

NU CREATE Seminar



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MSED 486-2 CLINICAL RESIDENCY AND SEMINAR II
Annenberg Hall Room 101
Fridays 1:00 pm - 3:00 pm

Welcome to Seminar

Welcome to the Fall Quarter NU CREATE Seminar. I am very honored and excited to support you as you navigate your residency experiences this year. As you work to develop your practice and interrogate the various ways to think about teaching and learning and the implications for student success, please know that I am here as a thought partner during this year of experiences. Please do not hesitate to contact me at any point. I can be contacted either by email danna.dotson@northwestern.edu or by scheduling an appointment.

Seminar Course Description

The NU CREATE Seminar is a year-long course designed to support your growth and development as a novice educator. This unique class synthesizes learning from your NU classes, MSX and CREATE D65 field experiences and engages you in critical discussions, readings and assignments focused on the sensemaking of pedagogical structures and practices in both traditional and non-traditional educational spaces. During the year of seminar, we will engage in discussions and assignments that will challenge you to be reflective and purposeful as you navigate your year of residency experiences, examine your evolving teaching skills, and work to develop your teaching philosophy.

Through this course, you will establish your first Professional Learning Community (PLC) where as a community we will challenge, question and assist one another throughout the residency experiences. Our classroom will serve as a teachers' workroom, a place to reflect, share, collaborate, and grow professionally.

Course Goals and Objectives

The goals for this course are aligned to the NU Teacher Preparation Programs' Guiding Commitments which are instantiated in **Advancing Equity and Social Justice**, **Fostering Subject Matter Sensemaking**, **Understanding Learning and Human Development** and **Engaging within and Across Communities**. We believe these are essential to understanding the complexities of education and core to transformative teaching and learning. The NU CREATE residency seminar goals have been designed:

- ❖ To focus on how teaching practice can advance equity and justice.
- ❖ To encourage the habits of reflection, noticing, listening and inquiry.
- ❖ To examine and engage with the intersection of educational research, theory and practice as teachers focused on transformative teaching and learning. Throughout this process, we will carefully consider our own experiences and practices.
- ❖ To prepare student teachers to begin working through complete cycles (planning, teaching, assessing learning, and reflecting); understanding the cyclical nature of teaching and the interconnectedness of each of the components of the teaching cycle.



Conceptual Framework for Transformative Teaching & Learning

Guiding Commitments



Northwestern Teacher Education Guiding Commitments a

- 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 and anti-racist learning environments
- Tools for strengthening our cultural life living through Course, “Discipline”, Program, Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

ADVANCE EQUITY AND SOCIAL JUSTICE Great educators have both a strong understanding of their own cultural identities and value the cultural contexts and identities of their students as tools to support development and learning. They draw on these understandings to create relevant, connected, and equitable learning experiences with their students. Educators must learn to design and provide the varied materials, questions, goals, and supports that each student needs. At the same time, we must acknowledge that teaching and learning is situated in various systems ranging from families to communities, and we must work to understand and challenge systems that perpetuate inequality. Our teacher education programs strive to assist educators in doing this foundational and complex work by developing the following ideas and practices:

- Develop and demonstrate awareness of one’s own internalized biases and positional privileges and recognize that identity awareness and development are ongoing
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter
- Identify how various forms of systemic inequity (structural, cultural, political, historical) and local policy show up in classrooms and schools, and work towards reversing these various forms of inequity
- Understand, model, and learn to enact culturally relevant and sustaining pedagogies that engage students in exploration of social issues through the lens of varied perspectives and identities
- Cultivate interactions that demonstrably value all students and colleagues and their ideas including knowing how to facilitate difficult conversations and how to respond to various expressions of bigotry
- Understand and draw on the assets of students, colleagues, and their surrounding communities by eliciting their experiences from both in and out of school

FOSTER SUBJECT MATTER SENSEMAKING We strive to develop educators with robust understandings of subject matter that can be applied in interdisciplinary ways to the world and their student’s lives. These educators understand the importance of always being conscious that the way one thinks about learning informs the way one teaches. And because this is true, they are interested in studying the learning of subject matter based on their students’ ideas and the literature. Knowing how students understand disciplinary ideas is an essential part of effective teaching and differentiating supports. It is also essential to recognize that subject matter ideas are always culturally situated. Educators in our programs will develop pedagogical content knowledge and practice that is primarily informed by the following ideas:

- View subject matter as sets of ideas that form both content and pedagogical process for making sense of the world; engage in sensemaking as learners
- Identify as learners and sensemakers who engage in strengthening their own subject matter knowledge and pedagogical practice
- Notice, understand and respond to student thinking in order to encourage meaning making within and across disciplines
- Recognize that the way learning environments are designed will elicit and privilege particular ways of knowing



- Engage in subject matter teaching as an iterative, interdisciplinary, and reflective process of design that involves the creative and skillful use of materials and resources, including technological tools
- Implement inquiry and other pedagogical approaches that reflect understanding knowledge as socially and culturally constructed
- Utilize formative and summative assessment practices that contribute to students' growth
- Examine and address standards within disciplinary areas as a way to both shape and determine content and expectations

UNDERSTAND LEARNING AND HUMAN DEVELOPMENT We recognize that the way that educators understand learning and human development is one of the most significant influences on their decisions about instructional strategies, curriculum design, and classroom interactions. The awareness that teachers hold of the complexities of the process of human development influences their ability to engage in positive and productive relationships, address the learning needs of each student whom they serve; it also shapes the way they conceive of evidence about progress and learning. At the same time, educators need to commit to a reflective stance towards their own growth and development based on relevant forms of data. Towards that end, we will work with our community of educators to:

- Understand how theories of learning and development were established and how their enactment is complicated within powered and contradictory systems of schooling
- Understand and enact theories of learning that consider content-area knowledge as being formed by developmental, social, cultural, ethical, and political processes
- Engage in the study of human development as a process of maturation within a network of areas: physical, psychological, emotional and cultural
- Consider human development through an asset-based, iterative, perspective
- Apply systematic and reflective approaches to understanding learning as a function of social, cultural and ecological interactions within contexts
- Become facile at interpreting and evaluating data that influence learning about and improving schools by leveraging relationships between local, state and federal policies and understanding levers for changes

ENGAGE WITHIN AND ACROSS COMMUNITIES We recognize teaching and learning as socially mediated experiences that are nested in multiple communities of learning that hold various funds of knowledge. These include classroom and school communities, the communities of our students and families, as well as broader professional communities. Establishing meaningful and reciprocal relationships and being in community with others is contingent upon developing awareness of self and how to negotiate with others across multiple spaces of participation. We are committed to developing the knowledge and the pedagogical skills to support educators for the multiple communities in which they engage, which include:

- See schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives
- Develop a repertoire of self-awareness and self-management skills that support effective relationships and decision making in communities of practice
- Design, establish, and maintain an environment and norms that center students' needs and ideas and fosters a sense of belonging
- Facilitate meaningful discourse and interactions where all members of a community can meaningfully participate and where ideas are encouraged and welcomed
- Establish asset-based, trusting authentic relationships with students and families in service of learning
- Communicate and function with colleagues ethically, responsively and productively
- Participate in professional learning communities as a mechanism for teacher scholarship toward continual individual growth and leadership
- Identify and leverage the formal and informal learning that occurs outside schools
- Engage in learning about the landscape, histories, challenges, assets, and resources of a community in which a school resides to inform relational and instructional interactions with students and families



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, 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.

The dispositions are intentionally embedded in our courses and should be modeled by all members of our community. As a program, we commit to holding ourselves accountable for consistently demonstrating these dispositions.



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.



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 committed to understanding students' thinking.



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



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.





PRACTICES FOR CLASS

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; 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 (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.

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.

Note: Some texts and class discussions will touch upon deeply personal issues, including cultural practices, gender, mental health, and antisocial/violent acts. We will do our 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 an instructor 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.

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. We will also discuss how students can participate in and co-plan curriculum and instructional decisions. This will not be something that we only consider for your PK-12 students; instead, this is an approach and philosophy that we will live together in our course. The co-construction of 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.

Weekly Check-In & Reflection

Together, we will determine a system for weekly check-ins and reflections. In the past, dialogue journals, google forms, audio messages, and other tools have been used for this purpose. With all of the unique circumstances this year, I would like to collaborate with you to determine what will be helpful and effective.



Grading, Assignments & Assessments

The assignments for this course are strategically designed to help you learn, reflect, synthesize ideas, challenge your thinking, and engage in authentic educational practice. As you are working on the assignments, the learning objectives and purpose should be clear, relevant, and meaningful. You should be able to understand the practical applications of your work. If this is ever not the case, please see me, my goal is to support you with meaningful and engaging assignments that will help you grow as an educator. Please note that assignments can be modified to meet your unique needs and interests.

Detailed instructions for each assignment will be provided in class and/or through Canvas. As we will discuss in this course, assessment and evaluation are complex. Many of the texts we will examine make a case for actively engaging students in all steps of evaluation; you will be an active participant in the evaluation and assessment of your own learning in this course.

Class Recordings

This class or portions of this class may be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. Portions of recordings in which students are visible will be deleted at the end of the term. If we record portions of class, those recordings will be available on Canvas. 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.



MATERIALS FOR CLASS

Canvas

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

Texts and Materials

This course will include shared texts as well as menus with options for you to select from; articles and book chapters will be shared electronically with you. Provided below are three texts we will reference throughout the year.

- *Culturally Responsive Teaching & the Brain* by Zaretta Hammond (Corwin, 2015).
- *Teach Like A Champion 2.0* by Doug Lemov (Jossey-Bass 2010)
- *Enhancing Professional Practice: A Framework for Teaching* by Charollette Danielson (ASCD 2007)

Please note that you do not have to purchase your text and are welcome to check materials out from the library. These texts may be available through interlibrary loan or your local public library.





NU PRACTICES & POLICIES

Academic Integrity

As a student in this course you are required to comply with the policies found in the booklet, "[Academic Integrity at Northwestern University: A Basic Guide](#)[Links to an external site.](#)" All papers submitted for credit in this course must be submitted electronically via email to danna.dotson@northwestern.edu. We will also be using shared Google folders. 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>"

While the guidelines for academic integrity at Northwestern prohibit students from submitting similar work in more than one course, these guidelines are modified here. Your courses are all working toward the same goal; providing you, as a novice educator, culminating experiences to support synthesis and application of theories and practices. It is likely that as you synthesize and expand your thinking, there will be some overlap between this course, other courses, your action research project and the TPA.

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.

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.

As we continue to navigate the daily shifts and changes taking place during these very unusual times, the safety guidelines and procedures set forth by the university will be observed in this class. I greatly understand the sensitive nature of the current health concern environment and want to support any questions or concerns you may have during our return to campus. If you have questions in response to our COVID-19 health safety protocols, please let me know and I will connect you with the appropriate university resources.

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. Please contact me as soon as possible to arrange a time to complete the missing coursework. Should public health recommendations prevent in person class from being held on a given day, either I or the university will notify you of the change.



Support for Wellness

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. You have access to confidential resources through the [Counseling and Psychological Services \(CAPS\)](#), [Religious and Spiritual Life \(RSL\)](#) and the [Center for Awareness, Response and Education \(CARE\)](#).

Accommodations

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. In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student requesting accommodations related to a disability or other condition is encouraged to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.



SEMINAR ASSIGNMENTS

“Photo Album” Components

As suggested by Carol Ann Tomlinson and Jay McTighe, authors of *Integrating Differentiated Instruction: Understanding by Design*, assessment is best viewed as a photo album instead of a single snapshot. You will work throughout the year to fill your album with authentic and relevant tasks; these tasks have been grouped into a few key strands and are aligned with the program's Guiding Commitments.

Course Requirements (20 points)

- Weekend Check-ins and Reflections
- Field Notes*
- Weekly Class Preparation
- Curriculum Map
- Evaluations from Mentor(s)
- Self-Assessment with NU CEF
- Meeting with Danna at the end of the quarter
- Teacher Performance Assessment Requirements*

Learning Communities Portfolio (40 points)

- Design of Learning Environments (Video)
- Mentor Interview and Reflection
- Student Interview
- Maintaining & Caring for the Classroom Community
- Asset Mapping
- Interrogating the Self

Subject Matter Sensemaking Portfolio (40 points)

- Eliciting & Interpreting Student Thinking (Video)
- Assessment
- Evaluating Lesson Materials
- Universal Design for Learning Task
- Discourse Activity (Video)
- Content-Area Focus (Video)



Weekly Check-In

Each week you are asked to complete a weekly reflection of your classroom experiences from that week. The purpose of this update is to informally share your observation focus, share out what is occurring at your residency site and provide an opportunity for us to connect surrounding your experiences and any questions or concerns you may have that week.

Your reflections can serve as a journal as you grow and develop your understanding of the class, their systems, norms, instructional design and class culture. These reflections are private between you and me and will not be shared with anyone. At the end of the quarter, you will be encouraged to reflect on your personal growth. Your weekly reflection is not intended to be lengthy and can be in note or bullet form

Questions to answer each week

- ❖ What surprised you this week at your practicum site?
- ❖ What is something positive you noticed? Was there anything that concerned you?
- ❖ Are there particular topics or activities your students are studying?
- ❖ What did you do at your site? (For example, did you work with small groups, help monitor students in the hallway, grade papers, put up bulletin boards?)
- ❖ Do you have any questions? Can I be of any help to you?

Field Notes

Please refer to the information provided by Dr. Vossoughi and Dr. Hooper. You will continue to follow the protocol utilized this summer in developing your noticings and wonderings surrounding student learning and engagement.



CREATE Seminar - Part II

Week One	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> Identify your wonderings and thinking about how those can be pursued as part of your Action Research 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> No focus items this week Danna will begin to make introductory site visits 	
Week Two	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> Begin thinking about your Design of Learning Environments assignment (and complete the section about Core Values) Begin Interrogating the Self Form 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> Talk with mentor about curriculum mapping for the quarter and year (in very general terms) Interrogating the Self - October 8th Field Notes Asset Mapping - October 8th Weekly Check-In - October 3rd 	
Week Three	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> Audit of Danielson Domain 2 Interrogating organizational routines Core Values (in community portfolio) 	<p>AT YOUR SITE:</p> <p>Learning Communities Portfolio</p> <ul style="list-style-type: none"> Core Values (Due Oct. 15) Design of Learning Environment Video on Flipgrid (Due Oct. 15) Viewing Colleagues' Videos (Due Oct. 22) Mentor Interview (Due on Oct. 22) 	
Week Four	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> Watching design of learning environments videos (on Flipgrid) and share responses Design your eliciting student thinking tasks Work with a partner as you plan your task and then to analyze your task. Evaluating curriculum materials 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> Eliciting and Interpreting Student Thinking Mentor Interview Discuss curriculum materials and expectations Continue working on asset mapping Share takeaways from Interrogating the Self. Post on Canvas 	
Week Five	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> Debrief eliciting and interpreting task Selecting, evaluating, and adapting lesson materials with a partner 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> Discuss assessment strategies. When possible, begin assisting with designing and collecting formative and diagnostic assessments. Work through community portfolio sections on organizational routines Mentor Interview and Reflection Design and implement an assessment 	



Week Six	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> • Sharing planning approaches and tools (such as templates) • Discuss your student interview questions • Add information to your Candidate Evaluation Framework 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> • Design and implement an assessment • Continue working on understanding organizational routines in your school • Optional (Encouraged) recording providing instructions and setting up a task • Student Interview 	
Week Seven	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> • Work on planning your lesson/mini-lesson that focuses on discourse and engagement • Discuss your assessment portfolio (perhaps focus on student feedback and next steps) • Eliciting and Interpreting Student Thinking Mentor Interview • Discuss curriculum materials and expectations • Continue working on asset mapping • Share takeaways from Interrogating the Self. Post on Canvas discussion 	<p>AT YOUR SITE:</p> <p>Student Interview</p> <p>Lesson that focuses on discourse and engagement recorded</p> <p>Section on assessment in Sensemaking Portfolio is due by</p> <p>Continue talking with your mentor about how they approach planning and the local curriculum.</p> <p>Continue working on the classroom community sections of your community portfolio (including philosophy statement).</p>	
Week Eight	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> • Work on community portfolio together • Plan for your discourse and engagement activity! Rehearse as needed. • Prepare to present about your personal-choice text! 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> • Section on assessment in Sensemaking Portfolio (including reflection) • Discourse and engagement video • Consider your role in the maintenance and care of the classroom community • Continue working on the classroom community sections of your community portfolio (including philosophy statement). • Engaging in the community beyond the classroom walls as you continue your asset mapping 	
Week Nine	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> • Share discourse/engagement video with a partner • Discuss how you will integrate UDL and differentiation in your Teacher Performance Assessment • Plan your content-area focus lesson 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> • Continue working on the classroom community sections of your community portfolio (including philosophy statement). • Talk with your mentor about IEPs/504 and what you know about students. • Your TPA Lesson Plans and Task 1 	
Week Ten	Focus Area	Due Date
<p>PRACTICE (PARTNER & INDIVIDUAL):</p> <ul style="list-style-type: none"> • Discuss your TPA plans • Finish Task 1 and lesson plans • Plan your content-area focus lesson 	<p>AT YOUR SITE:</p> <ul style="list-style-type: none"> • Plan your 3-5 lesson sequence and communicate with your mentor regarding timing and any questions • Teach a lesson that address the TPA content-area focus by 	



CREATE Seminar - Part III

Week One	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Two	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Three	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Four	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Five	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Six	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Seven	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Eight	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Nine	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	
Week Ten	Focus Area	Due Date
PRACTICE (PARTNER & INDIVIDUAL):	AT YOUR SITE:	

