
Instructors' Attention to Instructional Interactions during Professional Development for MODULE(S²) Materials

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The MODULE(S²) RAC has developed curricular materials to be used in mathematics content courses intended to encourage the development of mathematical knowledge for teaching in prospective secondary teachers. Instructors piloting these materials are supported with professional development opportunities, one of which is a series of teaching rehearsals and respective debriefs of those rehearsals. We examine the ways in which piloting instructors engage in these teaching rehearsal debriefs included in the professional development (PD) to answer the question: *To what instructional interactions do instructors of mathematics content courses attend during rehearsal debriefs enacted in PD?* Findings show that mathematics instructors attend to all types of interactions but attention is influenced by instructors' mathematical knowledge.

Watch the presentation: <https://youtu.be/5CEcYtj2SB4>

Discussion questions:

- What do you wonder about the collected data? Which types of questions might you want answered using the data collected in this study?
- In the video that is shared in the presentation, when are you noticing the focus of the speaker shifting? Which of the instructional relationships are you noticing?
- When viewing the segmented bar graphs in the presentation slides, what do you notice? What do you wonder?
- How can changes in course instruction support teacher-preparation program transformation?