**Cognition and General Knowledge**

**Session 5 – Graded Assignment: Video Reflection – Math Activity Plan**

View your own video. Complete your observations/reflections in either Coaching Companion or Canvas. Observe and reflect on your video, carefully addressing each of the following questions:

* Notice what the children do and say in this video. What math concepts are they exploring? What do they say and/or do as they engage in these math concepts? Explicitly link to the HSELOF.
* Notice yourself in this video. What do you say and/or do to help the children engage in math concepts? Is there anything you do or say that gets in the way?
* In light of the observations you made of the children and yourself, what will you try next time to make engaging in mathematics even more effective?

**Submit Assignment**

* Submit reflection in Coaching Companion.

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| **Assignment Rubric** | **Accomplished** | **Emerging** | **Developing** |
| Reflect | The assignment is complete and handed in on time. Participant’s reflection is well reasoned with specific examples of child behavior, teacher practices, and suggestion for future improvement. Participant applies knowledge of children’s math learning and strategies for mathematizing for all examples. Reflection makes connections between children’s responses to the use of specific teacher strategies. Participant successfully explains what he/she will try next time to make engaging in mathematics more effective. | The assignment is complete and handed in on time. Participant shows some insight and demonstrates a basic understanding of children’s math learning and strategies for mathematizing. Response may draw on evidence from the course and describe children’s responses, but is incomplete. Participant explains what he/she will try next time to make engaging in mathematics more effective, but needs development. | The assignment is incomplete or may be late. Responses are too short and lack depth, with minimal detail from participant’s experiences in the course and few references to specific strategies. Reflection may not include information about children’s responses. Participant does not successfully explain what he/she will try next time to make engaging in mathematics more effective. |
| Instructor’s Comment |  |  |  |