

IMPACT OF TEACHERS' PERCEPTIONS ON INSTRUCTIONAL NUDGE UPTAKE

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The idea that professional development should be done with teachers, rather than to them, means professional developers should account for teachers' perspectives as they design professional development (Desimone, 2009; Feiman-Nemser, 2001). Drawing on this, we know mathematics teachers have aspects of their instruction they are and are not pleased with. For example, a teacher may be pleased with how they go over homework, or they may not be pleased with how group work is facilitated in the classroom. It made us wonder, do teachers take up ideas from professional development based on self-identified areas of their teaching strengths, areas for growth, or somewhere in between? This study is set within the context of a professional development focused on teachers' uptake of instructional nudges (de Araujo et al., 2022), where teachers were given choice as to what they engage with. Instructional nudges are small suggestions closely aligned with teachers' practice that we hypothesize will have high uptake (de Araujo et al., 2022). In order to determine which of these nudges the teachers are taking up, we investigated the question of what instructional nudges do mathematics teachers select (or not select) and how do their choices relate to their identified areas of strength and growth?

We surveyed 7 Algebra teachers to identify aspects of their instruction they were pleased with or not, from a list of 15 (e.g., going over homework, facilitating discussion, group work). During the school year, we provided a set of 16 instructional nudges aligned to various aspects of teachers' instruction and provided choice as to which one(s) teachers might engage with. At the end of the school year, we interviewed each teacher about which instructional nudges they enacted in their classroom and the extent to which they loved or hated each instructional nudge. Preliminary findings suggest teachers were more apt to implement instructional nudges which aligned with aspects of their instruction they were pleased with. On the other hand, aspects of teachers' instruction they were not pleased with had more in common with nudges that were only implemented once. During our poster presentation, we will share visual displays of our results and discuss the types of instructional nudges that had the most uptake in relation to aspects of teachers' self-identified areas of strength and areas of growth in their classrooms. Discussion is welcome as we envision a future for mathematics professional learning opportunities for teachers and professional developers.

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