

Log of Hours ... Sample Elementary

Detail how you have completed at least **50 hours** (2 credits/units), **75hours** (3 credits/units), **100hours** (4 credits/units), **125hours** (5 credit/units) or **150hours** (6 credits/units) of activities toward your goal(s).

Date: Enter a single date for each line. **Dates must not be combined** or provided in ranges.

Goal/Category: Label each entry by a goal **or** category that is aligned with the goals listed on your Professional Learning Plan-- **i.e.** *Curriculum Development, Collaboration, Lesson Modifications, Technology* . . .

Activity: Describe the activity for each date in specific detail.

Note: **On any given date, if you work longer than a half day, you must provide a detailed description of each activity completed.**

Hours: Record the amount of time spent working on each activity. Round up to ¼ hr.

Hours that CANNOT be logged - any hours you are receiving compensation or other credits for, and/or any activity that can be completed by a non-professional volunteer and/or does not demonstrate graduate-level work.

If you listed either of the following activities on your Professional Learning Plan, please assign them the category labels:

Aligning Classroom Environment to the Curriculum (max 10%) encompasses activities where you are creating a learning environment to support the needs of your students.

Professional Reading/Media (max 25%) encompasses any reading, listening, or viewing of media sources to better your practice and/or learn evidence based strategies. Evidence to demonstrate **MUST** include detailed, synthesized notes of how you plan to implement your knowledge. Annotated texts alone are not sufficient evidence.

If you have any questions, please contact your coordinator.

I attest that this log is a true reflection of hours spent engaged in activities to reach my goal for this class and that I was not compensated in any manner for any of these hours.

I attest that all work is my own and was created for the purpose of this course.

Name: _____ **Date:** _____

Use this chart to total your hours upon completion.
Expand this chart as needed to include all your goals.

Goal(s)/Categories	Hours
1. Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl	19
2. Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.	28
3. Writing Instructional Planning: Develop a cohesive year long overview plan for Writing that covers all of the state and Common Core Standards.	30
Please calculate Total Hours:	77

Please expand the table as needed.

Date	Goal/ Category	Activity (please cite specific examples)	Hours
7/25/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Introduction, Chapter 1: Learned about the “mistakes” math teachers are making with the typical format for math lessons. Then, read about what types of questions and tasks should be provided to promote</p>	2
		thinking. Students should be given non-curricular thinking tasks and scripted curriculum thinking tasks.	
7/26/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 2: I learned about how to group students for math lessons to ensure the most students were actively working and thus actively thinking. Students should be working in random groups.</p> <p>Chapter 3: I learned about where these random student groups should be working on their thinking tasks. Students should be standing at white boards around the room to complete these thinking tasks together as a group.</p>	3
7/26/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>I spent a good amount of time searching for questions that I could use in my classroom that are thinking tasks, both non-curricular and curricular.</p> <p>I compiled a list of websites that I will pull from throughout the year.</p>	4

7/27/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 4: I learned that it’s important to “defront” the classroom. This shift will keep students relying on looking to the teacher to only teach the class. Students should be grouped in threes and facing all different directions.</p>	2
7/27/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>Based on the book, I thought about how I could “defront” my classroom to make sure that there wasn’t any particular “front” for the students to have to face. I thought about spots I could stand in to teach from. My plan is to walk around the perimeter of the room while I teach, whenever possible.</p>	3
7/28/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the state and Common Core Standards.</p> <p>I began to look through the writing materials that I already have to see the types of units that are available to me.</p> <p>I first reflected on all of the material based on student engagement and length of unit. Once I carefully review the standards, I will review the units based on how well they cover the standards and prepare my students for 6th grade and beyond.</p>	4

8/7/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 5: This chapter is all about how we answer students’ questions. Students ask three types of questions: 1) Proximity Questions, 2) Stop-Thinking Questions, 3) Keep-Thinking Questions. We as teachers need to only answer Keep-Thinking Questions.</p> <p>Chapter 6: This chapter lets teachers know that the tasks should be verbally given at the beginning of the lesson. Students should be gathered around the teacher to hear the task.</p> <p>Chapter 7: This chapter talks about homework. Teachers are told that we should no longer call it homework. Answers should be provided and it should not be checked by teachers.</p>	3
8/8/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>Thinking about the first 6 chapters of the book, I adjusted some of my slide decks that I use for math to include less mimicking and more opportunity for students to work on thinking tasks without instruction first.</p> <p>I also decided that I will start each unit with these thinking tasks. So, to prepare students for this, I created a mini unit for the first week of school. This slide deck is how I will introduce the Thinking Task Protocol to the students. These slides would mostly introduce the protocol and help me stay organized. However, one of the points of this protocol is to have less instruction and more lift on student thinking, so I would not “teach from” these slides.</p>	4

8/9/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the state and Common Core Standards.</p> <p>Spent time carefully analyzing resources from my colleagues and other professionals. We use shared drives from my old school that I was able to access and browse through materials. I also looked at Open-Up Resources at the writing tasks connected with our Reading/ELA curriculum, EL. The most helpful part of these resources were the ready-made slides. I will plan to use some of these to organize some of my lessons. Finally, I spent a bit of time looking at Teachers Pay Teachers. I found that most of those materials were more “cute” than the rigorous work that I was hoping for.</p>	3
8/10/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the state and Common Core Standards.</p> <p>Spent time carefully analyzing resources from my colleagues and other professionals. We use shared drives from my old school that I was able to access and browse through materials. I also looked at Open-Up Resources at the writing tasks connected with our Reading/ELA curriculum, EL. The most helpful part of these resources were the ready-made slides. I will plan to use some of these to organize some of my lessons. Finally, I spent a bit of time looking at Teachers Pay Teachers. I found that most of those materials were more “cute” than the rigorous work that I was hoping for.</p>	3

8/11/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 8: This chapter is all about student autonomy. In a thinking classroom students will learn to be independent. However, this independence looks different in a thinking classroom. Students are encouraged to mobilize the thinking that has happened in the room. We are working towards students using the information that they see and hear and incorporating that into their thinking without prompting and support.</p> <p>Chapter 9: This chapter lets teachers know that all students work at different rates and use different tools and ideas. So, therefore, teachers need to provide different groups with different hints and extensions. Some groups will need more encouragement and suggestions, while</p>	3
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		<p>other groups will be ready for extension work. Thinking classrooms allow for this to happen asynchronously.</p> <p>Chapter 10: This chapter talks about consolidation. Instead of teachers determining how work should be done and what should be focused on, students do that consolidation themselves while they are thinking through the tasks.</p>	
8/14/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>I spent a lot of time going through the remaining units and editing them to include more open ended questions in each lesson. I wanted to include “turn and talk” questions during the whole class lesson. I also wanted to be sure that the classwork had an opportunity to go above and beyond just the repetitive practice.</p> <p>Finally, I adjusted the homework assignments to include an answer key for students to check their own work. I did as much work as I could throughout the year in the time that I had for the day. I will need to continue this throughout the remainder of the year.</p> <p>Some examples of my adjustments:</p> <ul style="list-style-type: none"> Slides Classwork Homework 	<p>3</p> <p>3</p>

8/15/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the state and Common Core Standards.</p> <p>I carefully analyzed the Common Core Standards to decide what the order of units could be, and the focus I should have in my units.</p> <p>I started with the State Frameworks and deeply analyzed them. I confirmed that the Common Core Standards and the State Frameworks were the same for 5th grade writing. I browsed MCAS questions to see the types of questions that would be asked based on these standards.</p> <p>I came across a selection of writing samples of fifth graders on the state website that I have never seen before. I closely analyzed these samples, to look for level of student work and the types of feedback that was provided by the state. Each of these samples will be used as Mentor Texts in my classroom. I looked through my units to determine which sample could be used and in what capacity.</p>	<p>2</p> <p>2</p> <p>2</p>
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8/16/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 11: This chapter is all about note taking. Research shows that note taking in a regular math classroom is mindless and students do not solidify their learning. Instead they never look back at the notes that they take. In a thinking classroom students are able to make decisions for themselves as to what is important enough to write down. They are more likely to go back and reference their notes.</p> <p>Chapter 12: This chapter lets teachers know that we need to evaluate what we value. If teachers are saying that perseverance and collaboration are valuable assets to have, then that is what we need to evaluate. We also need to evaluate these in a way that shows that there is room for growth. The thinking classroom uses a rubric to evaluate these valued competencies.</p>	3
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8/18/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>I met with the 4th grade teacher to compare notes and make decisions on how to integrate this into both of our classroom routines. We decided that each classroom would use the following components from the Building Thinking Classrooms: Vertical Whiteboards, Random Groups, and Thinking Tasks.</p> <p>We previewed the Thinking Tasks that each of us found and determined which each of us would use so we didn’t use the same ones in consecutive years. We also found a list of expectations that we both agreed with and plan to use this as the expectations that we will teach the students.</p>	4
8/21/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the Massachusetts and Common Core Standards.</p> <p>I looked through my first unit of the year, The Best Part of Me, and made sure that the students would be completing grade level, standards based work. This unit asks students to practice self love by creating a poem about their “best part”. I aligned this to the 5th grade narrative standards. I also added in a piece on the structure and language of the poetry. We will look at some mentor texts and analyze their structure and language first. Then, I added in the opportunity to revise and edit the poetry that the students would be writing.</p>	4

8/22/23	Goal 1: Professional Reading	<p>Professional Reading: “Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning” by Peter Liljedahl</p> <p>Chapter 13: This chapter talks about assessments. Teachers historically use both summative and formative assessments. These will only have a positive impact on students if our formative assessments are used to inform teaching and learning. Students need to know where they currently are and where they need to go. They need to know what they know and what they need to know. This type of awareness will help students be more successful on summative assessments. Chapter 14: This chapter is all about how we grade students. This chapter is closely connected to the previous chapter on assessment. We need to grade students not only on the standards taught, but the growth that they have made while learning these standards.</p>	3
8/23/23	Goal 2: Math Instructional Planning	<p>Math Instructional Planning: Adapt last year’s lesson plans to match Liljedahl’s recommendations, specifically practices and strategies that can be easily aligned with 4th grade classrooms.</p> <p>After adjusting my first unit of math, I decided to spend time finding tasks and making a slide deck for the second week of Math Thinking Tasks. I found Estimation tasks that involve measurement and distance so we can introduce this skill before our measurement and data unit. I then spent time making my usual slides, classwork, and homework follow the same protocols and the first unit.</p>	4
8/24/23	Goal 3: Writing Instructional Planning	<p>Writing Instructional Planning: Develop a cohesive year-long overview plan for Writing that covers all of the Massachusetts and Common Core Standards.</p> <p>After getting myself ready for the first unit of writing, I decided to attack my goal of making a cohesive year-long plan for writing. Based on what students need to cover, I created this document to help me stay on track and cover all of the important units.</p>	4

