP template 1 – MAY / JUNE ENTRY

Although the following template is written so that it assumes you will complete it by typing in your responses, you don't have to. If it is more convenient for you you can complete your responses verbally by making a digital recording and saving that into this folder.

Name:

Date:

### **Aspect of teaching**

*Identifying an aspect of your teaching practice which you wish to work on.*

Consider the twelve aims below, taken from the CTLM Project, and choose one. **Tick one** of them.

<p><b>Aims of the CTLM Project</b> Underpinning the six day program are key elements of the T &amp; L framework ... with particular emphasis on teaching practice related to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective and appropriate use of Learning technologies (ICT)</li> <li><input type="checkbox"/> Teachers as reflective practitioners</li> <li><input type="checkbox"/> Effective questioning techniques</li> <li><input type="checkbox"/> Social skills and affective learning</li> <li><input type="checkbox"/> Classroom discourse and reflective practice</li> <li><input type="checkbox"/> Purposeful and varied pedagogic skills</li> <li><input type="checkbox"/> Create a culture/ community of mathematical inquirers</li> <li><input type="checkbox"/> Working mathematically</li> <li><input type="checkbox"/> Deep understanding of the mathematics domains</li> <li><input type="checkbox"/> Assessment practices</li> <li><input type="checkbox"/> Rich learning tasks</li> <li><input type="checkbox"/> School based curriculum</li> </ul>
---

### **Teaching practice focus:**

The above aims might not capture the specificity of what you wish to work on in your teaching.

Restate the above aim in your own words so that you are clear about what you wish to address and the emphases you wish to give.

I wish to focus on ...

### **Fleshing out what you will do:**

You'll do the following over about a week. The key is to select a lesson(s) in which you'll do the digital recording (point 3), and work back and forward from that time.

6. Describe what you currently do in this area. Write a short summary (200-400 words). Be specific and give examples.
  
7. Consider and respond in a couple of sentences each to the following questions:
  - c. How and/or what are you aiming to change in your current teaching practice?

- d. What do you think you might do to fulfil this aim/goal or wish?
8. Digitally record two/three episodes (60 second snapshots of classroom practice) as evidence of how and what you are doing in your teaching in this area. [We think this is the key data collection activity which will help you think creatively about what you are presently doing in your teaching, and give you ideas about what you might do.]
9. There are two other things which might help you think about your digital video recording:
- Scan three student work samples, with your own brief annotations, to show current activity in this area.
  - Scan related planning from your work program with highlighted key sections which show current activity in this area.
10. Reflect on your digital video recording (and the student work samples and highlights in your work program if you did these), and write three sentences or so of reflection on points 1 and 2 again in light of your data.

### **Recording your files and deliberations**

Save all of these files in a folder labelled SAPP1 on the memory stick provided.

Checklist for SAPP folder MAY / JUNE:	
Yes / no	SAPP template entry completed
Yes / no	Video clips work in Windows Media Player
Yes / no	Student work samples included (if you did these)
Yes / no	Highlighted excerpts from planning saved (if you did these)
Yes / no	SAPP1 folder created on memory stick and all files saved in it

## SAPP template 2 – JULY / AUG ENTRY

Although the following template is written so that it assumes you will complete it by typing in your responses, **you don't have to**. If it is more convenient for you can complete your responses verbally by making a digital recording and saving that into this folder.

Name:

Date:

### **Aspect of teaching**

*Identifying an aspect of your teaching practice which you wish to work on.*

Consider the twelve aims below, taken from the CTLM Project, and choose one. **Tick one** of them.

(This is probably what you ticked in Template 1, but you might have changed your mind).

<p><b>Aims of the CTLM Project</b> Underpinning the six day program are key elements of the T &amp; L framework ... with particular emphasis on teaching practice related to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective and appropriate use of Learning technologies (ICT)</li> <li><input type="checkbox"/> Teachers as reflective practitioners</li> <li><input type="checkbox"/> Effective questioning techniques</li> <li><input type="checkbox"/> Social skills and affective learning</li> <li><input type="checkbox"/> Classroom discourse and reflective practice</li> <li><input type="checkbox"/> Purposeful and varied pedagogic skills</li> <li><input type="checkbox"/> Create a culture/ community of mathematical inquirers</li> <li><input type="checkbox"/> Working mathematically</li> <li><input type="checkbox"/> Deep understanding of the mathematics domains</li> <li><input type="checkbox"/> Assessment practices</li> <li><input type="checkbox"/> Rich learning tasks</li> <li><input type="checkbox"/> School based curriculum</li> </ul>
---

### **Teaching practice focus:**

The above aims might not capture the specificity of what you wish to work on in your teaching.

Restate the above aim in your own words so that you are clear about what you wish to address and the emphases you wish to give.

I wish to focus on ...

Is this the same focus you had originally as written in Template 1? If so just copy and paste. BUT you might wish to change the wording that you used in Template 1? There is no correct response here but we'd like to know if you have a change in focus, why have you changed?

### **Fleshing out what you will do:**

You'll do the following over about a week. The key is to select a lesson(s) in which you'll do the digital recording (point 3), and work back and forward from that time.

11. Describe what you currently do in this area. Write a short summary (200-400 words). Be specific and give examples. [This might change after your reflections in May / June, but if not just copy and paste]

12. Consider and respond in a couple of sentences each to the following questions: [Again this might change from May / June, or if not just copy and paste]

e. How and/or what are you aiming to change in your current teaching practice?

f. What do you think you might do to fulfil this aim/goal or wish?

13. Digitally record two/three episodes (60 second snapshots of classroom practice) as evidence of how and what you are doing in your teaching in this area. [We think this is the key data collection activity which will help you think creatively about what you are presently doing in your teaching, and give you ideas about what you might do.]

14. There are two other things which might help you think about your digital video recording:

- a. Scan three student work samples, with your own brief annotations, to show current activity in this area.
- b. Scan related planning from your work program with highlighted key sections which show current activity in this area.

15. Reflect on your digital video recording (and the student work samples and highlights in your work program if you did these), and write three sentences or so of reflection on points 1 and 2 again in light of your data.

### **Recording your files and deliberations**

Save all of these files in a folder labelled SAPP2 on the memory stick provided.

Checklist for : SAPP2 folder for JULY / AUG	
Yes / no	SAPP template entry noting changes in your teaching practice completed
Yes / no	Video clips work in Windows Media Player
Yes / no	Student work samples with brief annotations included (if you did these)
Yes / no	Highlighted excerpts from planning saved (if you did these)
Yes / no	SAPP2 folder created on memory stick and all files saved in it

## SAPP template 3 - OCT ENTRY

Although the following template is written so that it assumes you will complete it by typing in your responses, you don't have to. If it is more convenient for you can complete your responses verbally by making a digital recording and saving that into this folder.

Name:

Date:

### **Aspect of teaching**

*Identifying an aspect of your teaching practice which you wish to work on.*

Consider the twelve aims below, taken from the CTLM Project, and choose one. **Tick one** of them.

(This is probably what you ticked in Template 1 or 2, but you might have changed your mind).

<p><b>Aims of the CTLM Project</b> Underpinning the six day program are key elements of the T &amp; L framework ... with particular emphasis on teaching practice related to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective and appropriate use of Learning technologies (ICT)</li> <li><input type="checkbox"/> Teachers as reflective practitioners</li> <li><input type="checkbox"/> Effective questioning techniques</li> <li><input type="checkbox"/> Social skills and affective learning</li> <li><input type="checkbox"/> Classroom discourse and reflective practice</li> <li><input type="checkbox"/> Purposeful and varied pedagogic skills</li> <li><input type="checkbox"/> Create a culture/ community of mathematical inquirers</li> <li><input type="checkbox"/> Working mathematically</li> <li><input type="checkbox"/> Deep understanding of the mathematics domains</li> <li><input type="checkbox"/> Assessment practices</li> <li><input type="checkbox"/> Rich learning tasks</li> <li><input type="checkbox"/> School based curriculum</li> </ul>
---

### **Teaching practice focus:**

The above aims might not capture the specificity of what you wish to work on in your teaching.

Restate the above aim in your own words so that you are clear about what you wish to address and the emphases you wish to give.

I wish to focus on ...

Is this the same focus you had originally as written in Template 1 or 2? If so just copy and paste. BUT you might wish to change the wording that you used in Template 1 or 2? There is no correct response here but we'd like to know if you have a change in focus, why have you changed?

### **Fleshing out what you will do:**

You'll do the following over about a week. The key is to select a lesson(s) in which you'll do the digital recording (point 3), and work back and forward from that time.

16. Describe what you currently do in this area. Write a short summary (200-400 words). Be specific and give examples. [This might change after your reflections in July / Aug, but if not just copy and paste]

17. Consider and respond in a couple of sentences each to the following questions: [Again this might change from July / Aug, or if not just copy and paste]

g. How and/or what are you aiming to change in your current teaching practice?

h. What do you think you might do to fulfil this aim/goal or wish?

18. Digitally record two/three episodes (60 second snapshots of classroom practice) as evidence of how and what you are doing in your teaching in this area. [We think this is the key data collection activity which will help you think creatively about what you are presently doing in your teaching, and give you ideas about what you might do.]

19. There are two other things which might help you think about your digital video recording:

- a. Scan three student work samples, with your own brief annotations, to show current activity in this area.
- b. Scan related planning from your work program with highlighted key sections which show current activity in this area.

20. Reflect on your digital video recording (and the student work samples and highlights in your work program if you did these), and write three sentences or so of reflection on points 1 and 2 again in light of your data.

### **Recording your files and deliberations**

Save all of these files in a folder labelled SAPP3 on the memory stick provided.

Checklist for : SAPP3 folder for Oct	
Yes / no	SAPP template entry noting changes in your teaching practice completed
Yes / no	Video clips work in Windows Media Player
Yes / no	Student work samples with brief annotations included (if you did these)
Yes / no	Highlighted excerpts from planning saved (if you did these)
Yes / no	SAPP3 folder created on memory stick and all files saved in it

### Before and After – NOV ENTRY

Name:

Date:

**Aspect of teaching**

Restate aspect of teaching practice you have focused on

*Throughout this project I specifically focused on the following teaching practices: (Copy and paste from the table in Template 3 the CTLM project aim you chose.)*

**Teaching practice focus**

Reflect back to what you wrote in your own words on your ‘focus for your teaching’.

What **change(s)** of focus, if any, have been important to you? Why did you make this change(s)?

**Analysis and summary**

Complete the *Before and After* chart

In the following chart identify one or two changes in your teaching because of your participation in the CTLM project. Summarise using the data from SAPP what you had been doing and then what you are doing now.

My goal was to...	Before SAPP1 I would ...	After SAPP3 I am ...	Give evidence and indicate from which folder SAPP1, SAPP2 or SAPP3	Link to CTLM PD session or other factor?	Significance of outcome/achievement for you

As a result of your participation in this project (CTLM and/or SAPP) describe two highlights:

- 1.
- 2.

Describe all of the factors which led to these positive outcomes.

Describe any factors which prevented you from achieving your goal.

What could be done to mitigate these blocking factors?

What advice would you offer others undertaking the SAPP project in the future?

Please check that you have saved all your files on the memory stick supplied and made a back up copy elsewhere. Then either use the self-addressed Express Post envelope to return the memory stick to the ACU National research team or bring it with you when you join us for the SAPP celebration!

© SAPP Project, Mathematics Teaching and Learning Research Centre, Australian Catholic University.

Not to be copied or used without permission. 20 June, 2009.

DO NOT COPY