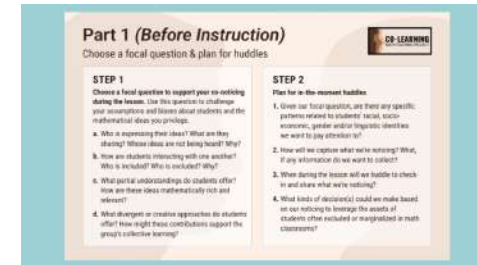


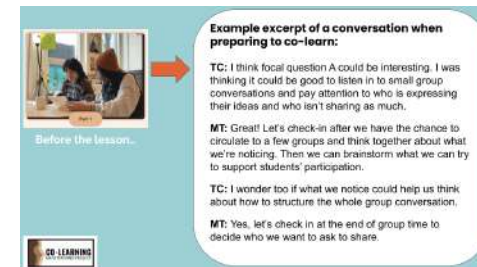
Launching ACT: Huddling Facilitator Plan

Facilitator Notes	Slide
• Introduction • This might be an opportunity to briefly discuss how and why you're planning to use the ACT: Huddling tool to support Co-Learning	
• The aim of this slide is to activate TCs & MTs current conceptions around collaborating in the clinical setting/student teaching so that they might appreciate the value of and relevance of a tool designed to generate new opportunities for learning from their work together. • It might be productive to give participants an opportunity to “stop and jot” some ideas and then engage in a small group or partner discussion about their ideas before sharing out whole group.	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)?  
• The aim of this slide is to orient TCs and MTs to the overarching goals of the tool (in relation to supporting co-learning between MTs and TCs discussed on slide 2) • Consider connecting the “goals of the tool” with goals, themes, expectations, assignments, etc. in other courses the teacher candidates are taking (or any PD the mentor teachers/teacher candidates have completed) and/or the ideas participants raised on slide 2	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.  
• The aim of this slide is to orient TCs and MTs to the parts of the tool so they can get a broad sense of what it might be like to use the tool together. • Briefly review the three parts and then explain that in the following slides you will review each “part” and offer a brief illustrative vignette. • It may be helpful to pass out copies of the tool at this point and/or have participants pull up a copy of the tool on their computers so they can read more closely.	OVERVIEW OF THE ASSET-FOCUSED CO-NOTICING TOOL: HUDDLING  • 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.

- You might start by giving participants the opportunity to read this card, then briefly describe/summarize Part 1:
 - For example: In Part 1 teachers select a focal question to guide their noticing and then plan out when/how they will huddle and how their noticing might support them in making instructional decisions.
- Since the next slide offers an example, you might wait to ask if there are any questions/responses to this part of the tool until after looking at the vignette.

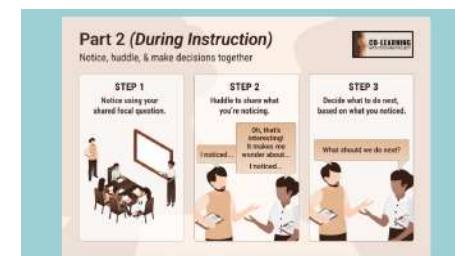


- This is an excerpt of what planning to co-learn might sound like when Teacher Candidates and Mentor Teachers use Part 1 of the tool.
- Read or give TCs/MTs time to read the dialogue
- You might say: *What do you notice or wonder about the planning conversation this MT-TC dyad is having? How is this similar or different from how you and your MT/TC discuss your work together?*
- An idea you might highlight:**
 - The focus of Part 1 is not planning the lesson itself. The tool assumes they already have the lesson planned, so the jumping off point is planning how the teachers are organizing an opportunity to learn with and from one another.

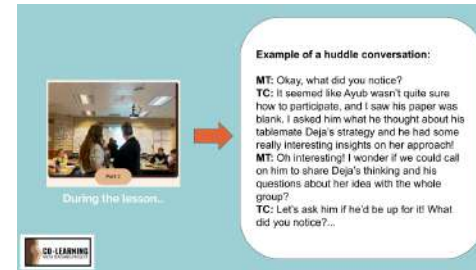


Facilitator Notes:

- You might start by giving participants the opportunity to read this card, then briefly describe/summarize Part 2:
 - For example: In Part 2 teachers notice in relation to their focal question and then meet up to “huddle” amidst instruction to share what they are noticing and make instructional decisions together.
- Since the next slide offers an example, you might wait to ask if there are any questions/responses to this part of the tool until after looking at the vignette.



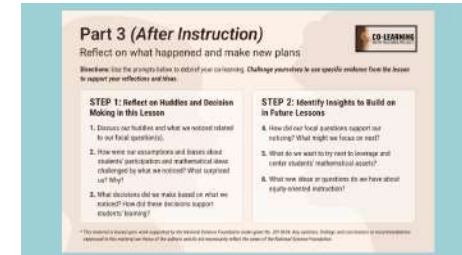
- This is an example of a huddle occurring during a lesson. You might support participants' sensemaking by highlighting that this conversation is occurring during the lesson:
 - For example: "So imagine these two teachers are huddling together while students are working on a task or engaged in a turn and talk..."
- Read or give TCs/MTs time to read the dialogue
- After reading, You might say: *What do you notice or wonder about this huddle? How is this similar or different from how you and your teaching partner engage with each other during a lesson?*
- **An idea you might highlight:**
 - Sometimes participants worry that they won't have time amidst a lesson to huddle in this way. Highlight for them that this is *one* example and that some huddles are longer or shorter depending on what students are up to.
 - It can also be productive to discuss possible times when huddles tend to work well, for example, when students are working in small groups, engaging in a turn and talk, or working independently.



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?...

- You might start by giving participants the opportunity to read this card, then briefly describe/summarize Part 3:
 - For example: In Part 3 teachers debrief. The debrief has two foci: 1) They discuss what they noticed and learned about students and how their noticing and decision making related to their goals/student learning and 2) They discuss how they might apply or build on what they learned moving forward.
- Since the next slide offers an example, you might wait to ask if there are any questions/responses to this part of the tool until after looking at the vignette.



Part 3 (After Instruction)
 Reflect on what happened and make new plans
 Use these prompts to reflect on your teaching. Challenge yourself to use specific evidence from the lesson to support your reflections and ideas.

STEP 1: Reflect on Huddles and Decision Making in this Lesson	STEP 2: Identify Insights to Build on in Future Lessons
1. Discuss our huddle and what we noticed related to our focal question(s).	4. How did our 'hot' questions support our noticing? What might we focus on next?
2. How were our assumptions and biases about students' participation and mathematical ability challenged by what we noticed? What surprised us? Why?	5. What do we want to try next to leverage and center students' mathematical assets?
3. What decisions did we make based on what we noticed? How did these decisions support students' learning?	6. What new ideas or questions do we have about equity-oriented instruction?

- This is an example of a debrief conversation.
- After reading, You might say: *What do you notice or wonder about this conversation? How is this similar or different from how you and your teaching partner debrief?*
- **An idea you might highlight:**
 - In discussing this excerpt, you might highlight how each teacher supported the other's learning, or create an opportunity for



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 quite 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.

participants to notice and reflect on this. For example, Teacher Candidate supports the Mentor Teacher's learning by noticing dynamics which challenge some of the MTs assumptions about students' participation in this class. Likewise, the TC learns a strategy for engaging students in one another's work from the Mentor Teacher.	
The aim of this slide is to debrief the orientation to the tool broadly and surface any lingering questions. Feel free to add to or revise any of these questions.	QUESTIONS AND NEXT STEPS CO-LEARNING - What questions do you have overall about using ACT: Huddling? - What do you feel most excited about?  This material is based upon work supported by the National Science Foundation under Grant No. 2010634. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. ©2026 Co-Learning Math Teaching Project. For noncommercial use only. For questions contact tdgaccounts@teachersdg.org



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