Engagement and Achievement through Computational Thinking (ENACT)
Coaching Session 1

Goals for this session

- Share reflections on computational thinking (CT)-integrated lessons, and collaboratively brainstorm solutions to challenges.
- Identify opportunities to use student-focused practices in your lessons.
- Practice planning lessons to incorporate CT strategies.

Agenda for today

- Group reflection on implementing CT-integrated lessons
- Revisit student profiles
- Plan lessons with CT
- Close and next steps

Group reflection on implementing CT-integrated lessons

Reflect on your first CT-integrated lessons

- What has gone well when integrating a CT-integrated lesson into your teaching?
- What challenges have you faced when introducing a CT-integrated lesson, and what solutions have you attempted to address these challenges?

Revisit student profiles

Who are the students in your classroom?

Think about the students in your classroom as you reflect on the student profiles we previously reviewed.

- Are there students in your classroom who match student profiles other than yours?
- Are there students with whom you've had difficulty connecting? What do you know about their backgrounds and experiences?
- How can you build on their strengths and lived experiences in your instruction?

Think and discuss

In your small groups:

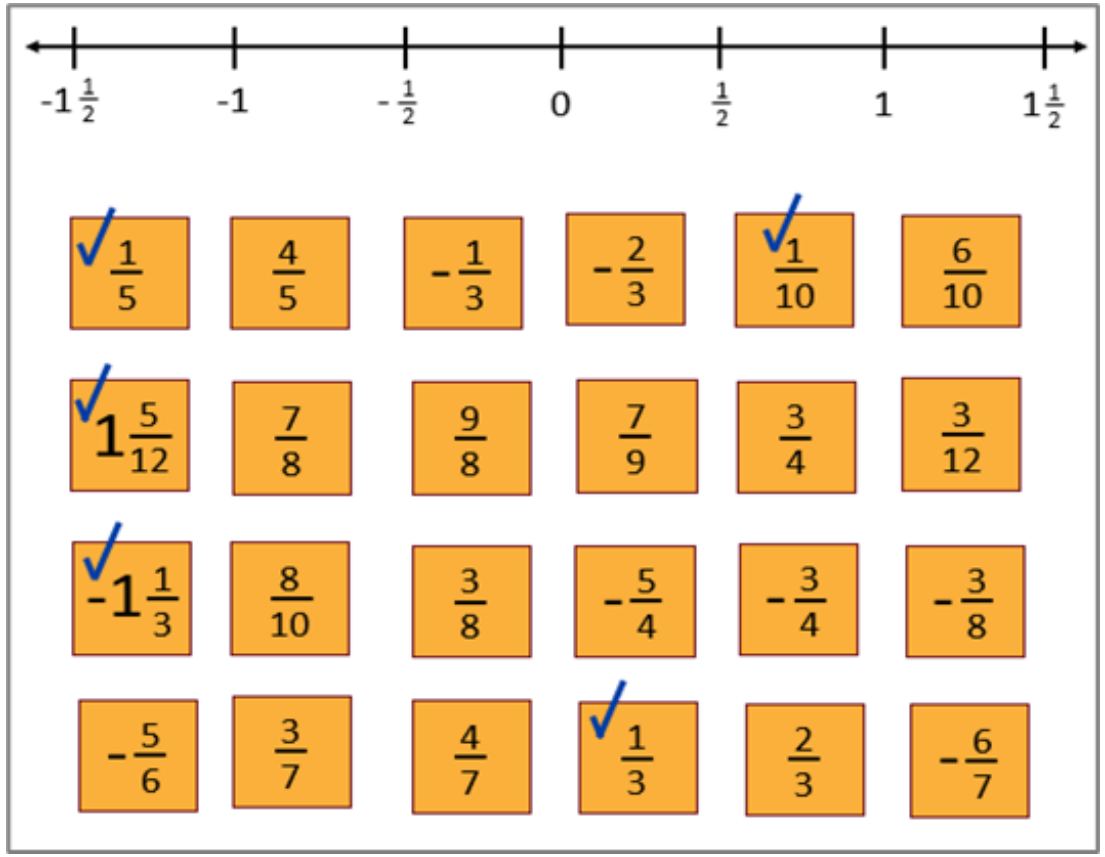
- Describe the student(s) you are thinking of:
  - What is (are) their learning profile(s)?
  - What background knowledge do you have of their lived experiences?
- Brainstorm one teaching strategy you will use in your next CT lesson to support this/these student(s).
- Give feedback and suggestions to your peers.

Return to the group and share highlights from your discussion and one strategy you will try in the classroom.

Plan lessons with CT

Exploring ENACT Video 7

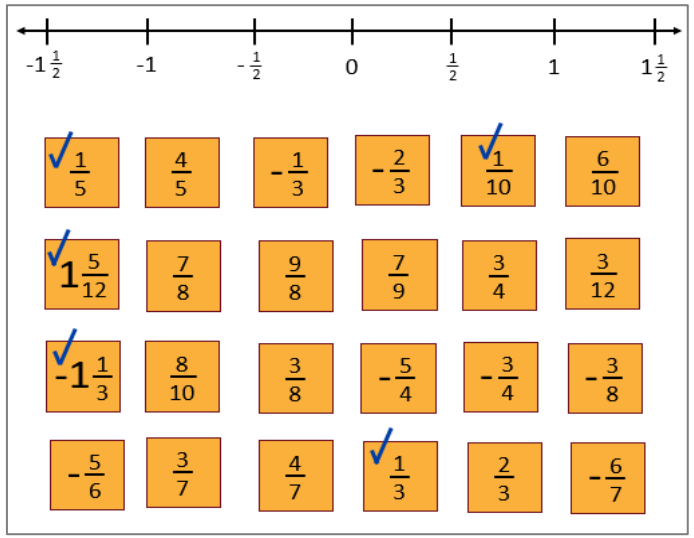
- Let's watch a piece of the Lesson 7 video (6:30–10:00).
- Before 6:30, the coach asked what students noticed and wondered about the fractions and used student strategies to place two mixed numbers.
- As you watch 6:30–10:00 of the video for Lesson 7:
  - What do you **notice?**
  - What do you **wonder?**
  - Where do you see **release of responsibility** for doing CT with students?



Planning for this lesson

This video was focused on a lesson in which students placed these fractions on the number line.

Questions that guided the planning for this lesson are shared below.



What is the key mathematical idea or activity I want students to explore?	What part of the lesson plan seems most connected to that key idea?	How could I use CT to focus students' attention on that key idea?
I want students to practice using different strategies to compare fractions to benchmarks.	Students will identify strategies for comparing each fraction to benchmarks once they get started with placing fractions on the number line.	Students might be able to get into thinking about specific fraction comparison strategies faster if I support them to use **decomposition** to think about one fraction at a time.

Using CT to identify key ideas in a lesson

Think about how foreshadowing CT opportunities in a lesson may help you identify key ideas you want to cover in a lesson. *Suggested questions to think through:*

- What is the key mathematical idea or activity I want students to explore in this lesson?
- What part of the lesson plan seems most connected to that key idea?
- How could I use CT to focus students' attention on that key idea?

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Connecting to the ENACT Observation tool

- The videos for ENACT Lessons 6–10 provide examples of how you can ***frame lessons around CT***, which is the first CT dimension in the ENACT observation tool.
- Which of the student-focused dimensions did you notice in the Lesson 7 video?

ENACT Observation Tool Dimensions

Student-focused dimensions:

- Connect to student experiences.
- Support student choice through multiple representations and approaches.
- Value student thinking and voice.
- Promote collaboration and community.

CT dimensions:

- Frame lessons around CT.
- Prompt students to use CT.
- Highlight when students use CT.

Try it out!

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- Look at the lesson plan for a lesson coming up soon in your curriculum.
- Practice identifying:
  - The key mathematical idea
  - Where in the lesson students engage with this idea
  - How CT might help them focus on this idea
- Also consider where you might make space for students with different lived experiences and learning preferences to engage in this lesson.
- In a few minutes, we'll share out!

Close and next steps

Next steps

- Please also continue filling out your lesson log (recommend at least one CT lesson per week).
- Schedule the next in-person coaching session.

Questions

What lingering questions do you have?

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