

Theoretical Foundation

- Generative nature of learning (Bruner and Feldman, 1990, Oakes & Lipton, 1999)
- Writing reveals inner workings of thought; what we do/don't know (Emig, 1983; Zinsler, 1988)
- What we think correlates with our writing and what we write correlates with our thinking (Moshman & Franks, 1989)
- Writing helps fuel idea development ((Maimon, Nodine, & O'Connor, 1989)
- Writing across the content areas ((Fulwiler, 1986, Powell, 1989; McLeod, 1992; Anson et al, 1993; Bazerman and Russel, 1994)
- "Low-stakes writing" (Elbow, 1997)

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Sharing Connections Recall a time when...

When have you ever experienced a cultural "clash" due to different cultural lenses?

"In the Palestinian culture, direct eye contact with an elder is considered rude. Growing up, my parents always taught me to lower my gaze while speaking to an adult. I had a culture clash, y first day of middle school. My history teacher was standing at the door greeting students as they walked into the class. When I walked up to him, I looked down as a sign of respect. He then said to me, 'Make sure you look me in my eyes. It's very rude to look away when someone is greeting you.' I was very confused by his remark. Heartbroken, I told my parents what had happened earlier that day. They explained to me that not all cultures are the same."

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Sharing Connections

Recall a time when...

- Recall a time from your own schooling when you felt especially included, engaged, appreciated, and validated in the learning process; and Recall a situation when you felt especially excluded, alienated, and invalidated from the learning process

"I am a quiet student who doesn't like to ask questions when I don't understand. I usually assume the teacher isn't interested in talking to me, besides when they're teaching me. My freshman year I had an English professor who required us to come to at least one office hour session. I was nervous because I had never talked to a professor one on one before. He made me feel really comfortable and asked me about what I enjoyed writing, and we just had a relaxing conversation. That was the first time I saw my professor as a regular person. And the first time I felt seen by a professor..."

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How did you learn...?

What do you know about...?

- How did you learn math? Describe a positive and a negative learning experience.
- Do you enjoy math? Why/why not?

"I learned math by memorizing facts and procedures. I never really understood it. My teacher used to make us memorize a lot and that was hard for someone like me who has a bad memory. I don't think I'm good at math and it makes me nervous that I have to teach and plan lessons to teach kids math..."

Why are students' experiences/connections important?

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Reflection of clinical experience

- **What did you learn about your students' attitudes towards math? Knowledge/skills?**
- **How will this knowledge influence how you teach next week?**

"The students as a whole seemed negative towards math and said, "It's not fun!" By the end of the lesson they all were answering questions and participating. They even said they had fun and look forward to next time! This knowledge will influence our teaching by approaching it with fun activities that involve everyone. Also, we will make sure our group fully understands the concept before moving on. Try to build confidence and use positive reinforcement to help them more comfortable [sic] in the learning environment..."

EDMS 4121 - Dr. Noelle Won

Reflection of clinical experience

Quick-Write Reflection:

How has increased "Wait time" affected your students?

What other Talk Moves have you tried, and how were they effective?

What have you been learning from teaching Math Masters?

"I definitely practiced to increase response wait-time today during my lesson. Each time I asked a question, I let them know to think about their answer before we shared their answers with the whole class. I noticed that their responses were more elaborate and they were able to formulate a response using complete thoughts and sentences instead of one word answers..."

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Math Masters Self Reflection

Name: _____

Please honestly (and however) you think you have been doing these things so far in Math Masters. Circle the box that shows.

I come to Math Masters on time every week.	Only late one time at most.	Late a lot of times.	Late more than a few times.
I come prepared for teaching. I have reviewed my plans and I have prepared all the necessary materials. My teacher portfolio is submitted when it's my turn.	Very consistently.	Sometimes consistently.	Need improvement.
I try my best to apply appropriate instructional strategies.	Very consistently.	Sometimes consistently.	Need improvement.
I have a professional teaching manner and positive attitude.	Very consistently.	Sometimes consistently.	Need improvement.
I communicate with my team teachers if I am going to be late or absent.	Very consistently.	Sometimes consistently.	Need improvement.
I do my fair amount of work in my Math Masters class.	Very consistently.	Sometimes consistently.	Need improvement.

Do you have any other concerns about your year? *My team is great. I have concerns about myself.*

Would you like to meet with a peer? *Yes. We could discuss these issues of discipline and their priority.*

Self-reflection of clinical experience

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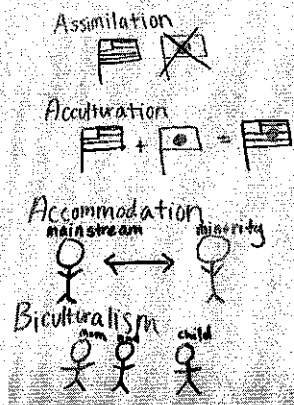
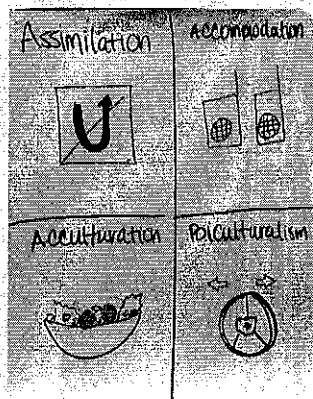
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Process new content: Visual

Create a visual for each of these terms, and provide an example.

- Assimilation
- Acculturation
- Hybridization

Collaborative task



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Creative synthesis of content

- Think of an acronym for your topic. Write it vertically in large, bold letters.
- Write a phrase that begins with each letter of your word, and adds an important detail about your topic. Write these horizontally from each letter.

Collaborative task

Acrostic Poetry

An acrostic poem
 Can be about anything.
 Really.
 Of course, some people like to
 Start each line as a sentence,
 Though
 I prefer weaving words into a
 Creation that is more freeform.

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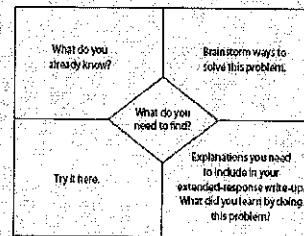
Graphic organizer to process content

Reading To, With, and By ELLs

1. Read-alouds *Dr. Won
2. Shared reading
3. Guided reading
4. LEA
5. Independent reading

How could you use a graphic organizer like this in your course?

Prepare a graphic organizer of your assigned activity. (Think-pair-share)



- **Purpose**
- **How do you do it (Before, During, After)**
- **How can you support ELLs**
- **What should teachers keep in mind**

Collaborative quick-writes to apply concepts

Clear directions for participation
Rotation of tasks
Early finisher extensions

- Each group needs to have at least 4 people, and no more than 5.
- Write everyone's names on top of the quick-write.
- You will have 20 minutes to complete each quick-write.
- After you complete the quick-write, submit your paper into the folder at the table.

Sharing and debrief

Each group will share their responses to ONE of the tasks, with clear rationale.

The rest of the class will provide additional comments/questions

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Group quick-writes

Today you will work in a group to complete 5 tasks:

"Colleague Confusion"

"Moon on the Web"

"Don't just quiz me"

"I got to read this?"

"I don't speak no Russian"

Create scenarios for application

"Colleague Confusion"

SAMPLE

Your bilingual teacher colleague really wants to help a student who recently emigrated from Mexico, and tells you she is going to directly translate every lesson, and orally translate all the readings into Spanish. What would you tell her about this type of L1 support? What other suggestions would you provide?

Write your response on the note card.

- This will be a role play dialogue. I will randomly call on one group to perform.

Quick-table write

What do you want students to DO that will demonstrate their understanding?	
What visuals you will provide for comprehensible input?	
What sentence frames will students use to EXPAND their language?	
What type of questions will you ask that are appropriate for their language proficiency?	

Describe an assessment that would clearly address this 1st grade math objective, with Expanding/Bridging ELLs in mind (Tier 1).

Students will be able to partition circles into two and four equal shares, describe the shares using the phrases *half of*, *fourth of*, and *quarter of*.

***Bonus: How you might adapt this assessment for an Emerging student who just arrived in the U.S. 3 months ago (Tier 3)? How would you provide increased support for this student? How could your questions change? Would you look for something different to demonstrate their understanding of this same objective?

Quick-writes for exploration and analysis

- Explore this webquest and write three ways it would enhance ELLs' comprehension of the science concept, and/or three ways the teacher would need to support ELLs use and comprehension of this webquest.

SAMPLE

<http://msscienceuf.net/phasesofthemoonwebquest.html>

Student feedback

I appreciate your responses, as this is the first time I am trying out the discussion board, and I don't know if I like it.

- Do you have any suggestions to improve the discussion board?
- Would you prefer to bring your typed response to the weekly discussion board question, and discuss face-to-face in groups during class? (We could also do this every other week.)

What do you wonder about in your course?

How do you think your student would respond to a request for feedback?

Formative course evaluation

I'm interested in your feedback on how the class is going. Please take a few minutes to provide your comments.

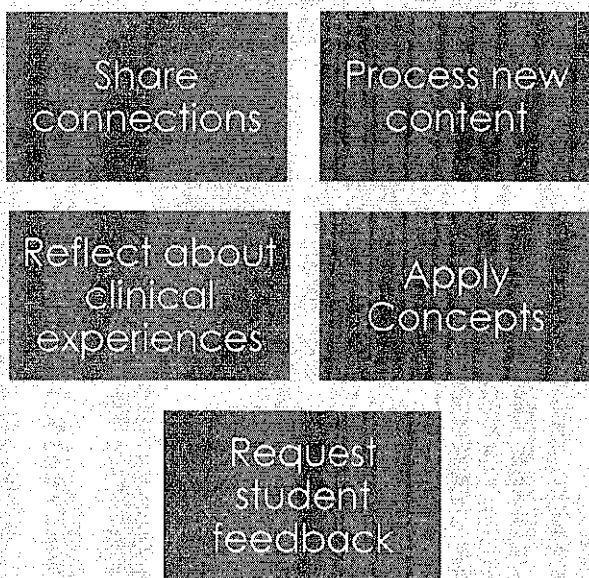
- The amount of content is: Too much Just right Too little
- The pace of the course is: Too fast Just right Too slow
- How well do you understand the course content so far?
 Very well Adequately Totally lost
- Do the assignments help you process/apply the course content/readings?
 Very well Adequately Not at all
- Do the class activities help you process/apply the course content/readings?
 Very well Adequately Not at all
- Do you think participation in Math Masters is a worthwhile aspect of this course?

5	4	3	2	1
(most definitely)			(not really)	
- **Comments:** (What do you like so far? Anything you need more help with?)

Response to student needs:

- 1) Assignments need to be more explicitly addressed and linked to course readings.
- 2) Slow down pace and reduce content
- 3) Give 15 minutes after Math Masters to debrief with teaching partners.

Quick-writes



Questions? Ideas?



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