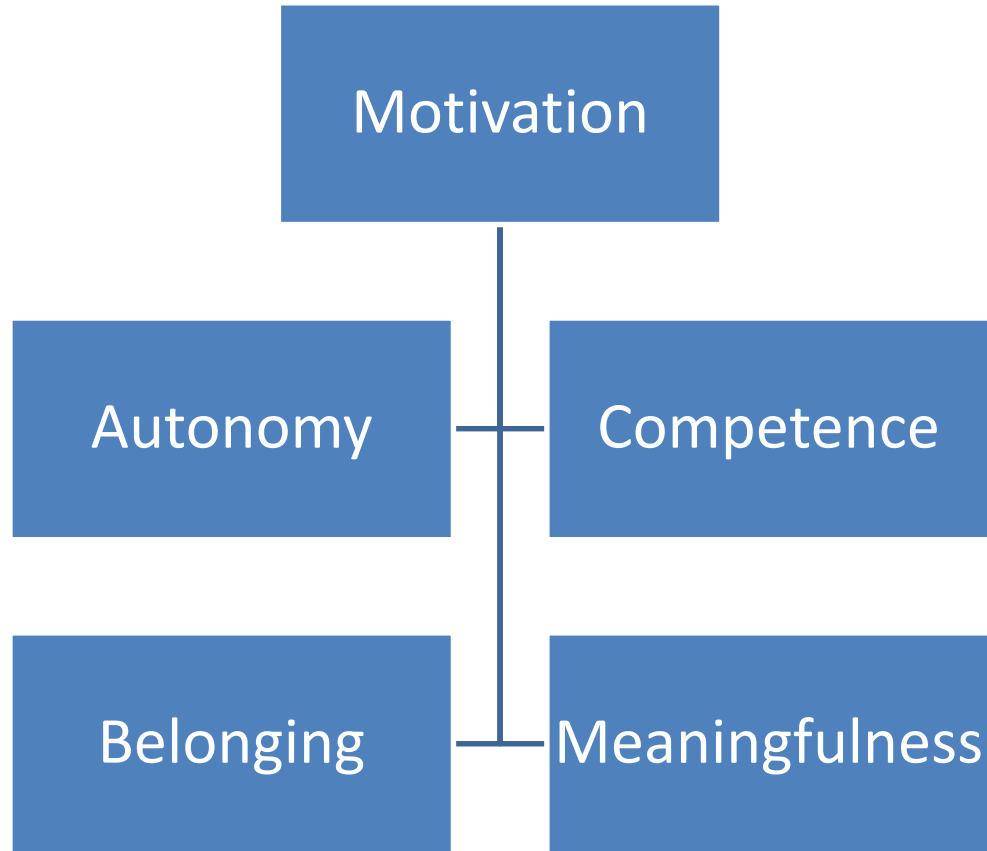
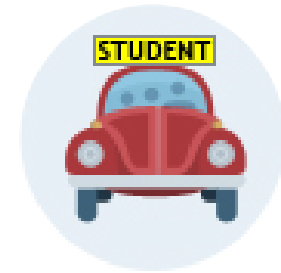


Motivation is something that explains:

- 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



Outcomes of Differentiated Instruction



Equitable culture where students feel

Autonomy

- ALL learners feel empowered to take ownership of their learning.

Belonging

- ALL learners feel they are valued members of a learning community.

Competence

- ALL learners feel capable of pursuing rigorous learning.

Meaningful

- ALL learners feel learning is interesting and important.

Formative Assessment

Let's have a round of applause

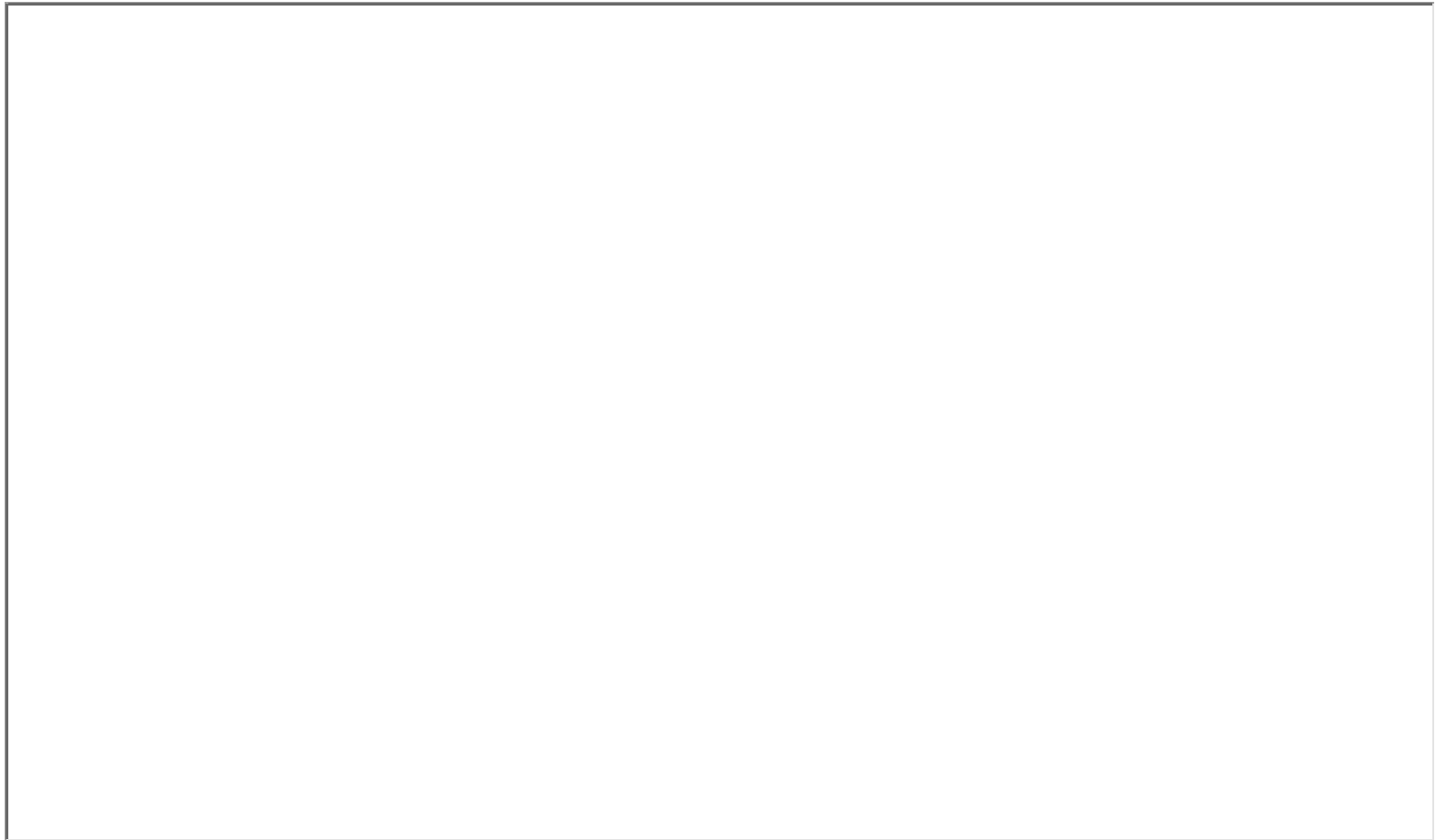


I know that you can do better . . .

Applause-O-Meter (Rubric)

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

Why did your applause improve?

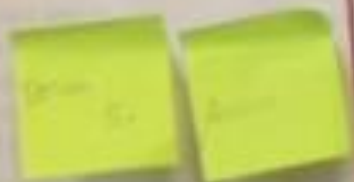


Qualities →	4 Extends	3 Meets	2 Developing	1 Starting Out	0 Revise
	Yes, and ____	Yes ____	Yes, but ____	No, but ____	No ____
Evidence or Components ↓ (taken from evidence from standards, 1)					

Element	Needs Revision 0 points – revise and resubmit	Meets Standard 1 points	Exceeds Standard 2 points	Proficient 3 points
<p>1A. Objectives Identify clear measureable goals aligned to Common Core Learning Standards. Lesson objectives should focus on content and language development and specifically relate to learner needs.</p> <p>CEC Standard 3: Individual Differences</p>	<p>Lesson objectives need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear definition <input type="checkbox"/> Alignment to standards <input type="checkbox"/> Focus on content <input type="checkbox"/> Focus on language development 	<p>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.</p>	<p>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.</p>	<p>Exceeds +: Incorporates strategies to enhance generalization and maintenance and/or self-directed use of knowledge and/or skills.</p>

Monitoring Progress

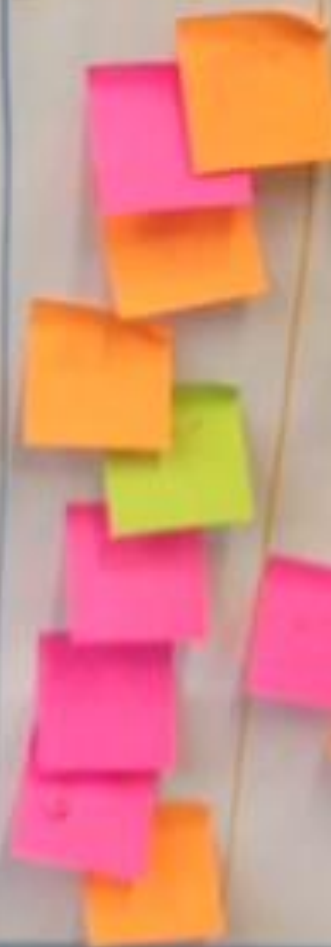
①
I have not
Started



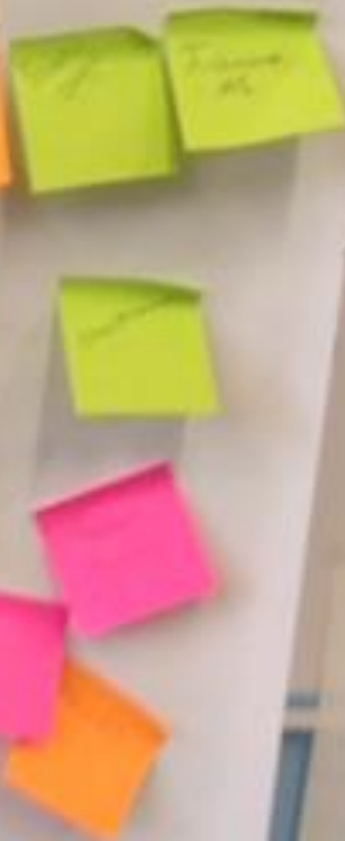
② Art Project Completion
I started but
need more materials



③
Almost finished
but need a few
more days



④
I am finished and
ready to move on



Stages of Explanatory Essay Writing

Draft Hook

Hook
Topic
Thesis
Topic
Thesis
Topic
Thesis

Draft ELEMENTS OF ART

Topic
Thesis

Draft STEPS

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7

Draft Closely

Topic
Thesis
Topic
Thesis
Topic
Thesis

Type Draft 1

Topic
Thesis
Topic
Thesis
Topic
Thesis

Print and Peer Review

Topic
Thesis

Edit/Revise

Topic
Thesis
Topic
Thesis

Print Draft 2
Ms. Kimberly Review

Edit/Revise
only 1st draft

Assessing Learning

Tuesday EXIT Ticket

Step 1

Handwritten notes on orange sticky notes in Step 1.

I didn't finish but I'm on body

Handwritten notes on purple sticky notes in Step 1.

Handwritten notes on orange sticky notes in Step 1.

Handwritten notes on green sticky notes in Step 1.

Handwritten notes on green sticky notes in Step 1.

Handwritten notes on green sticky notes in Step 1.

Step 2

Handwritten notes on orange sticky notes in Step 2.

Handwritten notes on green sticky notes in Step 2.

Handwritten notes on green sticky notes in Step 2.

Handwritten notes on blue sticky notes in Step 2.

Handwritten notes on purple sticky notes in Step 2.

Step 3

Handwritten notes on green sticky notes in Step 3.

Handwritten notes on orange sticky notes in Step 3.

Handwritten notes on green sticky notes in Step 3.

Handwritten notes on green sticky notes in Step 3.

Handwritten notes on green sticky notes in Step 3.

Handwritten notes on orange sticky notes in Step 3.

Handwritten notes on green sticky notes in Step 3.

Step 4

Handwritten notes on green sticky notes in Step 4.

Handwritten notes on green sticky notes in Step 4.

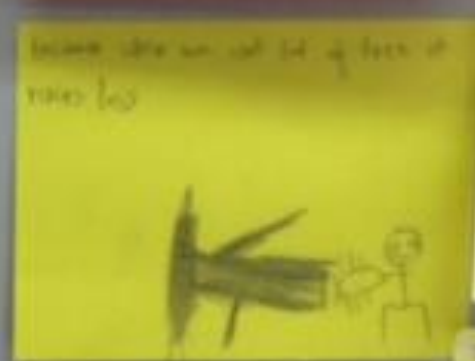
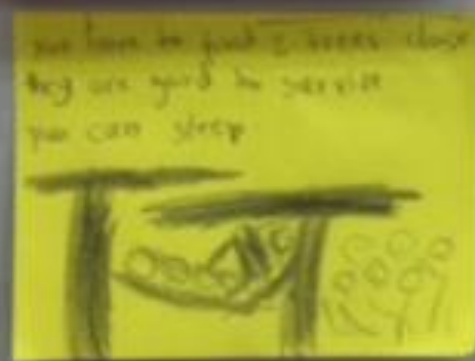
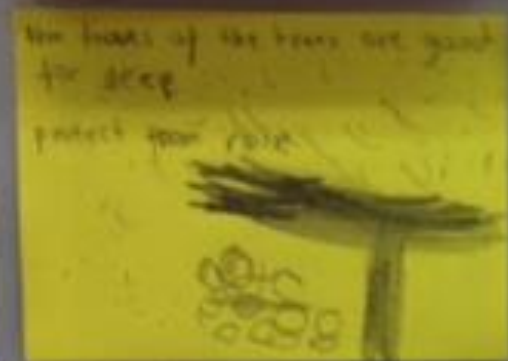
Handwritten notes on green sticky notes in Step 4.

Step 5

Handwritten notes on green sticky notes in Step 5.

Handwritten notes on green sticky notes in Step 5.

ETIC

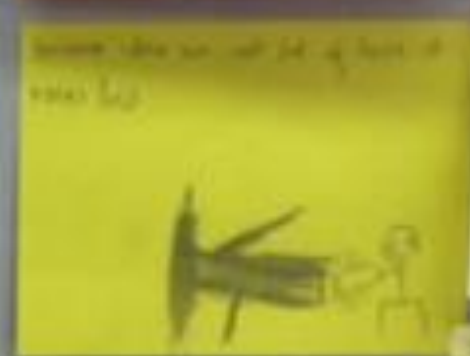
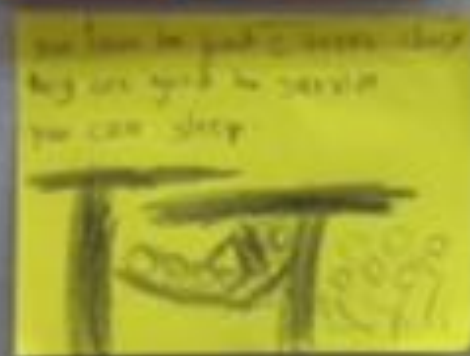
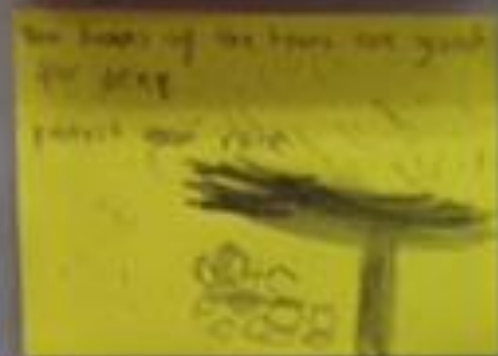
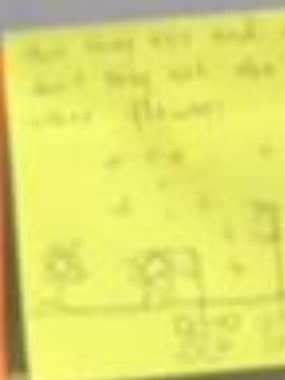


The plants only grow when you
put water on them





ETIC



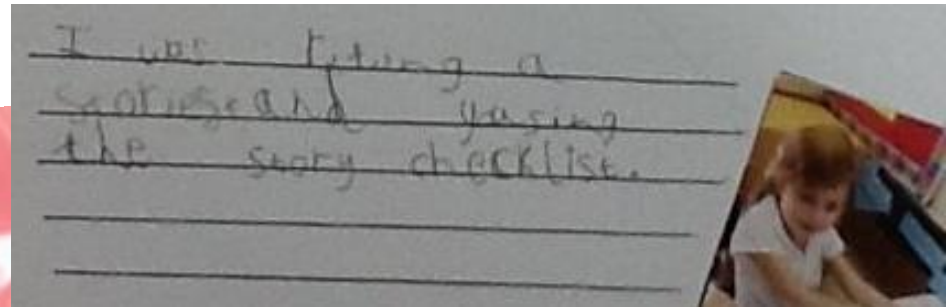
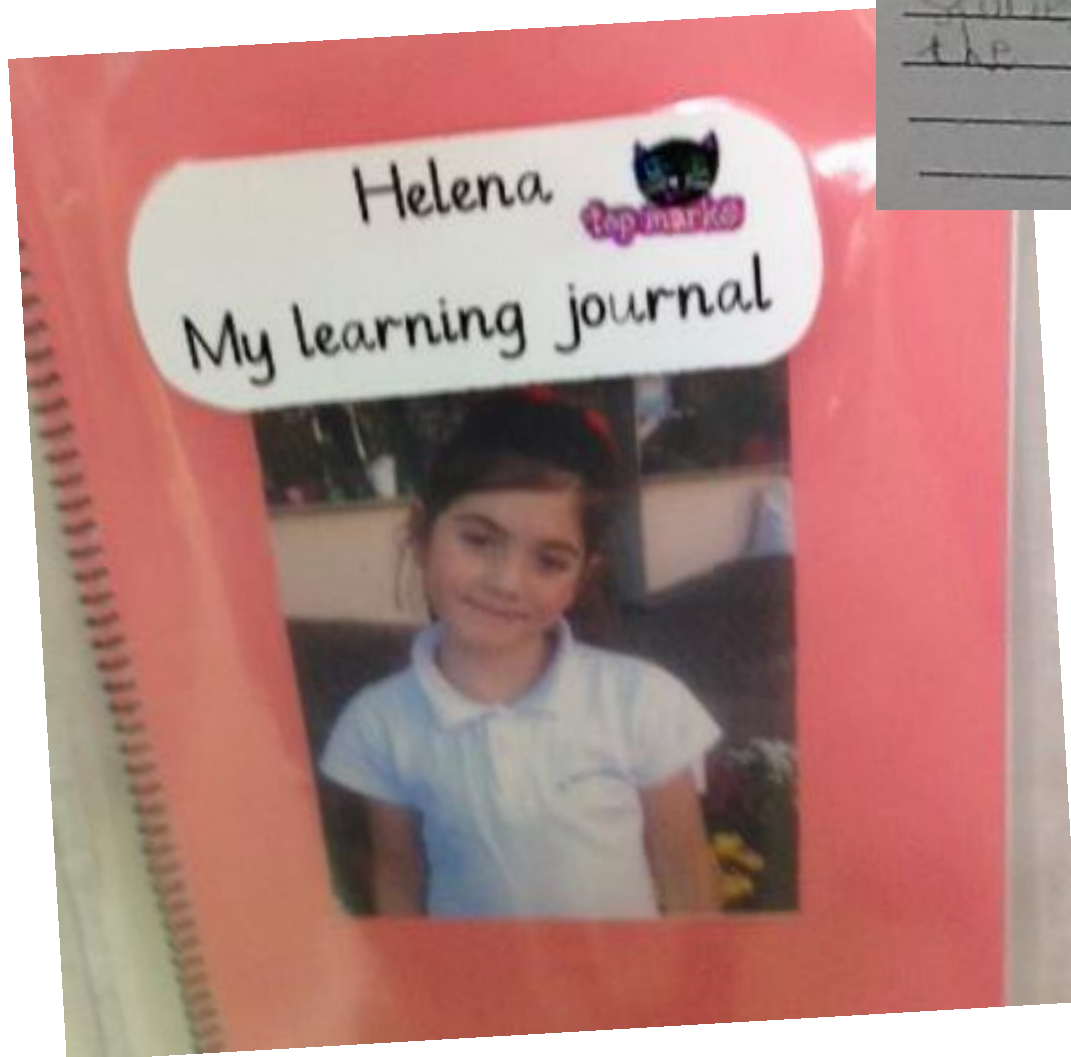
Quality Criteria and Noticing Skills

Self-Regulation

How are you learning?



Learning Journals



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.



I need to practice writing the numbers with a friend. I would like to play a game walking around with a clip board.






Level	Definition	Example quote written by the child
1	attempts to answer question	"I was looking for numbers and adding."
2	answer contains details	"I was doing the pyramid challenge. I was learning to add the numbers."
3	answer contains an analysis	"I was doing my clothes. I was practicing to cut. I was using my concentrating skills."

Friday

Reflection

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

Connect	Extend	Challenge
		
<p>Think I know</p>		

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

KI=I think I know, Q=questions and wonderings, R=what I will need or research) to signal about students' interests and awareness of resources

Ponder-Phase – 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 raised in the topic.

Think I know

Questions

acher and practice student metacognition regarding knowledge, skills, facts learned, and identify misconceptions

10. No Clue! students respond to teacher question with yes or no. If
11. teacher takes notes about what was known, misinformation, and
12. skipped in instruction.

write it, create a bundle to deploy

In Angelo and Cross, *Classroom Assessment Techniques* asks were to two questions:

What point made in class today?

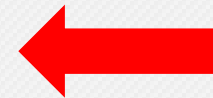
in the past few years.

ling with a one sentence comment.

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

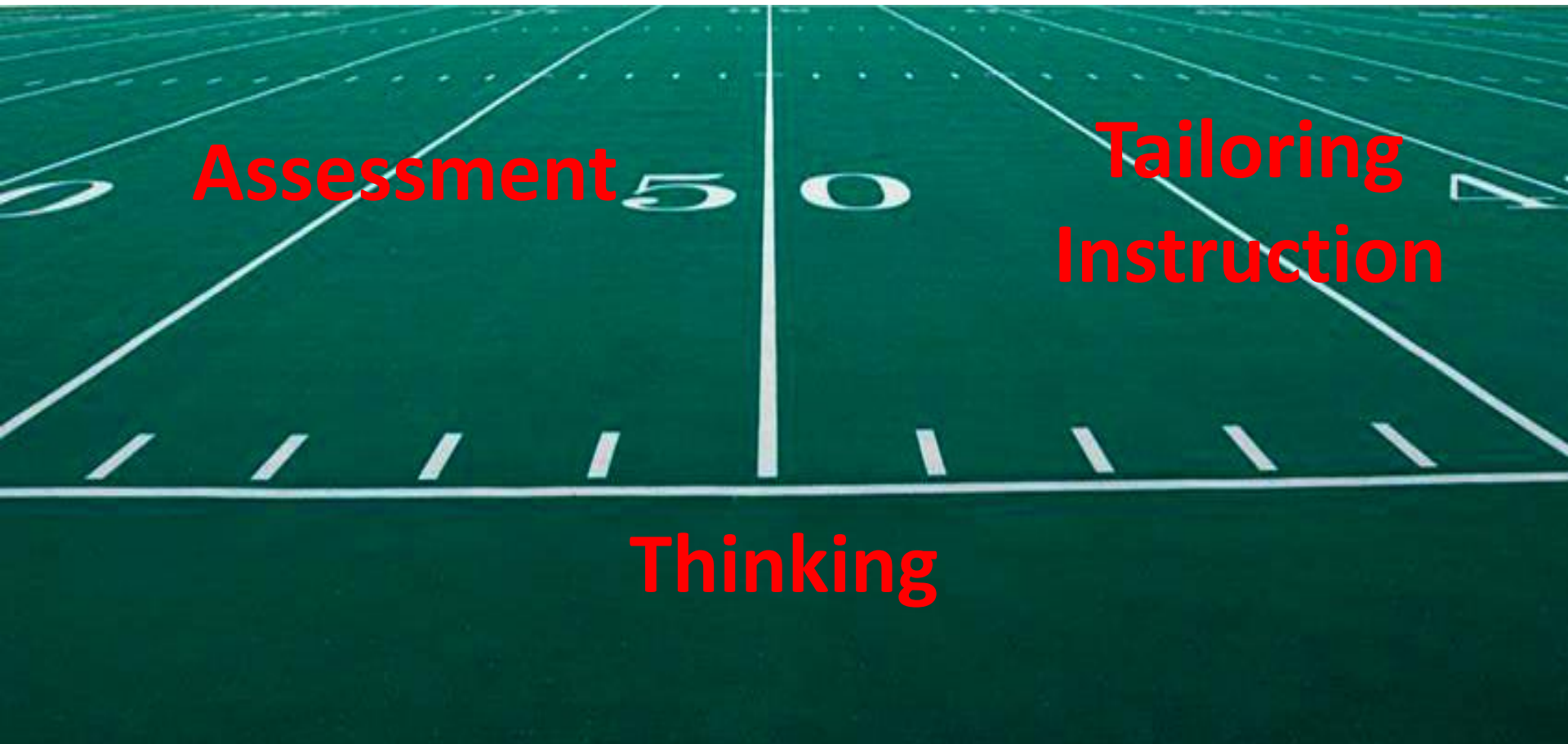
Next Webinar March 3

October 15, 3:30 - 4:30 p.m.	<u>Managing Small Group Learning</u>
December 3, 3:30 - 4:30 p.m.	Co-Teaching Playbook
January 7, 3:30 - 4:30 p.m.	Developing Literacy through Small Group Rigorous Discussions
February 4, 3:30 - 4:30 p.m.	Assessing Learning when Students Work in Small Groups
March 3, 3:30 - 4:30 p.m.	Self-Regulation (Part 1): Setting Realistic and Productive Goals
April 14, 3:30 - 4:30 p.m.	Self-Regulation (Part 2): Student Driven Monitoring and Evaluation of Learning
May 5, 3:30 - 4:30 p.m.	Structuring Student Choice
June 2, 3:30 - 4:30 p.m.	Planning Effective Formative Assessment



ABC of Motivation and Promoting Self-Regulation

Starting Position



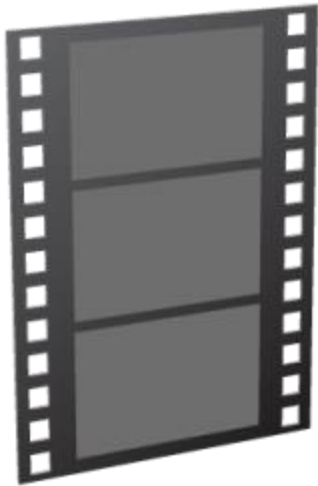
Part II

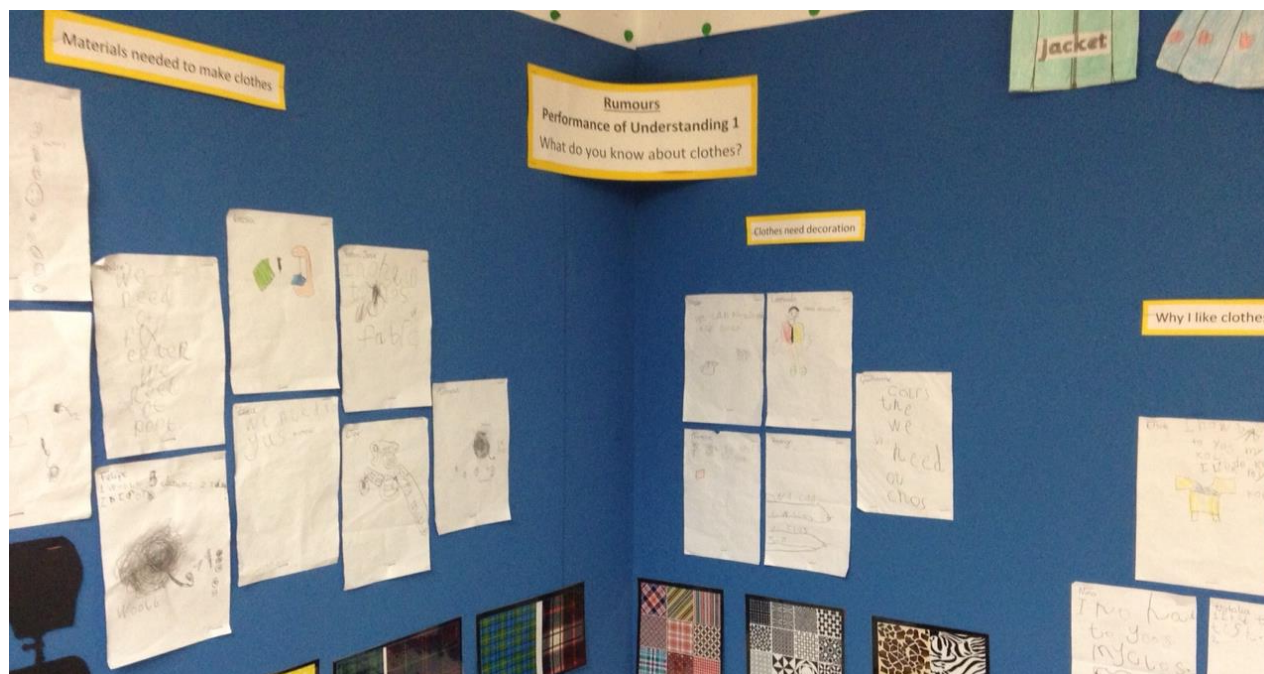
Rumors



Rumors

1. Listen
2. Share
3. Exchange





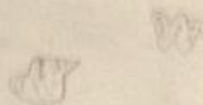
Rumours

Performance of Understanding 1
What do you know about clothes?

Clothes need decoration

Maude

We can make
it of paper



Laurence

best decoration

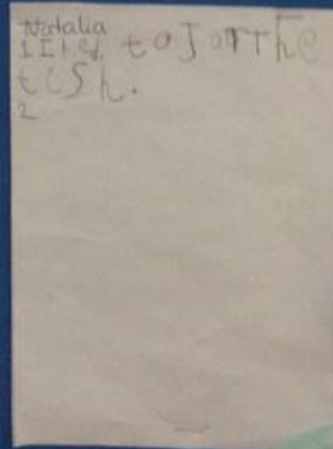
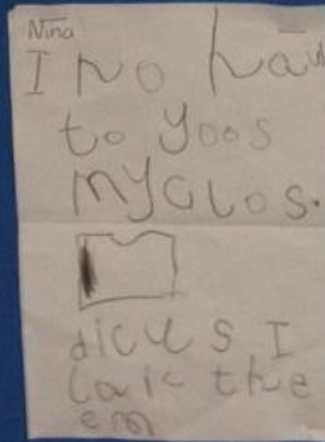


Gauthier

colts
the
we

Why I like clothes

dress



Materials needed to make clothes

Anna
I need fabric
I need scissors
I need a ruler

Miguel



Laura

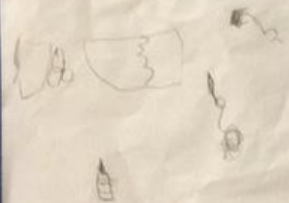


Joan Jose
I need
to make
fabric

Joaquim

We need to have
fabric and scissors

Olivia



Andre
We
need
to
fix
either
We
need
to
put

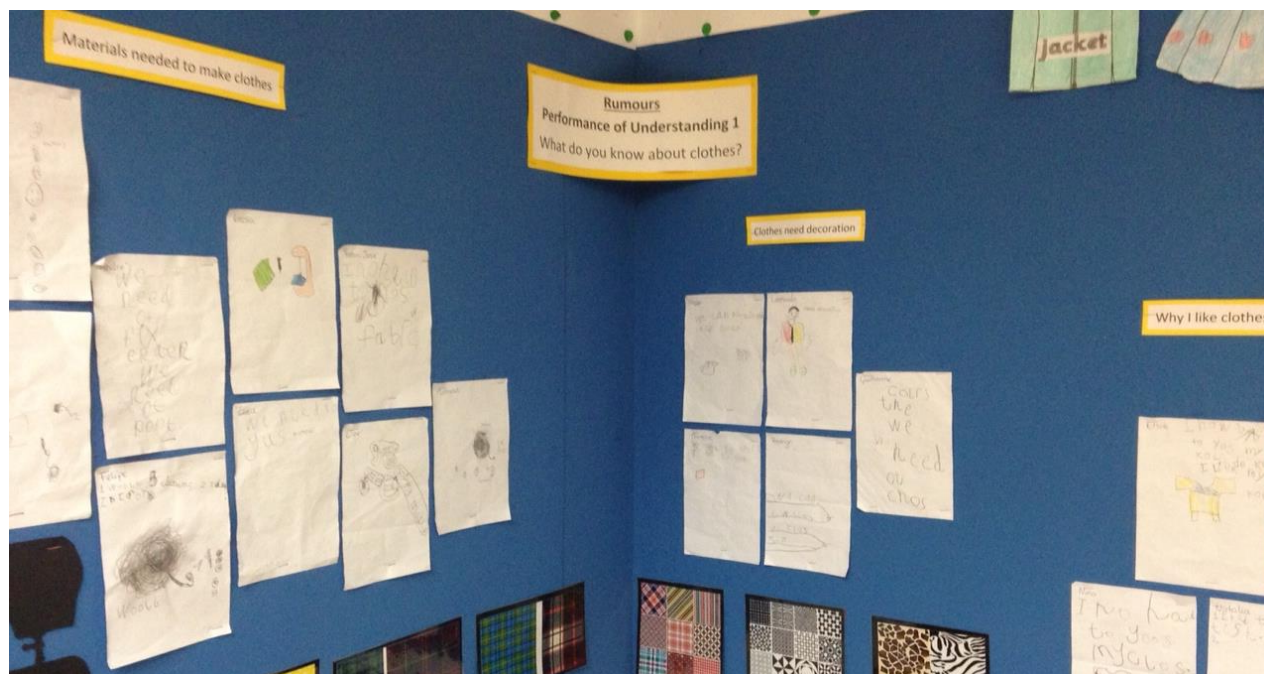
Laura
We need to
have
material

Felipe
I need 3 buttons, 2 zippers
I need a ruler



Matheus





Tuesday Exit Ticket

Step 1

Step 2

Step 3

Step 4

Step 5



The board is filled with handwritten sticky notes organized by step. Step 1 has orange and purple notes, including one that says "I didn't finish but on my body". Step 2 has orange, green, and purple notes. Step 3 has green and orange notes. Step 4 has green notes. Step 5 has a few green notes. The notes contain various handwritten text, likely student reflections or answers.

Starting Position



Assessment

**Tailoring
Instruction**

Thinking

Part III

Zoom In Inquiry

On Your Own vs Team Learning

	Independent Task	Group Learning	Table Talk
Physical Set-Up	Eyes on own paper	Sit knee to knee and eye to eye	Sit where you are
How	Work alone	Work collaboratively	Work collegially
Support	Use classroom resources for support.	Use classroom and peers as resources for learning.	Use classroom, peers, and teacher as resources for learning.



Zoom-In Inquiry

Examine the clues carefully.
Determine what you see and what
questions you might ask to “get the
big picture”.

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?**



Spectators standing on a dirt road, looking at a house damaged by a tornado. Illinois 1928. Photographs from the Chicago Daily News, 1902-1933 American Memory, Library of Congress

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?

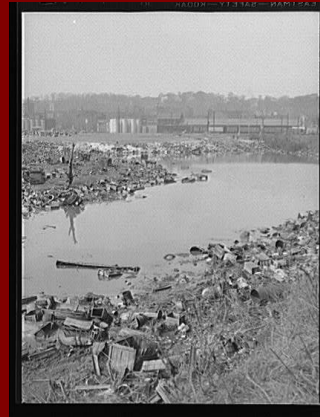
Claim <hr/>	Support ↑	Question ?

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

Claim 	Support 	Connection 

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 I'm living
Library of Congress
Prints and
Photographs Division

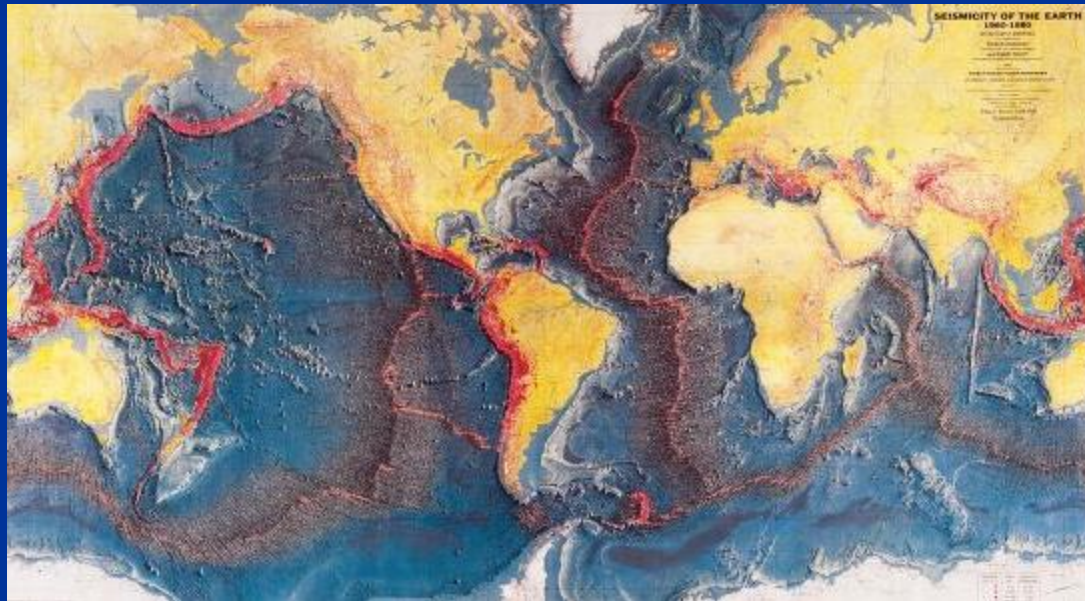


Survivors of the earthquake,
Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division

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 Complexity

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...?



The Ambassador
LOS ANGELES

August 6, 1932.

What do you see?

What do you think you
know about this document?

Tailoring Instruction





The Ambassador
LOS ANGELES

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.

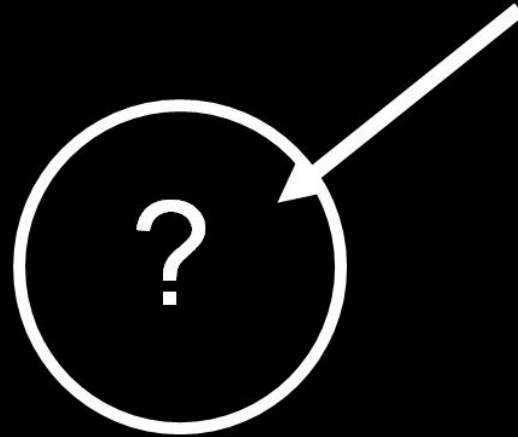
- a) Abraham Lincoln
- b) Martin Luther King, Jr.
- c) Amelia Earhart
- d) Henry Ford

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?



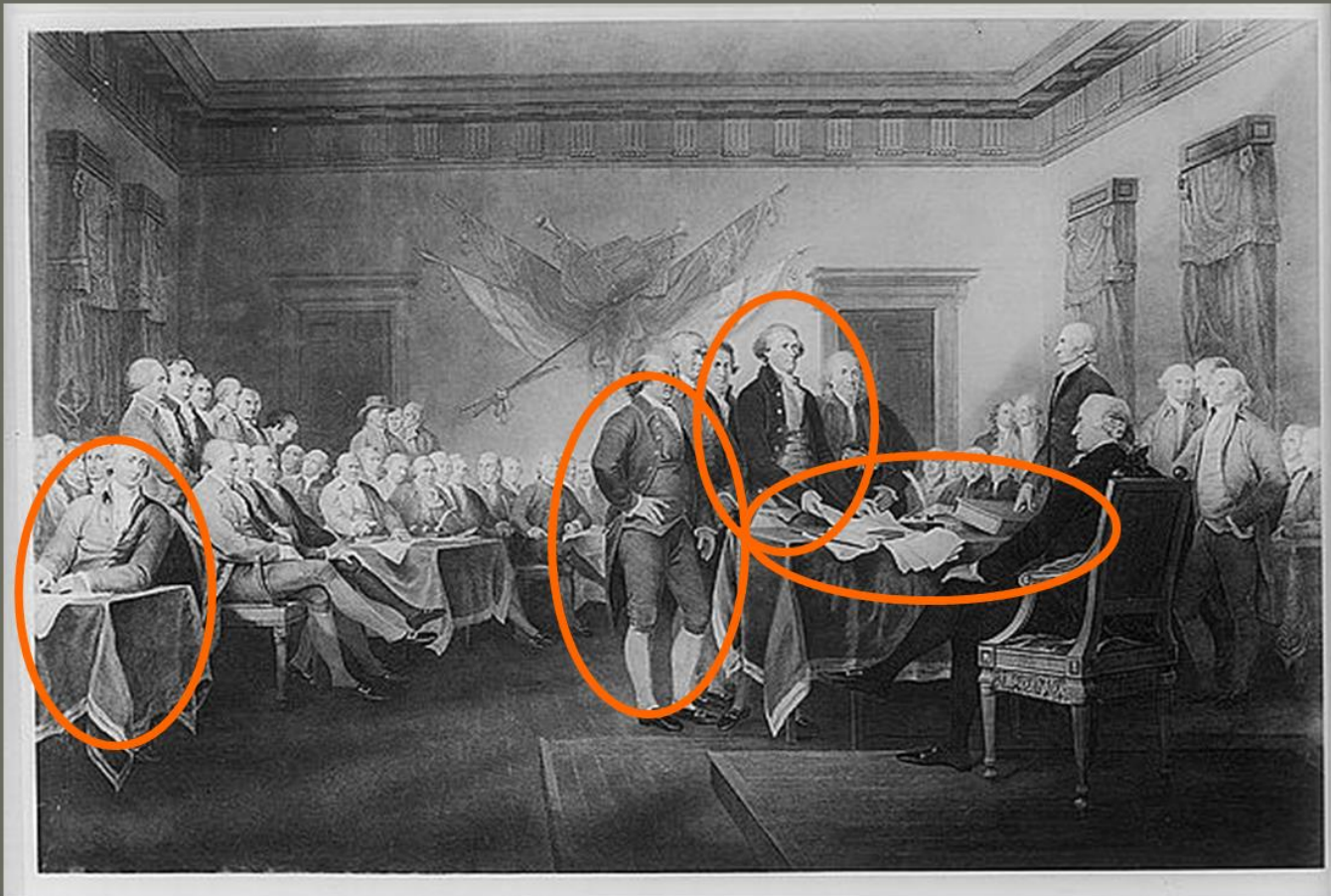
Click to show some answers.
What other evidence do you see?

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



*Common Core Learning Anchor Learning
Standards Reading K-12:
Key Ideas and Details*

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



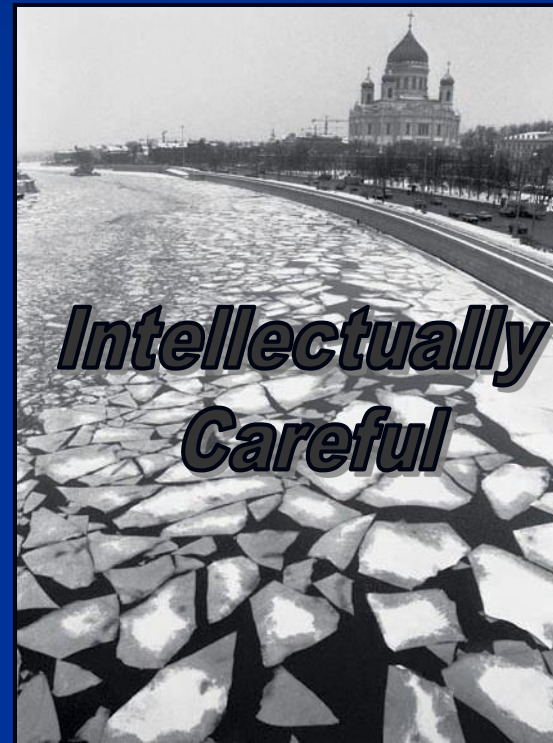
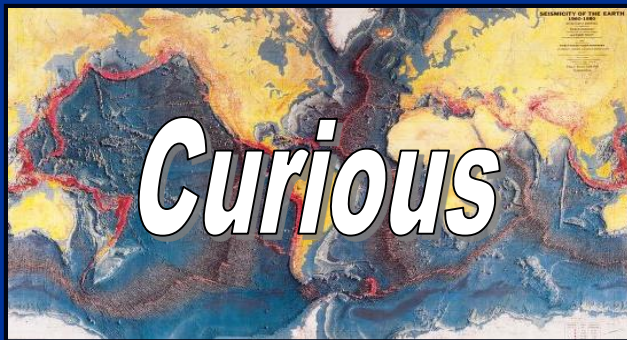
TITLE: Pocahontas saving the life of Capt. John Smith / New England Chromo. Lith. Co.
c1870.
Library of Congress Prints and Photographs Division

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...



You're invited to be...



Adventurous


Election Day!



Collaborative



Curious



**Intellectually
Careful**



Reflective



Creative



Strategic

BALLAD OF BOOKER T.
by
Langston Hughes

Booker T.
Was a practical man.
He said, Till the soil
And learn from the land.
Let down your buckets
Where you are;
In your own backyard
There ~~could be~~ a star.
Train your head,
To help fellow man,
And your heart, and your hand,
For smart, less alone
With Book-learning
And the workman's tool.
He started out
In a simple way—
For yesterday ~~was~~ today.
Was not today.
Sometimes he had

Part IV

Review

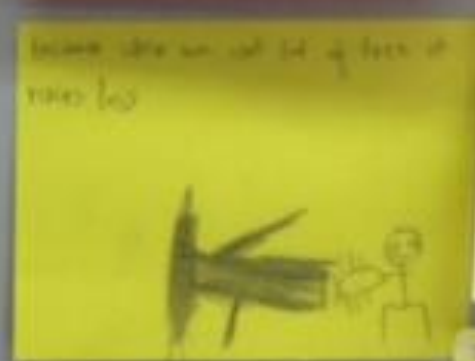
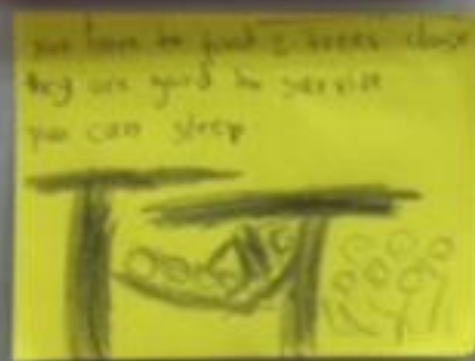
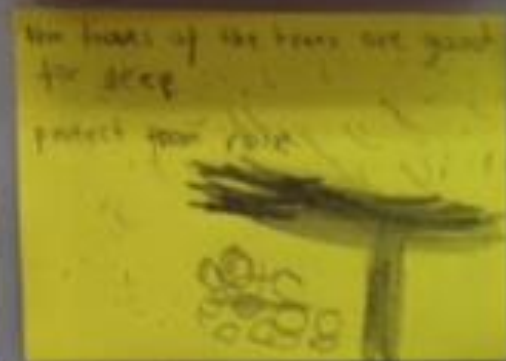
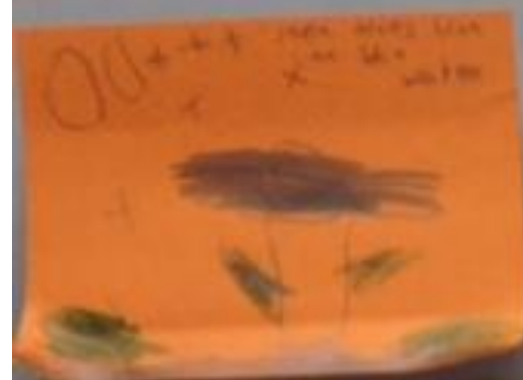
Goals for Today

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.



ETIC





Rumors

1. Listen
2. Share
3. Exchange



Zoom-In Inquiry

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