

INTRODUCING THE “ASSET-FOCUSED CO-NOTICING TOOL: HUDDLING”

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CO-LEARNING BETWEEN MENTOR TEACHERS AND TEACHER CANDIDATES

Reflect on your typical work with your mentor teacher or teacher candidate:

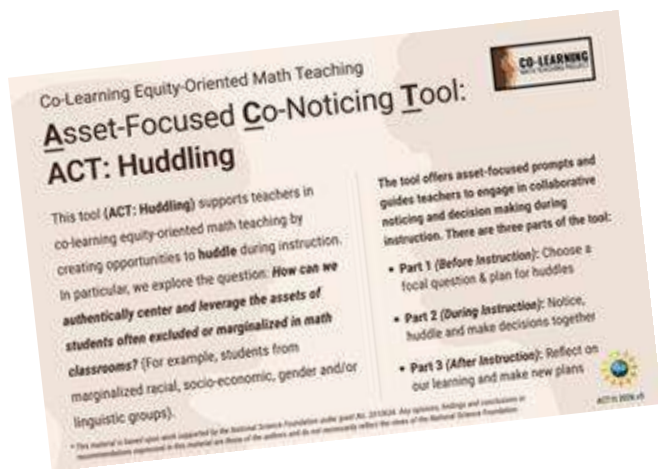
- In what ways and when do you collaborate?
- What are you learning from your work together?
- What do you think it might look/sound like for MTs and TCs to “co-learn” (i.e., learn together)?



OVERVIEW OF THE ASSET-FOCUSED CO-NOTICING TOOL: HUDDLING

- **Goals of the tool:**

- Engage teachers in authentic inquiry around their questions about equity-oriented math teaching.
 - Specifically, support teacher candidates and mentor teachers in intentional noticing and decision-making through “**huddling**” *during* a lesson
- Support a dynamic between TCs and MTs where **both** teachers are learners with valuable perspectives and experience to offer one another.



OVERVIEW OF THE *ASSET-FOCUSED CO-NOTICING TOOL: HUDDLING*

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.

- Who is expressing their ideas? What are they sharing? Whose ideas are not being heard? Why?
- How are students interacting with one another? Who is included? Who is excluded? Why?
- What partial understandings do students offer? How are these ideas mathematically rich and relevant?
- 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

- 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?
- How will we capture what we're noticing? What, if any information do we want to collect?
- When during the lesson will we huddle to check-in and share what we're noticing?
- 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, and 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.

Reflect on Huddles and Decision Making in this Lesson:

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

Identify Insights to Build on in Future Lessons:

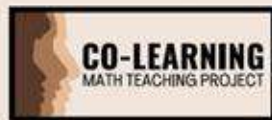
- How did our focal questions support our noticing? What might we focus on next?
- What do we want to try next to leverage and center students' mathematical assets?
- What new ideas or questions do we have about equity-oriented instruction?

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- **Part 1, Prepare to Co-Learn:** The MT and TC select an equity-focused question to guide their noticing and make plans for when they will meet up to “huddle” during the lesson.
- **Part 2, Huddle During Instruction:** The MT and TC meet up to “huddle” during the lesson and share about what they are noticing.
- **Part 3, Debrief:** The MT and TC have a debrief conversation after the lesson to reflect on their huddles and the decisions they made and to set goals for future lessons.

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- How will we capture what we're noticing? What, if any information do we want to collect?
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Before the lesson...

Example excerpt of a conversation when preparing to co-learn:

TC: I think focal question A could be interesting. I was thinking it could be good to listen in to small group conversations and pay attention to who is expressing their ideas and who isn't sharing as much.

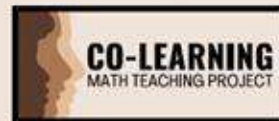
MT: Great! Let's check-in after we have the chance to circulate to a few groups and think together about what we're noticing. Then we can brainstorm what we can try to support students' participation.

TC: I wonder too if what we notice could help us think about how to structure the whole group conversation.

MT: Yes, let's check in at the end of group time to decide who we want to ask to share.

Part 2 (*During Instruction*)

Notice, huddle, and 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.





During the lesson...

Example of a huddle conversation:

MT: Okay, what did you notice?

TC: It seemed like Ayub wasn't quite sure how to participate, and I saw his paper was blank. I asked him what he thought about his tablemate Deja's strategy and he had some really interesting insights on her approach!

MT: Oh interesting! I wonder if we could call on him to share Deja's thinking and his questions about her idea with the whole group?

TC: Let's ask him if he'd be up for it! What did you notice?...

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.*

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Identify Insights to Build on in Future Lessons:

- How did our focal questions support our noticing? What might we focus on next?
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After the lesson...



Example excerpt of a debrief conversation:

MT: It was really helpful for me to hear what you noticed about Ayub. His paper is often blank, and sometimes I assume it's because he doesn't want to participate.

TC: Yeah, I wasn't sure how he would respond to me asking him questions about Deja's work--it was exciting to see how this engaged him! I never really thought about having a student present their questions about someone else's strategy in a whole group conversation. It was cool to see how your questions created an opportunity for Ayub to share his ideas.

MT: I wonder how we can structure small group time in the future so every student is supported to contribute, instead of only kids who have "complete" ideas to share.

QUESTIONS AND NEXT STEPS



- **What questions do you have overall about using ACT: Huddling?**
- **What do you feel most excited about?**



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