



Teacher leaders' learning to lead video-based professional development to support teachers' noticing for equity

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Video is a powerful tool for supporting teachers' learning and improvement in practice (Gaudin & Chaliès, 2015). Video has been particularly useful for supporting teachers' learning to notice the complexity of student thinking (e.g. Authors, 2009). Less is known about whether and how video can support teachers' learning to notice issues of equity as they unfold in classroom interactions to develop more equitable instructional practice.

A research partnership of middle and secondary mathematics teachers, community youth leaders, and university researchers developed a professional development program that integrated video from teachers' classrooms to illuminate teachers' classroom noticing and interrogate narratives of mathematics education that shaped teachers' attention and interpretations of classroom interactions. Two teacher researchers co-designed and co-facilitated video discussions. We conducted a qualitative analysis of video and transcripts from PD planning meetings, and the video discussions in the PD meetings, to identify facilitation practices that supported planning and enacting video discussions for learning to notice for equity.

We identified six practices that supported leaders planning and leading video-based discussions. In the context of planning the video club, we identified three practices that maintained norms of politeness, while also disrupting deficit discourses about teachers and learners: attending to emotions related to sharing practice, anticipating and rehearsing conversations, and curating video clips to provoke new insights. In video club meetings, the facilitators enacted three practices that fostered teachers' awareness of dominant narratives that shape mathematics instruction and how they inform their interpretation of classroom interactions: eliciting invisible thinking, recognizing the complexity of teaching and noticing in teaching, and making connections to expand the inner witness. We examine how leaders' planning supported leading discussions to transform teachers' noticing.

These findings elaborate research on facilitation to theorize practices that can invoke productive discourse for transforming teachers' noticing for equitable mathematics instruction.