Sample: Listening Session Facilitator Script

WELCOME (5 MINUTES)

Welcome, everyone. Thank you for being here and for taking time out of your day. My name is _____.

Today's session is part of a broader effort to better understand and strengthen mathematics teaching and learning across [district/organization]. A group of educators and leaders is working to identify what is working well and where there are opportunities to improve. Your input is an important part of that work.

We are hosting a series of listening sessions with teachers and school and district leaders. We will look across all sessions to identify themes, and a summary will be shared with the team and with you by _____.

Before we get started, a few quick agreements to guide our time together:

- Assume positive intent
- Participate as you feel comfortable
- Keep what is shared here confidential
- Be mindful of airtime so everyone has a chance to speak
- It is okay to have different perspectives
- Take care of your needs during the session

We will not include names or identifying details in the report. You may see quotes, but they will only be labeled by role.

With your permission, I will record the session so we can accurately capture what is shared. The recording will be used only for analysis and will be deleted after the report is complete.

PARTICIPANT INTRODUCTIONS (5–7 MINUTES)

Let's start with quick introductions.

Please share:

- Your name
- Your role
- Teachers: grade level(s) and years teaching
- School/district leaders: your role and years in the district
- One emoji that describes how you feel about math

FRAMING QUESTION (5–10 MINUTES)

Let's start with a two-part question to ground our conversation.

From your perspective:

- What is one strength of mathematics teaching and learning in this district?
- What is one area that needs attention?

SHARED VISION (10 MINUTES)

I'm going to share a statement. Take a moment to think, then we will discuss.

(Show statement)

- School/District Leaders: Our district has a clear and coherent vision and strategy for mathematics teaching and learning.
- Teachers: Teachers in my school understand the district's vision for mathematics and have a consistent approach to teaching and learning.

On a scale of 1 to 5, where 1 is low and 5 is strong, how would you rate your agreement?

Follow-up prompts if needed:

- What influenced your rating?
- What would move it closer to a 5?
- Where do you see this working well?

QUALITY MATERIALS (10 MINUTES)

Here is the next statement.

(Show statement)

Our mathematics curriculum materials are high quality, easy to use, and aligned to student needs.

Again, on a scale of 1 to 5, how would you rate your agreement?

Follow-up prompts if needed:

- What is working well?
- What challenges are you experiencing?
- What would you improve?

PROFESSIONAL LEARNING (10–15 MINUTES)

For teachers:

- Thinking about the past two years, what has helped you improve your math instruction?
- What professional learning has been most useful? Why?
- What has been least useful? Why?

For school/district leaders:

- What math professional learning has been most impactful for leaders? Why?
- What math professional learning has been most impactful for teachers? Why?

EMPOWERED PEOPLE (10 MINUTES)

We know collaboration can strengthen instruction.

For teachers:

- How much opportunity do you have to collaborate on math instruction?
- What would improve that experience?

For school/district leaders:

- What systems are in place to support collaboration among math teachers?
- What would strengthen those systems?

DATA FOR IMPACT (10 MINUTES)

- What is one type of math data that you find most useful?
- If you could change or add anything, what would it be?

CLOSING (5 MINUTES)

Before we wrap up, let's go around and share one takeaway or something you appreciated hearing today.

Thank you again for your time and honesty. Your input will directly inform next steps. We will share a summary by _____.

[If applicable] Please make sure we have your contact information if you will be receiving a gift card.