**Item C. 10-minute video clip with responses to reflection questions**

Using the unedited, continuous 10-minute video clip of your classroom teaching (Item B in application materials list), respond to the following five questions in not more than 3 single-spaced, typed pages.

1. In what ways do you consider this clip to be typical of your teaching?
2. Describe the mathematics your students were engaged with during the clip.
3. Describe what stands out for you in this clip.
4. What do you see as the strengths of the classroom experiences shown in this clip?
5. We all know that there is no perfect lesson. If you could change one aspect of the classroom experiences shown in the clip, what would it be and why? (The one aspect can be related to you, your students, your questioning, their engagement, and so on).

**Item D**

Respond to each of the two Math Prompts below (attach pages as necessary). Hand-written responses must be legible.

**Math Prompt #1**

A student is asked to solve the following problem: *If 2/3 of a brick weighs 12 pounds, how much does a whole brick weigh?*

1a. Give two different approaches, including one involving a visual representation, that could be used to solve the problem.

1b. For the visual representation, explain how it is connected to a symbolic (mathematical notation) representation of the problem.

1c. A student responds as follows: *"Since 'of' always means to multiply, we take two thirds times 12 which is 8, so the brick weighs 8 pounds."* What would be your response to this student and why?

**Math Prompt #2** See the Velocity versus Time graph below.

Velocity

Time

A B C D

Red Car

Blue Car

2a. How would *you* describe which car has driven farther at times B, C, and D?

2b. A student is asked to identify whether the Red Car or the Blue Car has traveled farther at time D. She responds, “The Blue Car and the Red Car have traveled the same distance.” What does this tell you about how this student is thinking about the problem?

2c. If you are this student’s teacher, given what you just learned about how the student thought about this problem, what problem might you pose next and why might you pose that problem?

 Problem:

 Rationale:

**Item E. Please prepare a typed response of not more than three single-spaced pages to the following:**

**What are your immediate and long-term goals in mathematics teaching and learning, and how do you hope that this fellowship will further those goals?**

In your statement, be sure to address a) your experience and effectiveness as a mathematics teacher; b) at least two examples of how you design mathematics learning activities that reflect your knowledge of the students you serve and of the California Mathematics Standards; c) your experience as a teacher leader; and d) your commitment to teaching mathematics in high-need schools and communities.

**Item F. Request for a Letter of Recommendation**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is applying to become a Noyce Master Teaching Fellow in Mathematics at California State University, Fullerton. A short description of the program is provided below. In your letter, please include:

* how you know the applicant and for how long you have known the applicant;
* how you believe the applicant might grow professionally from this fellowship;
* any strong interpersonal or leadership qualities of the applicant;
* and your assessment of the applicant as a teacher including her/his impact on student engagement in and learning of mathematics.

**\*\*\* Thank you for your time and effort! \*\*\***

Fellowship Description

The goals of this prestigious fellowship are to identify and mentor a group of up to 20 mathematics teachers who work in high-need schools in:

* working toward National Board Certification
* becoming expert in culturally responsive mathematics teaching and NCTM’s Mathematics Teaching Practices
* becoming teacher leaders in their districts who support colleagues’ professional growth and mentor teachers to CSU Fullerton credential.

These Master Teaching Fellows will work together for five years of sustained professional development and mentoring. They will receive up to $17,000 per year as a stipend for their work, supported by a grant from the National Science Foundation.

**Please give your letter to the applicant in a sealed envelope. Thank you again.**

**Item J: Letter of Commitment from Superintendent’s Office (if you teach outside of Anaheim Union High School District)**

DATE

Mark W. Ellis, Ph.D., NBCT

2600 E. Nutwood Ave., Suite 600

CSU Fullerton, Secondary Education CP-600

Fullerton, CA 92831

Dear Dr. Ellis,

I am providing this letter of commitment on behalf of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of school district) for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher’s name) application to be a Master Teaching Fellow (MTF) in California State University Fullerton's *Advancing Teachers of Mathematics to Advance Learning for All* (ATMALA) project. In doing so I acknowledge that s/he teaches mathematics at least half-time in a high-need school district as defined by the federal government (one or more schools have at least 50% of students receive free/reduced lunch or a teacher turnover rate of 15% or more annually).

It is my understanding that ATMALA has two primary goals for its Master Teaching Fellows:

* Goal 1: Become expert in their use of culturally responsive mathematics teaching and the Mathematics Teaching Practices (MTPs); and
* Goal 2: Become leaders within their district(s) who support current and future colleagues in the use of culturally responsive mathematics teaching and the MTPs.

These goals fit well with the overall vision in \_\_\_\_\_\_\_\_\_\_(name of school district) of providing instruction that builds on students' assets and uses knowledge of students to support them in meaningful content learning.

If selected as a Master Teaching Fellow, we understand that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher’s name) will be expected to spend approximately 150 hours outside of contractual time in project activities to include providing leadership within our district—e.g., support of early career teachers of mathematics, curriculum design, and/or instructional modeling/coaching—as well as working toward earning National Board Certification (if not already certified) or providing candidate support (if already certified), developing and implementing microcredential modules with MTF colleagues that strengthen specific instructional skills related to culturally responsive mathematics teaching, and serving as a cooperating teacher for candidates from the CSU Fullerton credential program. We understand and agree that the award of MTF salary supplements, up to $17,000 annually paid directly to MTFs by CSU Fullerton, will not affect the Master Teaching Fellow’s base salary.

Sincerely,

(Name and Position Title)