



Master of Science in Education Program
MSED479 TEACHED379
Theory & Practice: Secondary Math

Fall 2021, Thursdays, 6-9pm, Annenberg G31

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Office Hours: as needed

MESSAGE FROM THE UNIVERSITY REGISTRAR FOR FALL 2021

Course Description

This school year brings a whole new set of challenges in teaching and learning - and these challenges are different from the ones faced last year! While we navigate these challenges together, this class provides a structured forum for each of you to share your observations, questions, discoveries, and reflections during your experiences in your assigned schools. As the name suggests, the focus will be on analyzing relevant educational theory and research and then investigating practical applications as we consider our vision of transformative teaching and learning.

Not only does this course help you reflect on your practicum experiences, it is also designed to guide your experiences in your schools. We will focus on 5 key areas and spend two weeks delving into those topics as they relate to your practicum. The themes are 1) Design of Learning Environments, 2) Design and Use of Assessments, 3) Classroom Discourse, 4) Lesson Planning, and 5) Eliciting and Interpreting Student Thinking. While these themes will guide your observations throughout the quarter, the Guiding Commitments serve as a thread through all of these themes.

Assigned, written responses will provide an opportunity to integrate ideas from assigned readings and

discussions into your reflections on field experiences. You will also build upon the content, skills, and standards introduced in previous courses.

Course Objectives

1. Encourage and develop habits of effective noticing, questioning, and reflection in order to promote inquiry and improvement in teaching.
2. Cultivate the practice of seeking a connection between research and practice.
3. Prepare for (student) teaching by understanding the teaching cycle of planning, teaching, assessing learning and reflecting.
4. Understand how teaching practice can advance equity and justice.

Course Expectations, Policies, and Grading

Required Texts:

1. Smith, M. S. & Steele, M.D. & Sherin, M. G. (2020). *The 5 Practices in Practice*. Thousand Oaks, CA: Corwin ISBN: 9781544321233
2. Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin ISBN: 9781483308012

I will announce and assign additional weekly readings and videos during the course to address the needs of the class. These will be communicated in advance and posted to Canvas.

Course Flexibility and Student Input

Throughout this course we will consider how we can center students (including their ideas, experiences, voices, and needs) in our classroom. This syllabus represents a best estimate of the topics we will discuss and the activities we will complete. However, the course will evolve based on the interests, experiences, and needs of our unique learning community. Please share your questions, concerns, and ideas to share so that we can work together to continually revise our plans in ways that will meet our needs as learners and teachers. At the beginning of the course, we will spend time discussing how we can work together to ensure that our course is reflective of our needs, our interests, and the current educational climate. I hope that together we can re-imagine and develop our course.

Special note for 2021: As we continue to adjust to what is happening in our world at this moment in time, we will adjust policies and procedures. This course will follow all university guidelines and recommendations and we will continue to respond to and accommodate requirements from your partner school sites. I recognize that there are many challenges this year and want to work with you; please always reach out if you need any assistance. If I am not able to solve the problem, I will help connect you with the people or resources that you need.

Active Participation in our Learning Community

During our class sessions, we will engage in discussions, debates, simulations, and other activities. The richness and depth of our discussions is contingent upon the contributions of each member of our learning community. When a member of our learning community misses class or comes unprepared, the entire group suffers. Therefore, we should all come to class fully prepared (having completed related assignments/readings) and ready to actively participate. Together, we will discuss what active participation can look like in an online setting and will co-develop our norms. Please contact me in advance if there are any reasons to miss class or come unprepared; again, I want to work with you. When missing a class, you should expect to make up the missed instructional minutes by completing the missed assignments or engaging in alternate activities as assigned by the instructor (at times, viewing a class recording may or may not be possible). Absences or tardiness may result in a lower course grade. With three or more absences, you may be unable to complete the class.

Note: Some texts and class discussions will touch upon deeply personal issues, including cultural practices, gender, mental health, and antisocial/violent acts. I will do my best to provide timely anticipatory warnings, but the nature of our course is that discussions and contemporary readings/video at times take unexpected turns. Further, our class discussions will reflect what we are observing in the field and therefore can change rapidly based on what is happening in our placement schools. You are always welcome to step out (or offline) to take care of yourself during these discussions. Let us share responsibility: please indicate to me privately and confidentially if you feel vulnerable around certain topics. Also, please note that campus resources are available to assist you. Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp [website](#) and [app](#). Let us all develop a safe space that allows for respectful free expression and exchange of ideas.

Canvas and Via

Our weekly meetings provide a time and place for us to connect, work collaboratively, and discuss. Through Canvas we will continue this work through discussion questions and space for you to add your insights or thoughts. I may also post reminders and messages through Canvas. Please add checking in on Canvas to your regular routine for the week.

You will be using Via to submit key materials related to your field experiences; for example, this site will be how you log practicum hours. We will also use Via for your mentor to provide feedback.

Engaged Observations and Field Notes You are required to keep field notes during your observations. By the end of the field experiences, many student teachers report that the field notes were an invaluable tool that helped them notice what was happening in the classroom, develop their own questions, clarify their thinking, and keep a record of ideas/strategies/questions. You may find that your field notes will serve as the foundation for many assignments as well as prove useful for other endeavors such as the TPA and action research. While your notes are important, please know that you should be engaged as much as possible in the classes you are observing. In 2021, engaged observations look different than before. Please continue to work with your mentor teacher to determine the various ways you may engage with your future students. We will discuss how we can regularly share field notes in our class.

Design of Learning Environment Portfolio The learning environment includes physical space as well as norms and agreements for online spaces. This portfolio should contain the following elements to illustrate your growth and understanding of designing a learning environment right now.

- Interrogating the Self (text based)
- School Community Analysis (digital/visual or text based)
- Establishing Classroom Norms & Community (digital or video)
- Design of Learning Environments (digital or video)
- Maintaining & Caring for the Classroom Community (video)
- Professional Communities (digital or text based)

Fostering Subject Matter Sensemaking Portfolio:

- Eliciting & Interpreting Student Thinking (video)
- Planning for Student Learning (digital)
- Class Discourse (video)
- Technology Integration (video)

Assessment Portfolio In each week of your 10-week quarter, I ask that you collect/create/edit an assessment that you could use to determine student understanding. It does not have to be a formal test or quiz. The assessment does not have to be written; it may be a description of a verbal/interactive assessment or a description of an electronic assessment. For each assessment, comment on how it may be used to understand student thinking. At the end of the quarter, you will compile your assessments into an assessment portfolio. There should be at least 10 assessments or descriptions of assessments in your portfolio with accompanying commentary.

Observation Analyses As indicated on the syllabus, you will submit written analyses that reveal your thinking, your problem solving, your inquiry into teaching and learning, and your connections of what you are observing with topics and literature from your classes. You will be given a series of questions to direct your observations. You are not required to answer these questions directly in your writing, but you may choose to do so. These questions are provided to sharpen your skills in “teacher noticing,” prompt your thinking, and enhance class discussion. Your analyses should move beyond mere description and give evidence of careful reflection and analysis. While you do not need to cite research in a formal way, you may reference the readings or your own field notes appropriately. Written reflections *may* also specifically connect to the reading in some meaningful way to demonstrate your understanding of the texts and connect them to practice. This is not required, but just a suggestion for you to think about your observations as they relate to the readings/resources.

These observation analyses should be **2 – 3 pages in length, double-spaced, 12-point Arial font**. All students are expected to observe widely accepted writing conventions, including correct grammar and punctuation.

These Observation Analyses are due on the day before the next class meets and should be posted on Canvas by 6pm on the day before the next class. For example, Observation Analysis 1 is due on Wednesday, September 29 by 6:00pm. If you can submit it earlier, I would appreciate that, too.

***If you cannot post your assignment on time, please send me an email explaining why and what you plan to do about it.**

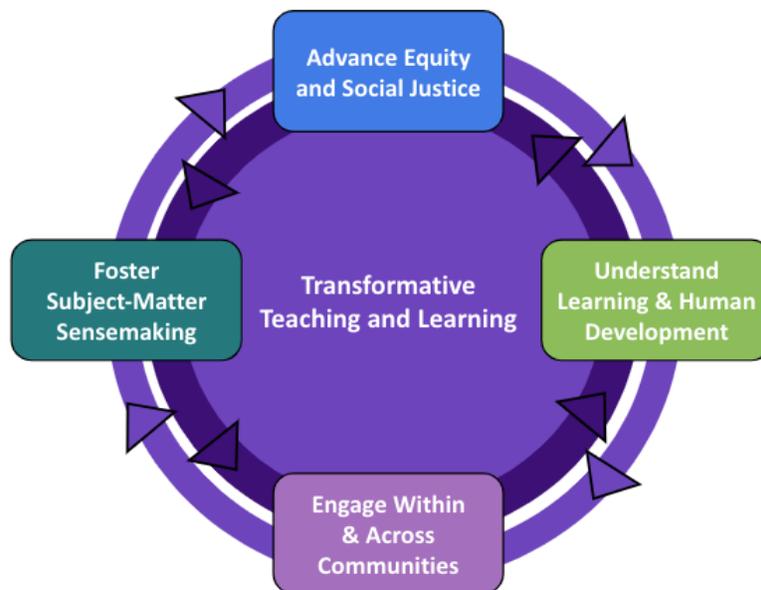
Assessment and Grading I expect that you will complete all course assignments and attend all class sessions. I also expect all students to participate in class discussions and activities each week. As part of your coursework, you will observe both teachers and students, carefully taking required field notes. Components of assessment in this class include:

- (a) weekly attendance, engagement, and preparation for class sessions, including a willingness to share, reflect, and learn from others: 20%;
- (b) written field notes and the evaluation from your practicum mentor/s: 10%;
- (c) the quality of assigned written Observation Analyses, including final essay: 40%;
- (d) all portfolios: 30%.

For the submitted work, you will be scored on a 3-2-1 scale: “3” means you met the expectations of the assignment, “2” means that you did not meet the expectations, and “1” means that your work is well below the expectations. If you score a “2” or “1,” you may re-do the work and re-submit it, integrating the feedback I gave you.

PLEASE NOTE: In order to receive a grade for this course, you need to turn in your logs and mentor evaluations from all mentors. Without a grade in this class, you cannot proceed to student teaching.

Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program's [Guiding Commitments](#) are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, “Discipline”, Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

Student Attendance Policy

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

Academic Integrity Policy

“Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>”

Accommodations for Students with Disabilities

“Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.”

COVID-19 Testing Compliance

“To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week.

Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.”

Prohibition of Recording of Class Sections by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the [University's Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Support for Wellness and Mental Health

“Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>”

COVID-19 Classroom Expectations

“Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.”

Exceptions to Class Modality (for hybrid or in-person sections)

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by

AccessibleNU.

Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern's Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.”

Guidance on Class Recordings

This class or portions of this class may be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Class Practices and Procedures

Check In: At the start of every seminar session, you will have an opportunity to discuss some of the broader issues related to secondary math education and your experiences at your practicum sites. These discussions will occur in partner, small-group, large-group, and/or whole-group formats. They are a way for you to share and process some of the challenges, questions, successes, observations, reactions, and “noticings” that come up, and they may align with the particular topic for the week. Since we meet on Thursday evenings, you will likely have a lot to share from the week – please be prepared to do so! If there are pressing and emergent issues that come up that you want to address before Thursday evening, please reach out to me via phone or email. We can work together to determine new systems for checking in.

Conversation Movers: Each student enrolled in the class is expected to serve as the conversation movers at least once this quarter (this is adapted from Danny Martin's CI518 seminar at UIC). Conversation movers focus on one of the readings assigned for the next class, or even part of a selection. They decide on thought-provoking questions to pose to the class about the readings; they keep the class focused on that particular text; they move the conversation to salient parts of the text that they wish to discuss. Conversation movers will prepare Google Slides (or a Pear Deck) and share it with me on the Wednesday before their assigned class. **We will decide on the conversation movers on the first day of class.**

Wrap Up: Before leaving, we will make sure that everyone understands what is expected of them in the following week. This may include adjustments to the syllabus in order to address the needs and concerns of the class.

Northwestern Teacher Education Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.

- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

Key Course Readings and Assignments

Week 1: September 23, 2021: Design of Learning Environment Part 1

QUESTIONS TO THINK ABOUT:

How can we co-construct norms and work together to nurture our classroom community? How can we engage with and learn from multiple communities of learning? What are our own internalized biases and positional privileges and how can we develop our identity awareness? How is our view of personal responsibility affected by our culture? How can our teaching be grounded in equity and social justice?

IN CLASS (WHOLE GROUP):

- Check in: introductions
- Co-constructing our class norms and considering how to engage in this practice in classrooms
- Discussion of how teaching and learning exist within multiple communities
- Overview of our syllabus and expectations
- Culturally-sustaining and anti-bias education
- Setting Conversation Movers for each week

PRACTICE (PARTNER & INDIVIDUAL):

- Introduction letter for families
- Student surveys
- Begin considering portfolios: content and format
- [Interrogating the Self](#)

READINGS FOR NEXT WEEK:

- Domain 2 of [CPS Framework for Teaching](#)
- Hammond, Chapters 1 - 4

AT YOUR SITE:

- Introduce yourself to your classes, if you haven't already
- Distribute your letter and survey, once finalized
- Talk with mentor about curriculum mapping for the quarter and year (in very general terms)
- Complete the [Practicum Agreement](#) with your mentor
- Use two column notes to generate your questions during at least one lesson

DELIVERABLES:

- Observation Analysis 1
 - (from Hammond) What would you say are the cultural archetypes operating among your students? What cultural practices do you see enacted?
 - (modified from Hammond) Become observant about how individualism and collectivism are operating in your own personal/academic/professional life, in the classroom you are observing, and in the school community you are now part of.
 - What procedures or routines have you witnessed that contribute to the culture of the classroom? In what ways do they contribute?
 - How does your mentor teacher begin the school year? What does this say about your mentor teacher's approach to teaching?
 - Using evidence from your own schooling experience or what you have observed recently, what procedures or routines have you witnessed that contribute to the culture of the classroom? In what ways do they contribute?
- Assessment 1
 - What learning objective is the assessment addressing?
- Tour of classroom (no students)
 - Take a ~1 min video of your classroom and post to our flipgrid group: 6c834493

Week 2: September 30, 2021: Design of Learning Environment Part 2

QUESTIONS TO THINK ABOUT:

How can we think both broadly and specifically about Learning Environments? What does Design mean in an in-person learning environment? What does it mean in an online learning environment? How do we teach collaboration skills? What can we learn about our school community? Our students?

IN CLASS (WHOLE GROUP):

- Check in
- General feedback on Observation Analysis 1
- How does the physical environment impact learning? What are some different classroom layouts you have seen? How does the arrangement of desks, chairs, white boards, projector, etc. affect student-student interactions and teacher-student interactions?
- Conversation Mover(s): Maggie
- View flipgrids
- Present start-of-year or norm-setting practices

PRACTICE (PARTNER & INDIVIDUAL):

- Create/modify a start-of-year mini-lesson to introduce yourself, your class, your learning environment, your norms.
 - Go online to find an ice-breaker OR brainstorm and create an activity on your own OR copy what your mentor does OR modify what your mentor teacher does OR remember your own learner experience
 - Decide on ONE activity to present to or do with our class. Be prepared to discuss why you think it would help build rapport among students and between teacher and students. How does math play into this routine or activity? (It doesn't need to.)
- Finish Interrogating the Self

READINGS FOR NEXT WEEK:

- Domain 2 of CPS Framework for Teaching
- Hammond, Chapters 5 - 7
- [Using the 5 Practices in Teaching Mathematics](#)

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- If possible, visit other math classes and meet other math teachers
- Look at your school's calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep's LSC meeting on Tuesday, October 19, 2021 or Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 2
 - Submit Parts I and II of [School Community Analysis](#)
 - Part III is for your information. You do not need to submit it to me, but you should try to collect as much of that information as possible.
- Assessment 2
 - Try to collect different kinds of assessments each week. How is this week's assessment different from last week's?

Week 3: October 7: Design and Use of Assessments Part 1

QUESTIONS TO THINK ABOUT:

How are assessments connected to standards? How is assessment different from evaluation? How can we integrate assessment into everyday teaching? What's important in assessment? How can our assessment practices contribute to students' growth? In what ways do specific types of assessment elicit and privilege particular ways of knowing? How can we design for learning in a way that is asset-based and iterative? How do we plan for student learning in meaningful ways?

IN CLASS (WHOLE GROUP):

- Check in
- General feedback on Observation Analysis 2
- What are typical learning standards? Where do you find them? How can you connect standards to assessment?
- Examine CCSS-M
- Videos: How does a teacher assess while teaching?
- Practice teaching
- Conversation Mover(s): Rose and Khoa

PRACTICE (PARTNER & INDIVIDUAL):

- Create/modify a mini-lesson of a topic of your (and your partner's) choosing.
 - Decide on a topic/goal/concept (e.g., "Factor a quadratic expression to reveal the zeros of the function it defines." or "Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.")
 - Develop and present an INFORMAL brainstormed version of what instruction would look like for that goal that is reflective of CCSS-M. If possible, attend to the Standards for Mathematical Practice.
 - Present your description to the whole group and refer to particular standards that are being addressed. If possible, teach that topic to us.
 - How would the 5 Practices play into the lesson? Would they?
 - This is a low-stakes, low-pressure consideration of what teaching with CCSS-M means.

READINGS FOR NEXT WEEK:

- Domain 1 of CPS Framework for Teaching
- Thinking Through A Lesson Protocol (on Canvas)
- Hammond, Chapters 8 and 9

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- If possible, visit other classes and meet other teachers
- Start to plan a time to practice teaching a mini-lesson in your mentor teacher's class. This may be after you have observed them teaching that topic in a previous class.
- Look at your school's calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep's LSC meeting on Tuesday, October 19, 2021 or Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 3

- How are the goals in CCSS-M reflected in the class sessions you observed?
- Which aspects of the standards were emphasized or de-emphasized?
- How do you know? What evidence can you cite from artifacts and anecdotes?
- How are the standards referenced by the teacher?
- Do you think the standards are explicitly stated to students or are they developed and “surface” throughout a lesson? Or is there a combination of these two ideas?
- What forms of assessments does your mentor teacher use to determine whether students are achieving the learning objectives/goals/standards?
- What connections do you see between ongoing, formative assessment and building intellectual capacity?
- Interview Mentor and Discuss an Assessment (Assessment 3):
 - Talk to your mentor about using an assessment that you create or co-create with your mentor.
 - Develop this short assessment (exit slip, opener, class assignment) with your mentor and determine when you may be able to implement it in the next few weeks.
 - Bring your assessment to class so your classmates can give you feedback on it before you implement it.

Week 4: October 14, 2021: Design and Use of Assessments Part 2

QUESTIONS TO THINK ABOUT:

How often do we assess? What can we do with the results of assessments? How does assessment affect the learning environment? Is there a difference between assessment of learning and assessment for learning?

IN CLASS (WHOLE GROUP):

- Check in
- Present and enhance assessments - including those co-developed with mentor teacher and to be used in class
- Present Domain 2 reflections done in pairs
- Conversation Mover(s): Kaitlyn and Megan

PRACTICE (PARTNER & INDIVIDUAL):

- Examine and discuss Domain 2 in your pairs
 - How do you interpret Domain 2?
 - How do the Critical Attributes enhance your understanding of each component?
 - What have you seen that indicates that your mentor teacher addresses aspects of Domain 2?

READINGS FOR NEXT WEEK:

- Domain 1 of CPS Framework for Teaching
- Smith, et al., Chapters 1 and 2 (you do not need to view videos embedded in chapters - we will view them in class together)

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- If possible, visit other classes and meet other teachers
- Solidify a time to practice teaching a mini-lesson in your mentor teacher’s class. This may be after you have observed them teaching that topic in a previous class.
 - IF possible record this mini-lesson for your own review.
- Look at your school’s calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to

attend Northside Prep's LSC meeting on Tuesday, October 19, 2021 or Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 4
 - Observe an activity/lesson at your practicum site and discuss:
 - What are the learning goals of the activity? How does the activity fit into the larger picture of the unit? Of the course as a whole?
 - What tasks did the students do? How would you characterize the tasks?
 - How does the teacher use assessment throughout the lesson/activity? How did students engage in the assessment?
 - Include an artifact (or description of an artifact) from the lesson that illustrates the type of assessment students worked on during the lesson.
 - Include excerpts from your field notes to support and illustrate your reflections.
- Share Field Notes with me electronically (email, drive, Canvas - whichever method works best)
- Recorded video of your teaching (not to be turned in)
- Assessment 4

Week 5: October 21, 2021: Eliciting and Interpreting Student Thinking Part 1

QUESTIONS TO THINK ABOUT:

How often do we assess? What can we do with the results of assessments? How does assessment affect the learning environment? Is there a difference between assessment of learning and assessment for learning?

IN CLASS (WHOLE GROUP):

- Check in
- View videos from Chapter 2, Smith, et al.
- What foundations do we need to elicit student thinking? How do we elicit student thinking? What do we do after we elicit student thinking? After they relay their thinking?
- Present school community analysis from Week 2
- Tasks that elicit student thinking
- Conversation Mover(s): **Rosalie**

PRACTICE (PARTNER & INDIVIDUAL):

- What kinds of tasks elicit student thinking?
- Find a task that you think elicits student thinking and/or transform one that does.
- Practice eliciting and interpreting thinking with your classmates

READINGS FOR NEXT WEEK:

- Domain 3 of CPS Framework for Teaching
- Linsenmeier, et al. (2014). Lenses for Examining Students' Mathematical Thinking. Mathematics Teacher.
- 100 Questions that Promote Mathematical Discourse
- Smith, et al., Chapters 3 and 4

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- Work in a small group with 2 - 4 students. Use questioning to better understand what they know and don't know. Record this session if you have their permission and waivers.
- Look at your school's calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has

attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep's LSC meeting on Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 5
 - Reflect on the Chapters 5 - 8 of Hammond and address some of the "Invitation to Inquiry" questions she poses:
 - How would you characterize your relationship with students of color (either your students or students whom you have encountered in your educational career), English learning, or other students who are different from you?
 - How do you create a sense of trust and safety in your relationship with your students? What connection can you make between this trust and eliciting student thinking?
 - What kind of teacher are you? (Chapter 6)
 - How might you (or your mentor teacher) be reinforcing a particular mindset without knowing it? (Chapter 7) How might a student's mindset affect how they interpret your questions?
- Recorded video of your work with 2 - 4 students
- Assessment 5

Week 6: October 28, 2021: Eliciting and Interpreting Student Thinking Part 2

QUESTIONS TO THINK ABOUT:

Why could there be multiple interpretations to students' thinking? How can we improve our interpreting of student thinking?

IN CLASS (WHOLE GROUP):

- Check in
- Using technology to elicit student thinking
- Possible video viewing of small group work
- Video viewing from Smith, et al., Chapters 3 and 4
- Discuss of and presentation of tasks that elicit student thinking
- Conversation Mover(s): Sasha

PRACTICE (PARTNER & INDIVIDUAL):

- What kinds of tasks elicit student thinking?
- Find a task that you think elicits student thinking and/or transform one that does.

READINGS FOR NEXT WEEK:

- Domain 3 of CPS Framework for Teaching
- Smith, et al., Chapter 5

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- Discuss with your mentor teacher when you might be able to lead a lesson and record it
- Look at your school's calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep's LSC meeting on Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 6
 - How has your mentor teacher elicited student thinking?
 - Use your field notes to find evidence of student thinking. What was the student explaining? What words and visuals were they using?
 - How did you or your mentor teacher respond to the student thinking?
 - How did other students respond?
 - How does student status factor into eliciting and interpreting student thinking?
- Assessment 6

Week 7: November 4, 2021: Classroom Discourse Part 1

QUESTIONS TO THINK ABOUT:

How do we effectively facilitate classroom discourse where all members of the community can meaningfully participate and where ideas are encouraged and welcomed? How does classroom discourse relate to student sensemaking?

IN CLASS (WHOLE GROUP):

- Check in
- Using technology to facilitate class discourse
- ~~Video from Chapter 5~~
- Flipgrid videos in small groups
- Read “Never Say Anything a Kid Can Say!”
 - How easy or hard does this directive seem? How have you seen something like this at your observation site? How much have you, yourself, tried to allow students to do the talking in your class?
- Conversation Mover(s): Michelle

PRACTICE (PARTNER & INDIVIDUAL):

- Find a Desmos or Geogebra task that you think cultivates classroom discourse

READINGS FOR NEXT WEEK:

- Domain 3 of CPS Framework for Teaching
- Smith, et al., Chapter 6 and Appendix A

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- Discuss with your mentor teacher when you might be able to lead a lesson and record it
- Look at your school’s calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep’s LSC meeting on Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 7
 - Use Appendix A from Smith, et al. to find a resource and analyze it
 - How do you see this resource “playing out” in your class(es) this year?
 - What might you need to modify? Why?
 - How does this resource support the 5 Practices?
 - How does it promote a more equitable participation in mathematical discourse?
- Assessment 7

Week 8: November 11, 2021: Classroom Discourse Part 2

QUESTIONS TO THINK ABOUT:

How can we better notice our own biases in the classroom so we don't reinforce inequities in classroom discourse? What tools can we use to better facilitate equitable discourse?

IN CLASS (WHOLE GROUP):

- Check in
- Videos from Chapter 6
- Using technology to facilitate class discourse
- Videos of classroom discourse
- Conversation Mover(s): John

PRACTICE (PARTNER & INDIVIDUAL):

- Find a Desmos or Geogebra task that you think cultivates classroom discourse
- Modify or create an activity that cultivates classroom discourse

READINGS FOR NEXT WEEK:

- Domain 1 (again) of CPS Framework for Teaching
- Smith, et al. Chapter 7

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
- Continue to collect waivers and surveys
- Lead a lesson or part of a lesson and record it
- Look at your school's calendar, ask your mentor teacher, or check the website for when the next LSC or school board meeting is. Plan to attend a meeting and take notes. Once everyone has attended a meeting, we will discuss our observations in a subsequent class. You are welcome to attend Northside Prep's LSC meeting on Tuesday, November 16, 2021 at 6:30 pm. Meetings are held via Zoom. Details to be shared in class.

DELIVERABLES:

- Observation Analysis 8
 - What technology is available or provided at your school site?
 - Who provides the technology? How is it used?
 - What online apps does your school use and how do they encourage discourse?
 - How does technology enhance learning in general?
 - What have you witnessed that you would consider classroom discourse in the courses you have observed?
 - Who is doing the talking? How is it facilitated?
 - Is the 'air time' equitable? How are multiple voices heard and valued?
 - Can you discern who has "high status"? Who determines who is competent? How is that established?
- Assessment 8
- Create a short slide deck to implement with our class so you can practice teaching. You choose the topic!

Week 9: November 18, 2021: Lesson Planning Part 1

QUESTIONS TO THINK ABOUT:

Where do we start in making a lesson plan? What components should it have?

IN CLASS (WHOLE GROUP):

- Check in
 - ~~Standards and Tasks~~
 - Review assessments collected thus far
 - Practice teaching
 - Conversation Mover: Priyana
-

PRACTICE (PARTNER & INDIVIDUAL):

- Build/review a lesson plan that you will implement before the end of the term
-

READINGS FOR NEXT WEEK:

- Domain 1 of CPS Framework for Teaching
 - Smith, et al., Appendices B and C
-

AT YOUR SITE:

- Continue to use two column notes to generate your questions during at least one lesson
 - Teach another lesson or mini-lesson and record it
 - Collect lesson plans from your mentor teacher and other teachers if possible
 - TEACH! Teach for 3-5 days for at least one class and video record yourself doing it.
-

DELIVERABLES:

- ~~Final Essay~~
 - ~~Details to be shared later.~~
 - Your TPA write up and your video of 3 - 5 lessons
 - Assessments 9 and 10
 - Lesson plans collected from other teachers (these can take any format - no judgment!)
-

Week 10: December 2, 2021: Lesson Planning Part 2

QUESTIONS TO THINK ABOUT:

What do *I* need to do to feel prepared to teach?

IN CLASS (WHOLE GROUP):

- Check in
 - Analyze lesson plans
 - Practice teaching
 - Final reflections and evaluation
-

PRACTICE (PARTNER & INDIVIDUAL):

- Practice teaching
-

READINGS FOR NEXT WEEK:

- None!
-

AT YOUR SITE:

- Keep teaching as much as possible and get ready for student teaching.
-

DELIVERABLES:

- None! Have a wonderful time student teaching! Please keep in touch!

