Motivation is something that explains:

• Why a person will start a task
• Whether a person will approach or avoid a task
• How much effort a person will put into a task
• Whether or not a person will persist
Motivation

- Autonomy
- Competence
- Belonging
- Meaningfulness
# Outcomes of Differentiated Instruction

**Equitable culture where students feel**

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Belonging</th>
<th>Competence</th>
<th>Meaningful</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL learners feel empowered to take ownership of their learning.</td>
<td>ALL learners feel they are valued members of a learning community.</td>
<td>ALL learners feel capable of pursuing rigorous learning.</td>
<td>ALL learners feel learning is interesting and important.</td>
</tr>
</tbody>
</table>
Formative Assessment
Let’s have a round of applause

I know that you can do better . . .
# Applause-O-Meter (Rubric)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Getting Started!</th>
<th>Almost There!</th>
<th>You’ve got it!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volume</strong></td>
<td>Applause is barely audible in volume.</td>
<td>Applause is of moderate volume.</td>
<td>Applause is thunderous, making it hard for speaker to talk over it.</td>
</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td>Applause is given weakly with many lulls and slow movement of arms and hands.</td>
<td>Applause is of moderate speed with some lulls and regular movement of arms and hands.</td>
<td>Applause is vigorous with no lulls, and rapid movement of arms and hands.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Applause is short in duration and given with some reservation.</td>
<td>Applause is polite, short in duration, and given with a smile.</td>
<td>Applause is prolonged &amp; accompanied by whoops &amp; cheers.</td>
</tr>
</tbody>
</table>

Heidi Goodrich Andrade, Harvard Project Zero, 2008
Why did your applause improve?
<table>
<thead>
<tr>
<th>Qualities</th>
<th>4 Extends</th>
<th>3 Meets</th>
<th>2 Developing</th>
<th>1 Starting Out</th>
<th>0 Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes, and ____</td>
<td>Yes ____</td>
<td>Yes, but ____</td>
<td>No, but ____</td>
<td>No ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence or Components (taken from evidence from standards, 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Element</th>
<th>Needs Revision</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| 1A. Objectives | Lesson objectives need:  
- Clear definition  
- Alignment to standards  
- Focus on content  
- Focus on language development | Lesson objectives include clearly defined measurable outcomes specifically aligned with Common Core Learning Standards. There are at least two objectives: one related to content and one related to language development. | Meets +: Lesson objectives include clearly defined measurable outcomes, and build on each other to connect each focus learner’s prior learning, experiences, and new learning. | Exceeds +: Incorporates strategies to enhance generalization and maintenance and/or self-directed use of knowledge and/or skills. |

Identify clear measurable goals aligned to Common Core Learning Standards. Lesson objectives should focus on content and language development and specifically relate to learner needs. CEC Standard 3: Individual Differences
Monitoring Progress
Assessing Learning
The leaves of the plants are good for sleep. Protect good people. You can sleep.

Some plants lose their color in the winter.

Some plants live deep in the water.

I didn't know we had pink flowers.
The plants only grow when you eat water or fish.
We have big trees and small trees, because they are good in service.

Protect our rain.

The seeds of the trees are spread for work.

They have the best chance when they are good in service, you can sleep.

I thought the seeds would grow when it rains.

It didn't rain on our good flowers!
Quality Criteria and Noticing Skills
Self-Regulation

How are you learning?
I was filling a story and using the story checklist.

Helena

My learning journal
Reflection Routine

Look carefully at your learning from (this week, this unit, or today).

1. What was the activity that you liked the most?
2. Why did you like this activity?
3. Why do you think the teacher asked you to do this activity?
I had to look for the cards and write words on the board.
I liked this best because I helped Luca write and Luca helped me too.
I had to do this because it was a bit difficult and fun.
<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Example quote written by the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>attempts to answer question</td>
<td>“I was looking for numbers and adding.”</td>
</tr>
<tr>
<td>2</td>
<td>answer contains details</td>
<td>“I was doing the pyramid challenge. I was learning to add the numbers.”</td>
</tr>
<tr>
<td>3</td>
<td>answer contains an analysis</td>
<td>“I was doing my clothes. I was practicing to cut. I was using my concentrating skills.”</td>
</tr>
</tbody>
</table>
Perform and Monitor
At the end of the rounds choose one person to provide feedback. Provide feedback to your peer based on the following criteria:

a. What's the evidence that the response you gave was correct?
b. How could they make their response better?

1. Write your thoughts on the post it provided. Give your peer the post it. Do not discard this feedback. You must tape the feedback that you received from your peer in the box below in the correct day.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Feedback</td>
<td>Feedback</td>
<td>Feedback</td>
<td>Feedback</td>
</tr>
<tr>
<td>Good evidence provided.</td>
<td>Good evidence provided.</td>
<td></td>
<td></td>
<td>You took down main ideas and did a good job explaining what's going on.</td>
</tr>
</tbody>
</table>

3. Read the writing prompts. Very carefully. Reflect on the day. Organize your thoughts in a way that is meaningful to you.
- Was my plan effective today? How do I know?
- Do my responses to the questions reflect mastery of the daily learning target? Why?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Reflection</td>
<td>Reflection</td>
<td>Reflection</td>
<td>Reflection</td>
</tr>
<tr>
<td>Yes, because I used my notes.</td>
<td>I took notes so they helped me a lot.</td>
<td></td>
<td></td>
<td>I used my notes.</td>
</tr>
</tbody>
</table>
I think I did okay but didn’t master because I lack on cell structures’ functions. I did my best to follow my plan had trouble when explain structures.
Over a Dozen Tools in Our Handout

<table>
<thead>
<tr>
<th>Context</th>
<th>Extend</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
</tr>
</tbody>
</table>

Think I know

Questions

Quick and effective – Practical Pre-Assessment Strategies

Mind Maps – a diagram used to represent words, ideas, images, and facts centered around and connected to a specific topic. Process created by Tony Buzan.

I think I know – Questions Chart

K.O.R. (K = think I know, O = questions and wondering, R = what I will need to research) to signal about students’ interests and awareness of resources.

Ponder-Share – tell students the upcoming topic. Then pass a notepad around the class and challenge students to write notes about what they know, skills they need, facts they want to know and questions related to the topic.

- Teacher and practice student metacognition regarding knowledge, skills, facts learned, and identify misconceptions.
- No Clue! students respond to teacher questions with yes or no. If yes, teacher asks questions about what was known, misconceptions, and skipped in instruction.
- Intact, create a sample to display.
- In Angels and Cross, Classroom Assessment Techniques, asks users to two questions:
- What did you learn today?
- Do you still have?
- Using a one sentence comment.

The sheet pose three questions. The first two questions are previously taught and the third question addresses the topic of the material to be answered prior to beginning of the lesson. On the reverse questions including:
Next Webinar March 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15,</td>
<td>3:30 - 4:30</td>
<td>Managing Small Group Learning</td>
</tr>
<tr>
<td>December 3,</td>
<td>3:30 - 4:30</td>
<td>Co-Teaching Playbook</td>
</tr>
<tr>
<td>January 7,</td>
<td>3:30 - 4:30</td>
<td>Developing Literacy through Small Group Rigorous Discussions</td>
</tr>
<tr>
<td>February 4,</td>
<td>3:30 - 4:30</td>
<td>Assessing Learning when Students Work in Small Groups</td>
</tr>
<tr>
<td>April 14,</td>
<td>3:30 - 4:30</td>
<td>Self-Regulation (Part 2): Student Driven Monitoring and Evaluation of Learning</td>
</tr>
<tr>
<td>May 5,</td>
<td>3:30 - 4:30</td>
<td>Structuring Student Choice</td>
</tr>
<tr>
<td>June 2,</td>
<td>3:30 - 4:30</td>
<td>Planning Effective Formative Assessment</td>
</tr>
</tbody>
</table>
Starting Position

Assessment

Tailoring

Instruction

Thinking
Part II

Rumors
Rumors

1. Listen
2. Share
3. Exchange
A performance of Understanding 1
What do you know about clothes?

Clothes need decoration

We can't understand it or design.

Lionel: I need decoration.

Guillaume: Cours, we.
Nina
I no had to yoss my rollers.

Natalie
I tied to jar the tush.
Materials needed to make clothes

Enid found 12 inches of fabric.

Miguel

We need a paper cutter.

Roz

Anne

We need a ruler and scissors.

Olivia

We need to glue the fabric.

Tio de Pinto

We need to glue the fabric.

We need a ruler and some glue.
Starting Position

Assessment

Thinking

Tailoring

Instruction
Part III

Zoom In Inquiry
## On Your Own vs Team Learning

<table>
<thead>
<tr>
<th>Physical Set-Up</th>
<th>Independent Task</th>
<th>Group Learning</th>
<th>Table Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eyes on own paper</td>
<td>Sit knee to knee and eye to eye</td>
<td>Sit where you are</td>
</tr>
<tr>
<td>How</td>
<td>Work alone</td>
<td>Work collaboratively</td>
<td>Work collegially</td>
</tr>
<tr>
<td>Support</td>
<td>Use classroom resources for support.</td>
<td>Use classroom and peers as resources for learning.</td>
<td>Use classroom, peers, and teacher as resources for learning.</td>
</tr>
</tbody>
</table>
Examine the clues carefully. Determine what you see and what questions you might ask to “get the big picture”.

Zoom-In Inquiry
What do you see?
Describe who you see in this image.

Where do you think this image was taken?
What new people or things do you see?

When do you think this image was taken?
Make a hypothesis about what is happening in this picture.
What new evidence do you have to support or shift your hypothesis? Why do you think this image was created?
Thinking about your Thinking

- How did your perception of the image change as you saw more of the image?
- Why did your hypothesis change?
- What questions did the image leave you with?
Understanding the “big picture”

How might we describe the relationship between humans and nature?
What do we know about the relationship between humans and nature?

<table>
<thead>
<tr>
<th>Claim</th>
<th>Support</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>?</td>
</tr>
</tbody>
</table>
What do we know about the relationship between humans and nature?

<table>
<thead>
<tr>
<th>Claim</th>
<th>Support</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↑</td>
<td>⚪⚫</td>
</tr>
</tbody>
</table>


Examine these images to determine how they help us understand the relationship between humans and nature.

Stream pollution. City dump.
Dubuque, Iowa
Library of Congress
Prints and Photographs Division

Under the descending fury of
Mt. Pelee, Martinique
Library of Congress
Prints and Photographs Division

Galveston disaster, I'm glad Ise living
Library of Congress
Prints and Photographs Division

Survivors of the earthquake,
Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division
Zoom-In Inquiry offers irresistible invitations to thinking
You’re invited to be Curious
Curious

- Wonder
- Ask questions
- Observe closely
- Find problems
- Be playful
You’re invited to be…

Intellectually Careful
Intellectually Careful

- Evaluate Evidence
- Alert for errors
- Check for accuracy
- Corroborate information
- Justify opinions with evidence
You’re invited to be... Reflective
Reflective

- Compare a product to criteria
- Evaluate a process
- Seek understanding
- Gather other opinions
- Consider relationship between parts and a whole
Creating a Zoom In
Interest Lies in Complexity

How many people are in this picture?
Interest Lies in Complexity

How many people are in this picture?
Interest Lies in Complexity

How many people are in this picture?
Rigor = Effort \ Complexitiy

- Energy needed to sustain focus for a required amount of time
- Number of parts
- Ways the parts fit together
- Thinking required to manipulate the parts
Assess and further understanding

- Why do you think this is the case?
- What would have to change in order for ...?
- What's another way you might...?
- What criteria did you use to ...?
- When have you experienced something like this before?
- What do you assume to be true about...?
- What is the connection between...and...?
- What sort of impact do you think...?
What do you see?

What do you think you know about this document?
Tailoring Instruction
August 6, 1932.

Mr. Orville Wright,
15 North Broadway,
Dayton, Ohio.

My dear Mr. Wright:

The other day I had the fun of cracking a bottle of gasoline on the nose of a new automobile. I am just dropping this line to tell you that my fun was increased when I found that the one I christened was for you. I think the Terraplane is a great little car, and I hope my naming yours will add to your pleasure.

I wish that it were possible for your many friends in the East and West to see you more often. Perhaps the new Essex will help us to do so.

Sincerely yours,

---

Make a hypothesis about who may have written this document.

a) Abraham Lincoln  
b) Martin Luther King, Jr.  
c) Amelia Earhart  
d) Henry Ford  

What clues support your guess?
Who do you think the figures are communicating with?
1. Who is this person?

2. List reasons to support your guess.

3. Is there another possibility? Why?
What do people do here?

What other items might be here?
Why was this place important?
Click to show some answers.
What other evidence do you see?

- Man taking notes to record actions of a congress
- The style of dress is colonial
- Thomas Jefferson who wrote The Declaration of Independence
- The papers on the desk (The Declaration) are being presented by Jefferson
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Common Core Learning Anchor Learning Standards Reading K-12: Key Ideas and Details

6. Assess how point of view or purpose shapes the content and style of a text.
How did experiences of the Civil War differ?

Historical Analysis and Interpretation
How does the story told in this painting compare to what you already know about the story of Pocahontas and your understanding of history?

What questions does this image leave you with?

Historical Research Capabilities
You’re invited to be...

Curious

Intellectually
Careful

Reflective
You’re invited to be...

Adventurous

Collaborative

Curious

Creative

Intellectually Careful

Reflective

Strategic
Goals for Today

Participants will be able to:

- collect and analyze assessment data through a group learning routine.
- identify actions that support different types of thinking.
- tailor instruction to meet specific student learning needs.
The leaves of the beans are good for sleep. They protect from rain.

We have to plant 2 seeds close together. If you don't, you can't sleep.

Because there are not too many trees, you can sleep.

I didn't know we had pink flowers.
Rumors

1. Listen
2. Share
3. Exchange
Examine the clues carefully. Determine what you see and what questions you might ask to “get the big picture”.
Next Steps for your Teaching
Next Step Actions

1. Use post it charts or other tools to gather student thinking.

2. Use rumors to find patterns in student thinking.

3. Use Zoom In to activate background knowledge and assess student thinking and vocabulary.

4. Tailor a Zoom In to meet student learning needs.
Questions