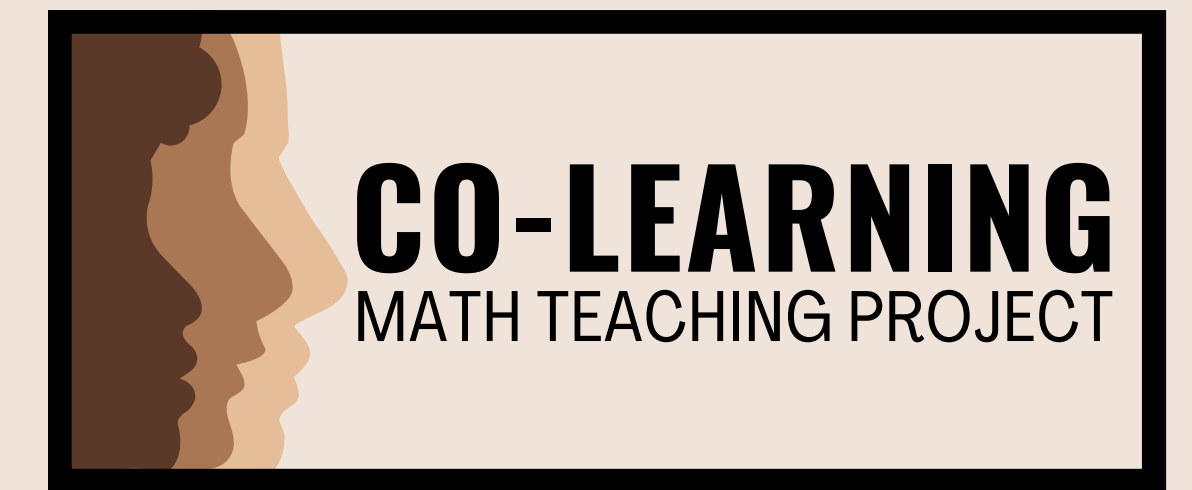


Asset-Focused Co-Noticing Tool I: **Huddling**

Co-Learning Equity-Oriented Math Instruction



This tool (**ACT I: Huddling**) supports teachers in co-learning equity-oriented math instruction by creating opportunities to **huddle** during instruction.

In particular, we explore the question: ***How can we authentically center and leverage the assets of students often excluded or marginalized in math classrooms?*** (e.g., students from marginalized racial, socio-economic, gender and/or linguistic groups).

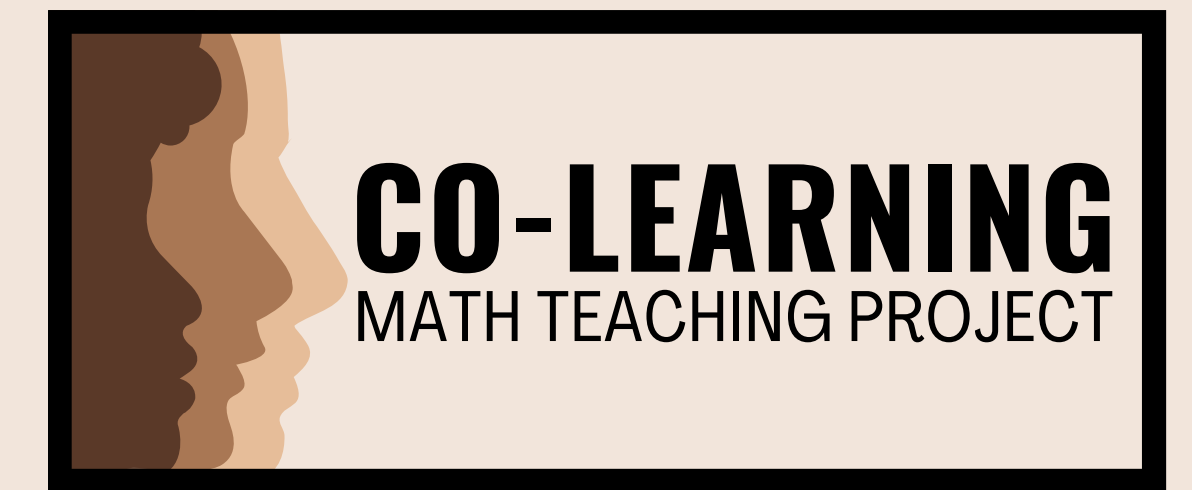
The tool offers asset-focused prompts and guides teachers to engage in collaborative noticing and decision making during instruction. There are three parts of the tool:

- ◆ **Part 1 (*Before Instruction*)**: Choose a focal question & plan for huddles
- ◆ **Part 2 (*During Instruction*)**: Notice, huddle and make decisions together
- ◆ **Part 3 (*After Instruction*)**: Reflect on our learning and make new plans



Part 1 (*Before Instruction*)

Choose a focal question & plan for huddles



STEP 1

Choose a focal question to support your co-noticing during the lesson. Use this question to challenge your assumptions and biases about students and the mathematical ideas you privilege.

- a. Who is expressing their ideas? What are they sharing? Whose ideas are not being heard? Why?
- b. How are students interacting with one another? Who is included? Who is excluded? Why?
- c. What partial understandings do students offer? How are these ideas mathematically rich and relevant?
- d. What divergent or creative approaches do students offer? How might these contributions support the group's collective learning?

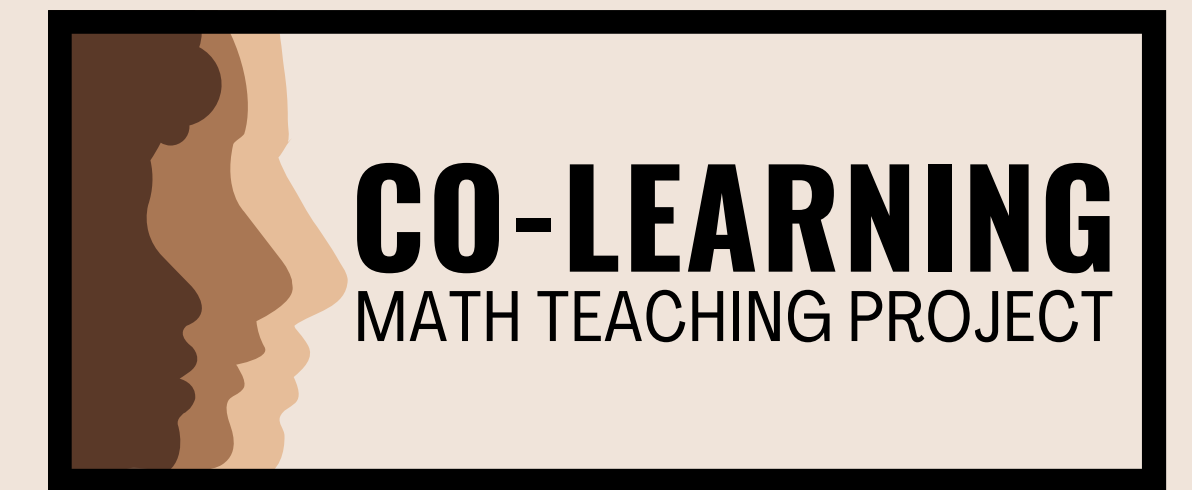
STEP 2

Plan for in-the-moment huddles

1. Given our focal question, are there any specific patterns related to students' racial, socio-economic, gender and/or linguistic identities we want to pay attention to?
2. How will we capture what we're noticing? What, if any information do we want to collect?
3. When during the lesson will we huddle to check-in and share what we're noticing?
4. What kinds of decision(s) could we make based on our noticing to leverage the assets of students often excluded or marginalized in math classrooms?

Part 2 (*During Instruction*)

Notice, huddle, & make decisions together



STEP 1

Notice using your shared focal question.



STEP 2

Huddle to share what you're noticing.

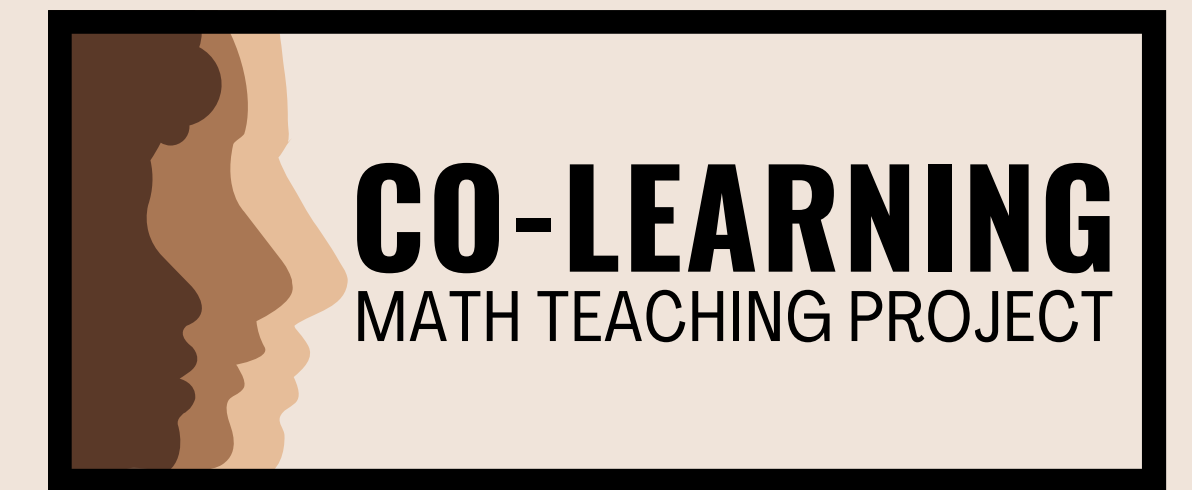


STEP 3

Decide what to do next, based on what you noticed.



Part 3 (*After Instruction*)



Reflect on what happened and make new plans

Directions: Use the prompts below to debrief your co-learning. *Challenge yourselves to use specific evidence from the lesson to support your reflections and ideas.*

STEP 1: Reflect on Huddles and Decision Making in this Lesson

1. Discuss our huddles and what we noticed related to our focal question(s).
2. How were our assumptions and biases about students' participation and mathematical ideas challenged by what we noticed? What surprised us? Why?
3. What decisions did we make based on what we noticed? How did these decisions support students' learning?

STEP 2: Identify Insights to Build on in Future Lessons

4. How did our focal questions support our noticing? What might we focus on next?
5. What do we want to try next to leverage and center students' mathematical assets?
6. What new ideas or questions do we have about equity-oriented instruction?

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