

As you arrive...

- + What are you hoping to learn more about today?
- + What questions do you have?

Using sticky notes,
Bring your comments or
questions up to the white board.





Candice Fowler

Professional Learning Consultant

candi.fowler@nwea.org

c: 603 714 0408



map GROWTH™

Informing Instruction

Half-Day Workshops

Differentiated Instruction
Instructional Ladders



© NWEA 2017

01

Setting the Stage



Access Your Workshop Materials

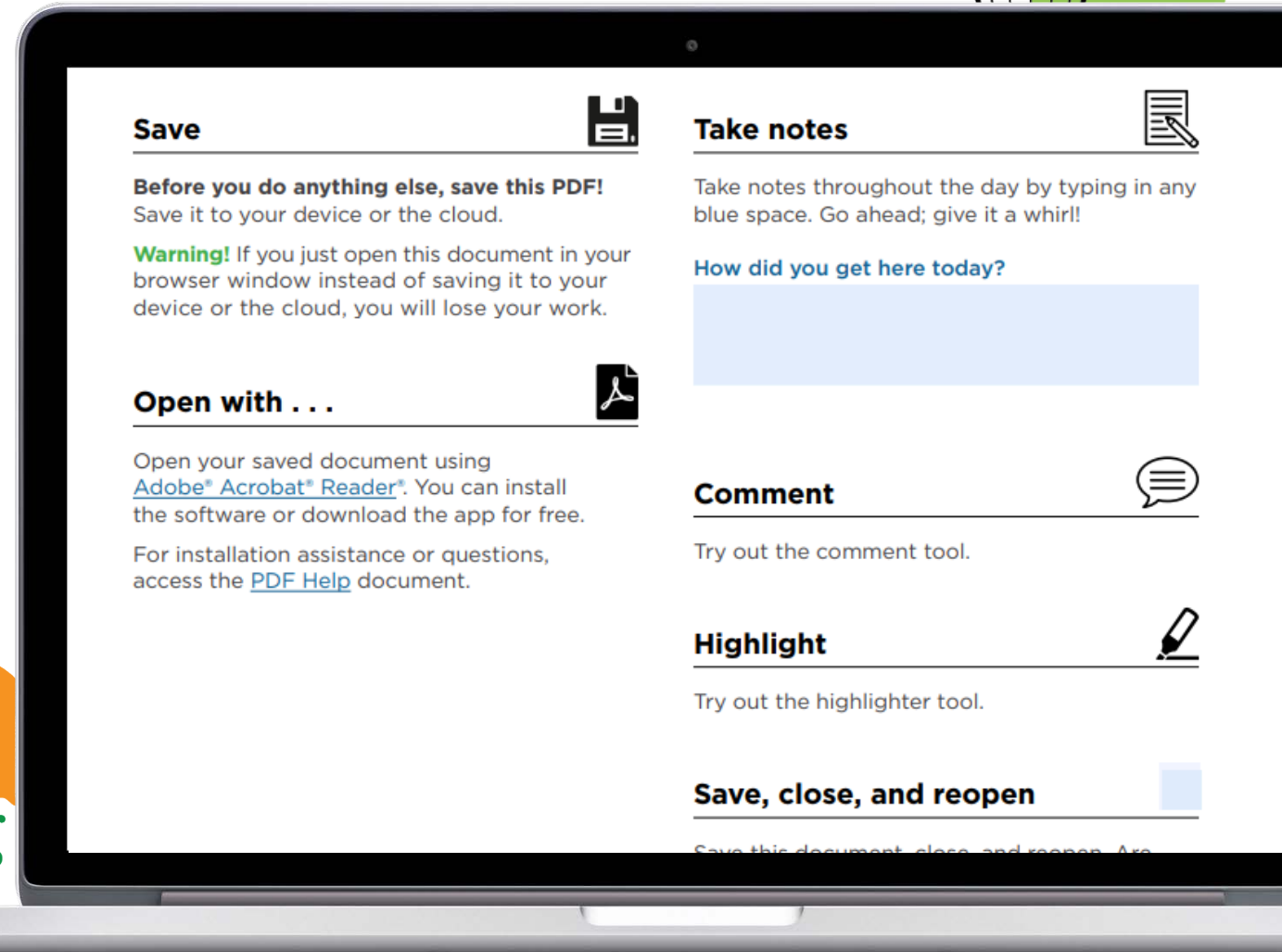
+ Visit Padlet®

+ [Padlet.com/NWEA/PL/MG_ii](https://padlet.com/NWEA/PL/MG_ii)



Don't Forget to Save Your Guide

- + Before you do anything else, save your learning guide!
- + If you just open your learning guide in your browser instead of saving it to your device or the cloud, you will lose your work



Partnering to help all kids learn®

Learning Targets

- 🎯 Define differentiated instruction with an emphasis on readiness
- 🎯 Identify ways to use MAP Growth data and resources to target learner needs
- 🎯 Synthesize assessment data, content, and resources to create responsive lesson plans



Working Together

**Formatively
check in and
make decisions**

**Put ideas
on the
table**

**Pay attention
to self
and others**

**Everyone
participates**

**Pause,
paraphrase,
and probe**

**Presume
positive
intentions**


**Balance
advocacy
and inquiry**

**Start and
end on
time**




Reflect and Plan throughout the Session



Reflection 

How will you apply what you've learned about differentiated instruction to your practice?

Lead learner considerations 

<p>What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?</p> <p>Main points:</p>	<p>What resources could you use (e.g., PowerPoint® slides, learning guide pages, websites)?</p> <p>Resources:</p>
---	--



Workshop Resources



NWEA Professional Learning Online

Find today's workshop materials and resources in NWEA® Professional Learning Online.

- ➞ Have a Professional Learning Online login? Go directly to the course: [Informing Instruction: Resources](#).
- Don't have a login? Visit [Professional Learning Online](#) and follow the directions to create your account.
- Having trouble logging in? Check out the [User Guide](#).

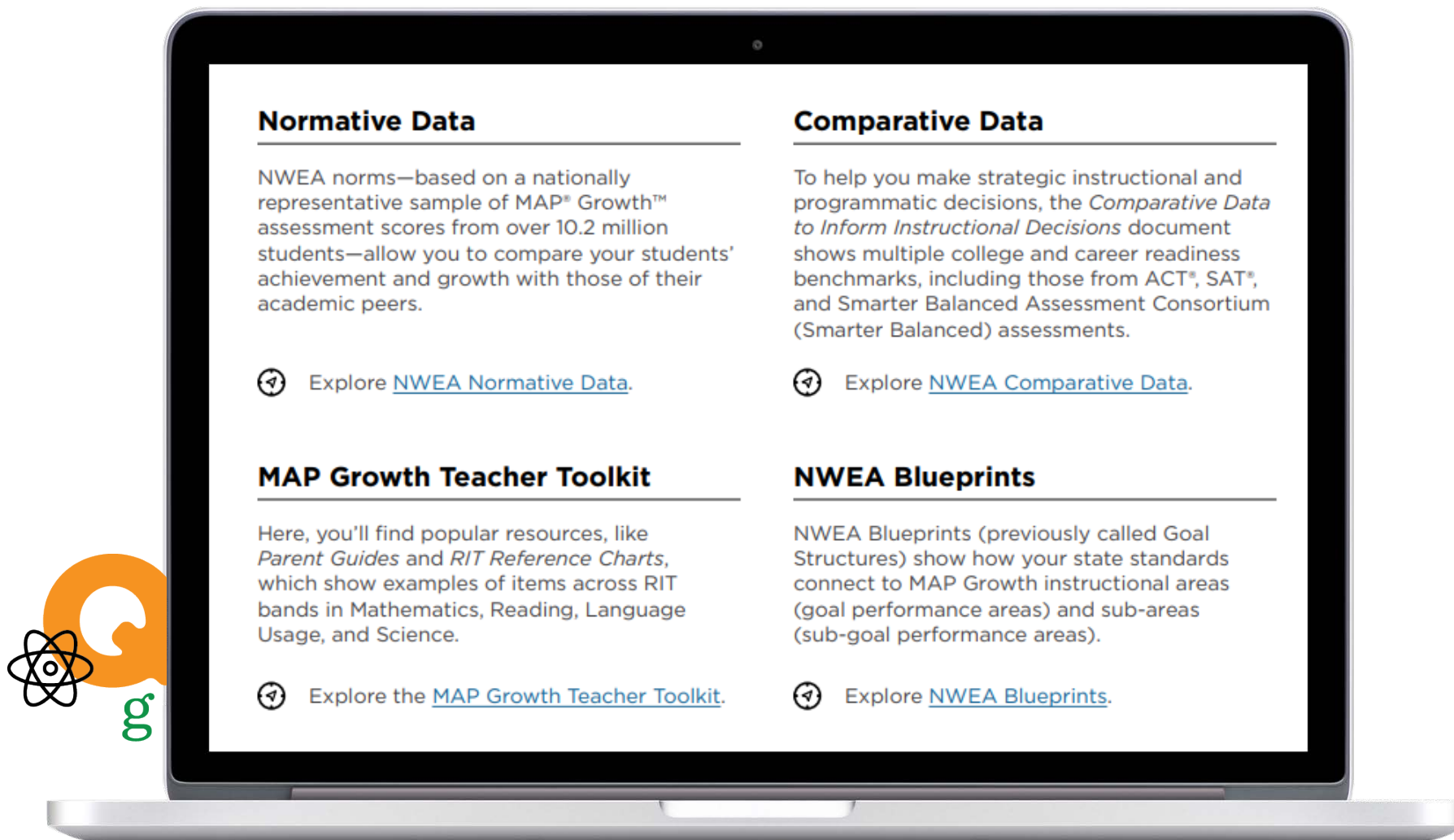
Helpful downloads

You may want to download these documents to use later.

- ⬇ [Data-to-Instruction Template for Three Groups](#)
- [Data-to-Instruction Template for Six Groups](#)
- [Data-to-Instruction Template for One Student](#)
- [Data-to-Instruction Template Directions](#)
- [Data-to-Instruction Examples](#) (in the Community)



NWEA Resources



Normative Data

NWEA norms—based on a nationally representative sample of MAP® Growth™ assessment scores from over 10.2 million students—allow you to compare your students' achievement and growth with those of their academic peers.

🔍 Explore [NWEA Normative Data](#).

Comparative Data

To help you make strategic instructional and programmatic decisions, the *Comparative Data to Inform Instructional Decisions* document shows multiple college and career readiness benchmarks, including those from ACT®, SAT®, and Smarter Balanced Assessment Consortium (Smarter Balanced) assessments.

🔍 Explore [NWEA Comparative Data](#).

MAP Growth Teacher Toolkit

Here, you'll find popular resources, like *Parent Guides* and *RIT Reference Charts*, which show examples of items across RIT bands in Mathematics, Reading, Language Usage, and Science.

🔍 Explore the [MAP Growth Teacher Toolkit](#).

NWEA Blueprints

NWEA Blueprints (previously called Goal Structures) show how your state standards connect to MAP Growth instructional areas (goal performance areas) and sub-areas (sub-goal performance areas).

🔍 Explore [NWEA Blueprints](#).

Strategy Tracker

- + Track strategies we use today
- + Wall chart

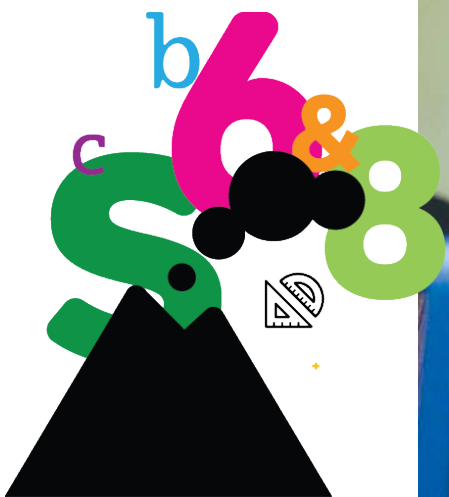
Add strategies throughout the day

Use this page to keep track of instructional strategies you may want to try out later.

Strategy name and your notes	Differentiated instruction?	Formative assessment?
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

02

Understanding Differentiation

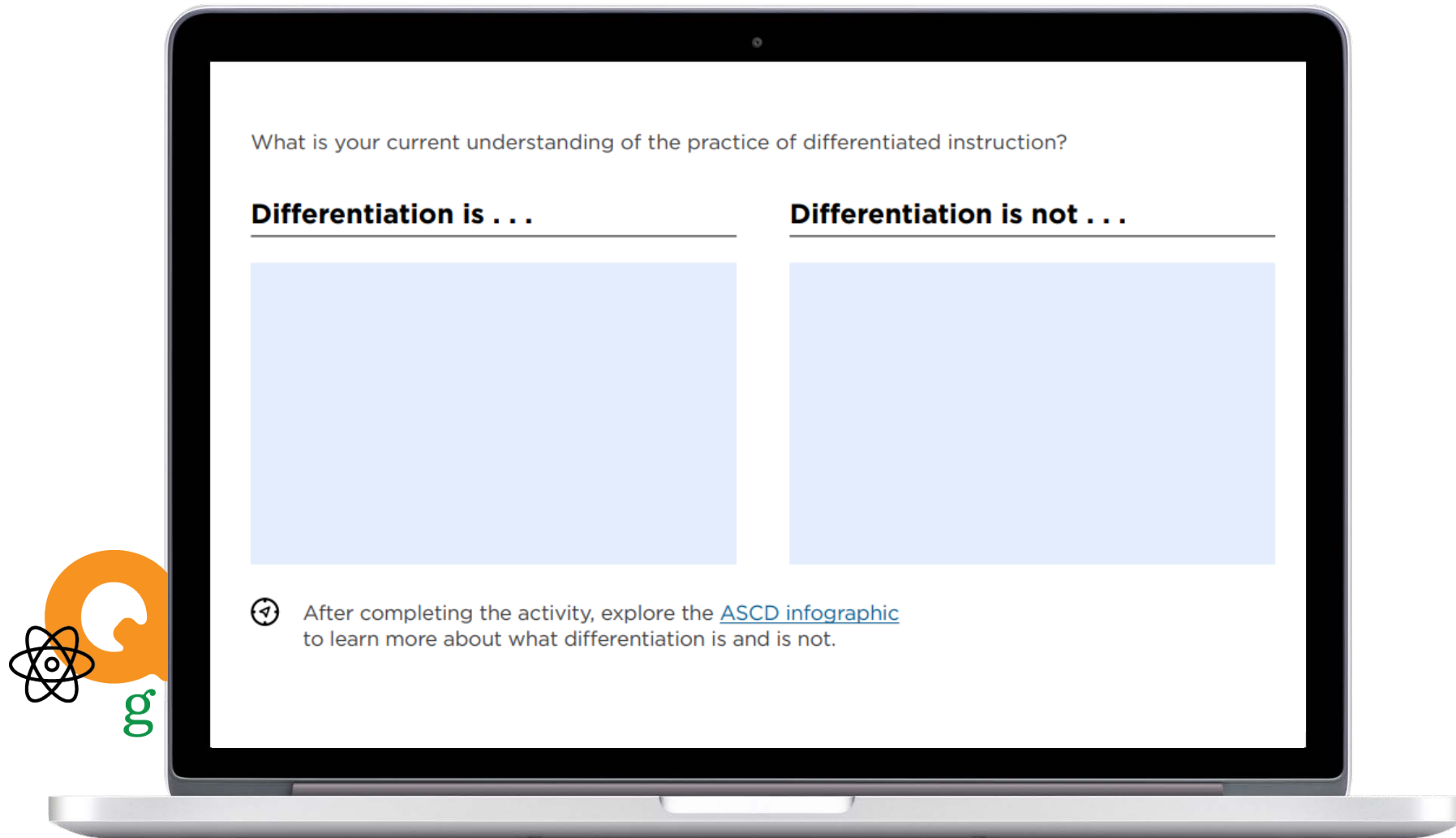


Learning Target

- 🎯 Define differentiated instruction with an emphasis on readiness

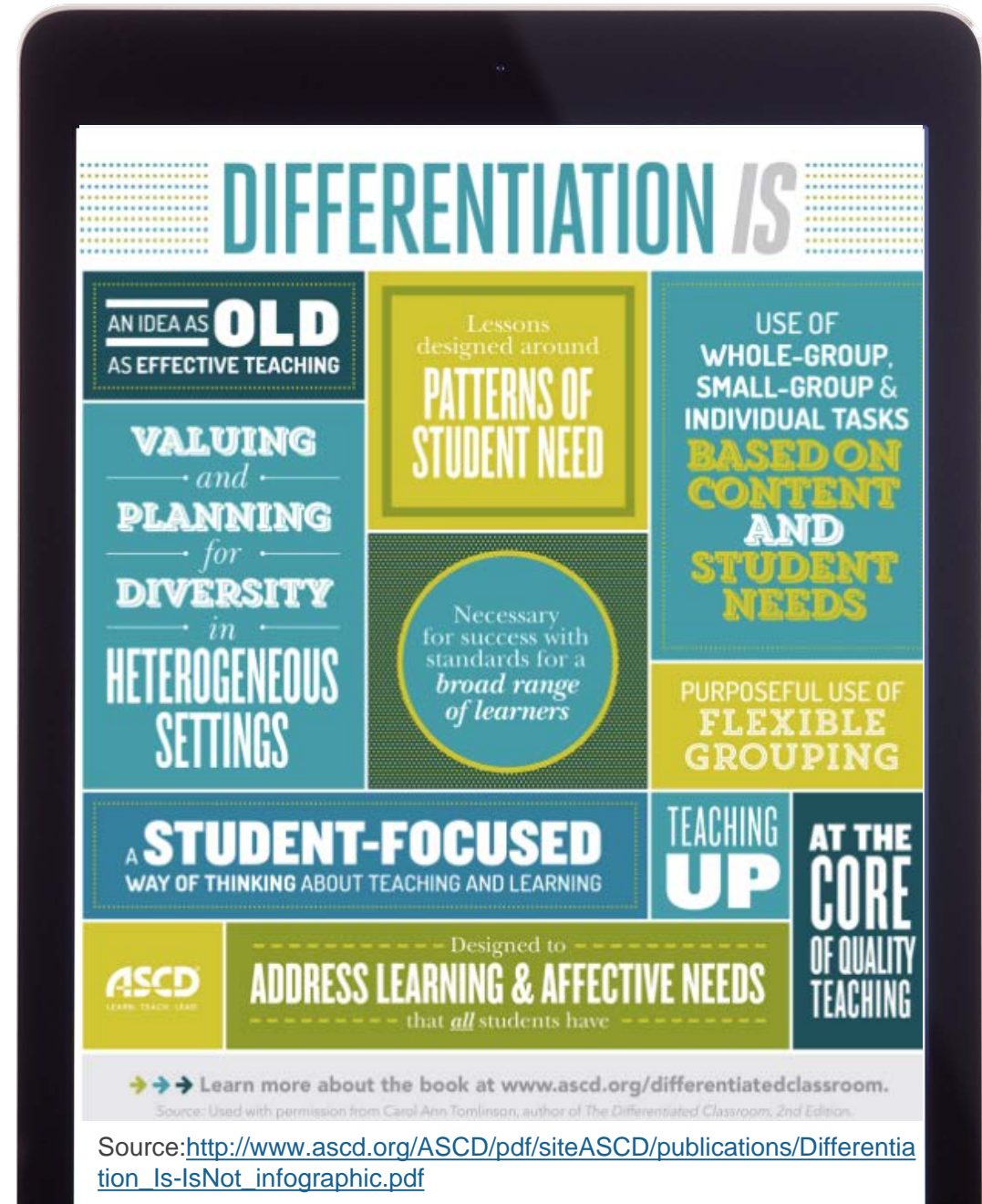


Differentiation



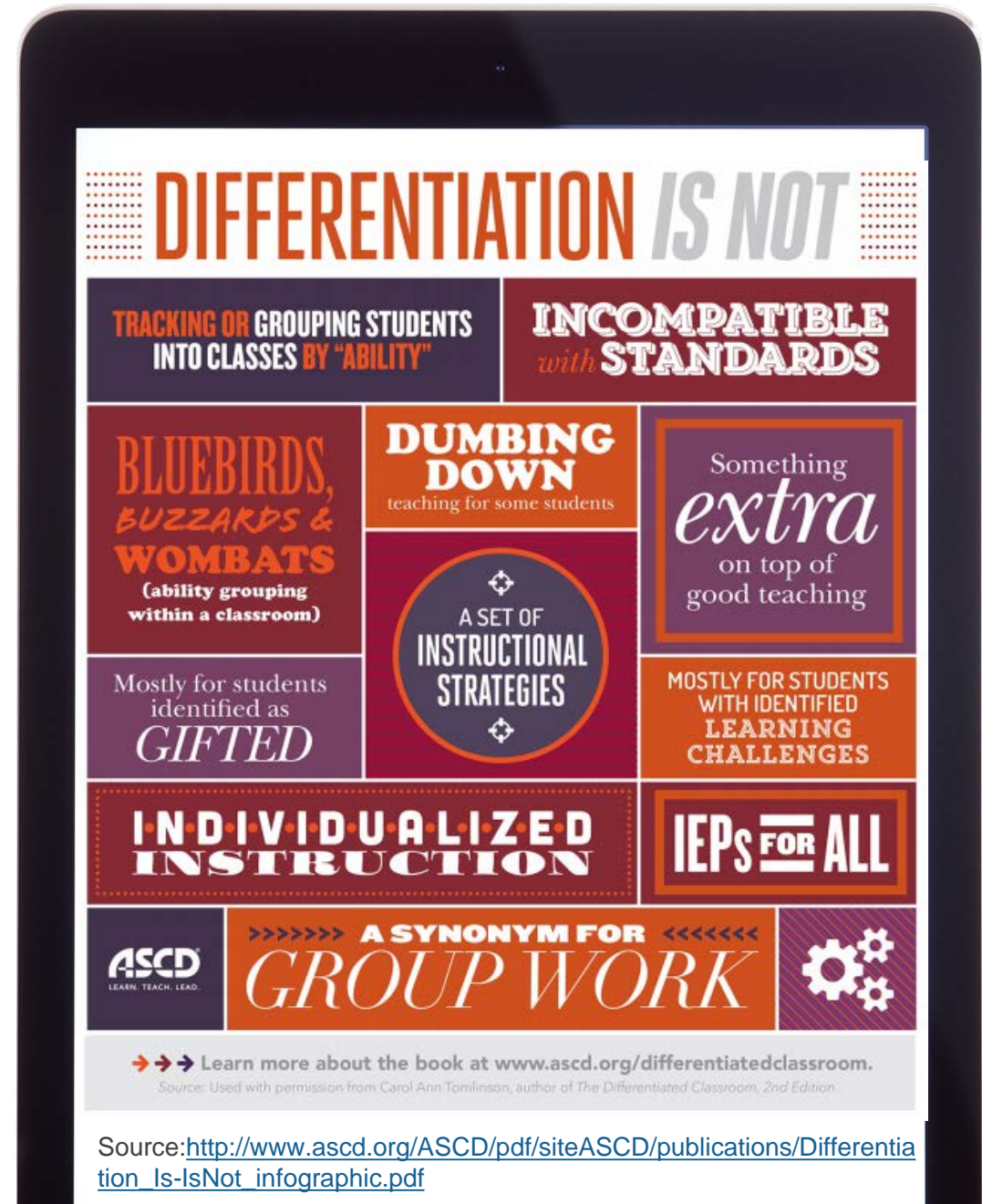
ASCD Infographic

+ Differentiation is...



ASCD Infographic

+ Differentiation is not...





Differentiation is classroom practice that looks eyeball-to-eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning.

—Tomlinson and Moon, 2013

Source: Tomlinson, Carol Ann, and Tonya R. Moon. 2013.
Assessment and Student Success in the Differentiated Classroom.
Alexandria, VA: ASCD.



Differentiation as a Pedagogy

SUPPORTED BY:

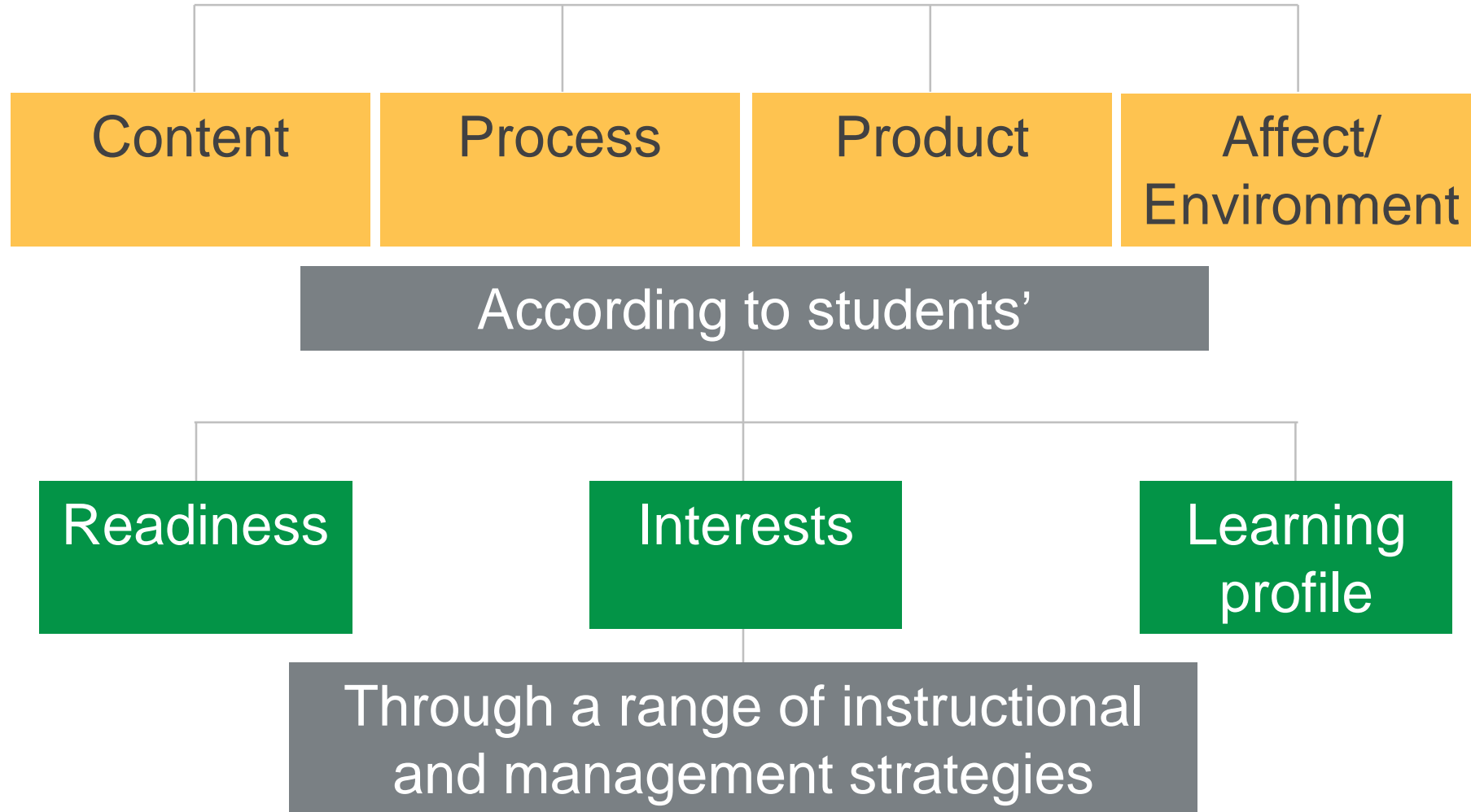
- + Language
- + Practices

FOCUS ON:

- + Differentiating content by readiness
- + Zone of proximal development (ZPD)
- + Growth mindset



Teachers can differentiate...



Source: Tomlinson, Carol Ann, and Tonya R. Moon. 2013.

Assessment and Student Success in the Differentiated Classroom. Alexandria, VA: ASCD.

What are best practices for differentiating instruction?

- + Recognize differences
- + Identify student readiness
- + Honor equity over equality
- + Create respectful tasks
- + Provide opportunity for choice
- + Implement a quality curriculum
- + Use data from multiple sources, including formative assessment



The Role of MAP Growth in Differentiated Instruction

MAP Growth provides data and resources to . . .

Identify readiness

Identify instructional decisions
(content, structures, and assessment)

Identify gaps

Monitor progress



Using MAP Growth to Differentiate Instruction



- + What's one idea or comment that resonated with you?
- + What data do you currently use to make decisions to support differentiation?



Reflect and Share

REFLECT



- + How will you apply what you have learned about differentiated instruction to your practice?
 - Discuss your ideas with a colleague and record them in your learning guide

LEAD LEARNER



- + Add notes about considerations for teaching others



03

Ladders for Learning



Learning Target

- 🎯 Identify ways to use MAP Growth data and resources to target learner needs





MAP SKILLS

VIEW REPORTS ▲

MAP Growth Reports
Reports Queue

MAP[®] Growth Reports

MAP Growth Reports

- Achievement Status & Growth
 - [Projection or Summary](#)
 - [Summary with Quadrant Chart \(One Class only\)](#)
- [Class Breakdown](#)
- [Class](#)
- [Learning Continuum](#)
- [Student Goal Setting Worksheet](#)
- [Student Progress](#)

Next-Generation Reports Give us your thoughts on our in-progress reports!

[More about this](#) ↗

- [Student Profile](#) A revised way to look at student results that will be continually improved based upon your feedback. [View example](#) ↗

Learning Continuum

+ Test View

+ Class View



Learning Continuum

Class View

Spring 2016-2017

▼

Term Rostered

Spring 2016-2017

▼

Term Tested

School

Three Sisters Elementary School

Instructor

Jenisha A Kotifani

Class

Homeroom 1(A)

Test

MAP: General Science 3-5 OH 2013

View Report

Test View



MAP: General Science 3-5 OH 2013
MAP: General Science 6+ OH 2013
MAP: Language 2-12 AERO 2012
MAP: Language 2-12 OH 2011
MAP: Language 2-12 TX 2008
MAP: Math 2-5 AERO 2015
MAP: Math 2-5 OH 2011 V2
MAP: Math 2-5 TX 2012

[Edit Display Options](#)

←	111-120	121-130	131-140	141-150	151-160	161-170	171-180	181-190	191-200	201-210	211-220	→
---	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---

Measurement and Data

Geometric Measurement and Problem Solving ^

	161-170	171-180	181-190	
	Reinforce skills & concepts	Develop skills & concepts	Introduce skills & concepts	
Time		Time	Time	
<ul style="list-style-type: none">• Reads analog clocks to the nearest half hour• Reads analog clocks to the nearest hour		<ul style="list-style-type: none">• Reads analog clocks to the nearest five minutes• Reads analog clocks to the nearest half hour• Reads analog clocks to the nearest minute• Solves elapsed-time word problems across either minutes or hours• Understands time interval concepts: quarter to, half past, etc.• Completes simple conversions of units of time	<ul style="list-style-type: none">• Reads analog clocks to the nearest five minutes• Reads analog clocks to the nearest half hour• Reads analog clocks to the nearest minute• Solves elapsed-time word problems across either minutes or hours• Understands A.M. and P.M.• Understands time interval concepts: quarter to, half past, etc.• Completes complex conversions of more than two	



The **Test View** shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each instructional/goal area.

💡 Select **Edit Display Options** in the Test or Class View to see the grouping and filtering options.

💡 Learning statements can be **grouped** by topic or standard and **filtered** to show specific grade-level standards.

The screenshot displays the 'Edit Display Options' dialog box, which is used to configure how learning statements are presented. The dialog is divided into three main sections: 'Grouping Options', 'Standards Filters', and 'Grade Level Standards'.

Grouping Options: This section allows users to choose how learning statements are grouped. It features three buttons: 'No Grouping', 'Group by Topic', and 'Group by Standard'. The 'Group by Standard' button is currently selected, indicated by a dark blue background.

Standards Filters: This section allows users to filter learning statements by specific standards. It includes a list of standards with checkboxes next to them. The visible standards are 'High School - Number and Quantity', 'High School - Statistics and Probability', and 'Kindergarten'. The 'Kindergarten' checkbox is currently selected.

Grade Level Standards: This section allows users to filter learning statements by specific grade levels. It includes a list of grade levels with checkboxes next to them. The visible grade levels are 'Grade 1', 'Grade 2', 'Grade 3', 'Grade 4', 'Grade 5', 'Grade 6', and 'Grade 7'. The 'Grade 1' checkbox is currently selected.

← 111-120 121-130 131-140 141-150 151-160 161-170

Measurement and Data

Geometric Measurement and Problem Solving

← 161-170 171-180
Reinforce skills & concepts Develop skills & concepts

Geometric Measurement and Problem Solving

Time
• Reads
• Reads

Area
• Com
• Dete
unit

161-170
Reinforce skills & concepts

Time

- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest hour

171-180
Develop skills & concepts

Time

- Completes simple conversions of units of time
- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands time interval concepts: quarter to, half past, etc.

← 111-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200 201-210 211-220

Measurement and Data

Geometric Measurement and Problem Solving

← 191-200 201-210 211-220
Reinforce skills & concepts Develop skills & concepts Introduce skills & concepts

181-190
Introduce skills & concepts

Time

- Completes complex conversions of more than two units of time
- Completes simple conversions of units of time
- Determines elapsed time across either minutes or hours using clocks
- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands A.M. and P.M.
- Understands time interval concepts: quarter to, half past, etc.

- Understands the concept of area

- Understands the concept of area

The Learning Continuum

- + What do you notice?
- + How do learning statements connect with your curriculum?
- + Which learning statements most clearly align with the grade level you teach?



The Learning Continuum

+ In what ways is the *Learning Continuum* a guide to learning?



Data-to-Instruction Overview



Choose your focus

Consider the *Class* report



Create your groups

Consider the *Class Breakdown by Goal* report and the *Learning Continuum*



Design your lessons

Identify instructional activities; assess to determine progress; and consider the *Learning Continuum*, your professional expertise, and outside resources

Choose Your Focus



Overview

Class

4th grade

Content area

Mathematics

Standard or focus of instruction

[CCSS.MATH.CONTENT.4.MD.A.3](#)

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

or

Solve problems involving measurement and conversion of measurements.

Goal performance/instructional area

Measurement and Data

Sub-goal performance/instructional area

Geometric Measurement and Problem Solving

Topic

Perimeter

Create Your Groups



nwea
Measuring What Matters™

MAP SKILLS

MAP READING FLUENCY

VIEW REPORTS

MAP Growth Reports

Reports Queue

Logged in as JenishaKotifani_PL1

Home | Help | Contact | Change Password | Logout

Class Breakdown Reports

Select from the criteria below to create a Class Breakdown Report

Required

Term Rostered *

Select the term for the students, instructors, and classes.

Spring 2017-2018

Term Tested *

Select the term containing the test data.

Spring 2017-2018

School *

Three Sisters Elementary School

Instructor *

Kotifani, Jenisha A.

Class *

Homeroom 1(A)

Report Options

Class Breakdown

by RIT

by Goal

by Projected Proficiency

Subject

Mathematics

Create PDF Report

View Report Online

Cancel

nwea | p. 19

MAP: Math 2-5 OH 2011 V2 / OH Common Core Mathematics PK-12: 2011

Goal				Goal Score			
	181-190	191-200		211-220	221-230	231-240	
Operations and Algebraic Thinking	A.A. Bonner (191)	M.E. Bowler (193) S.A. Delarosa (195) T.E. Russett (195) Y.N. Hatten (199) A.R. Isaacson (199) S.A. Longer (199) D.E. Thielk (202) O.R. Duerst (203) A.O. Collins (206)	K.N. Schroeder... (201) L.A. Basnett (202) H.E. Coxton (202) D.E. Kaminski (204) D.R. Korsica (204) J.S. LaRosa (204) B.E. Olson (204) C.S. Carrico (206) C.O. Karlin (207) W.A. Shaffer (207) I.O. Brunner (208)	T.R. Brotherto... (207) J.S. Whitehors... (207) J.D. Burnside (209) Z.N. Friley (209) A.A. Horlick (213) E.C. Cindrich (215) L.N. Esteve (215) E.R. Schmidt (215) J.E. Van Dalto... (215) R.R. Riley (217) M.O. Balazar (219) N.A. Danforth (228)	C.E. Yager (213) C.A. Cormier (219) D.N. Andrews (220) J.N. Gander (222)	J.A. Mitchell (228) B.R. Gomez (231) T.R. Ellison (234)	
Number and Operations	A.A. Bonner (191)	S.A. Delarosa (195) T.E. Russett (195) A.R. Isaacson (199) S.A. Longer (199) K.N. Schroeder... (201) O.R. Duerst (203) D.E. Kaminski (204) D.R. Korsica (204) A.O. Collins (206) I.O. Brunner (208)	M.E. Bowler (193) Y.N. Hatten (199) L.A. Basnett (202) D.E. Thielk (202) J.S. LaRosa (204) T.R. Brotherto... (207) W.A. Shaffer (207) J.S. Whitehors... (207) I.O. Brunner (208) E.R. Schmidt (215) R.R. Riley (217)	H.E. Coxton (202) B.E. Olson (204) C.S. Carrico (206) J.D. Burnside (209) Z.N. Friley (209) A.A. Horlick (213) E.C. Cindrich (215) L.N. Esteve (215) J.E. Van Dalto... (215)	M.O. Balazar (219) C.A. Cormier (219) D.N. Andrews (220) J.A. Mitchell (228) B.R. Gomez (231) T.R. Ellison (234)	J.N. Gander (222) N.A. Danforth (228)	
Measurement and Data	M.E. Bowler (193) S.A. Delarosa (195)	A.A. Bonner (191) Y.N. Hatten (199) K.N. Schroeder... (201) H.E. Coxton (202) D.E. Kaminski (204) B.E. Olson (204) W.A. Shaffer (207) J.D. Burnside (209)	T.E. Russett (195) A.R. Isaacson (199) S.A. Longer (199) L.A. Basnett (202) D.E. Thielk (202) O.R. Duerst (203) D.R. Korsica (204) J.S. LaRosa (204) A.O. Collins (206) T.R. Brotherto... (207) I.O. Brunner (208) C.E. Yager (213)	C.S. Carrico (206) C.O. Karlin (207) J.S. Whitehors... (207) Z.N. Friley (209) E.C. Cindrich (215) L.N. Esteve (215) J.E. Van Dalto... (215) M.O. Balazar (219) C.A. Cormier (219) D.N. Andrews (220) J.N. Gander (222)	A.A. Horlick (213) E.R. Schmidt (215) R.R. Riley (217) N.A. Danforth (228) J.A. Mitchell (228) T.R. Ellison (234)	B.R. Gomez (231)	
Geometry		A.A. Bonner (191) M.E. Bowler (193) S.A. Delarosa (195) T.E. Russett (195) A.R. Isaacson (199) K.N. Schroeder... (201) H.E. Coxton (202) D.R. Korsica (204) J.S. LaRosa (204) T.R. Brotherto... (207)	Y.N. Hatten (199) S.A. Longer (199) D.E. Thielk (202) O.R. Duerst (203) C.S. Carrico (206) A.O. Collins (206) C.O. Karlin (207) W.A. Shaffer (207) J.D. Burnside (209) E.R. Schmidt (215) M.O. Balazar (219)	L.A. Basnett (202) D.E. Kaminski (204) B.E. Olson (204) J.S. Whitehors... (207) I.O. Brunner (208) Z.N. Friley (209) A.A. Horlick (213) C.E. Yager (213) L.N. Esteve (215) R.R. Riley (217)	E.C. Cindrich (215) J.E. Van Dalto... (215) C.A. Cormier (219) D.N. Andrews (220) J.N. Gander (222) J.A. Mitchell (228)	N.A. Danforth (228) B.R. Gomez (231)	T.R. Ellison (234)

Below Group

Middle Group

Above Group

Create Your Groups



Group A	Group B	Group C
RIT range 181-200	RIT range 201-210	RIT range 211-240
Students M.E. Bowler (193) S.A. Delarosa (195) A.A Bonner (191) Y.N. Hatten (199) K.N. Schroeder (201) H.E. Coxton (202) D.E. Kaminski (204) B.E. Olson (204) W.A.Shaffer (207) J.D. Burnside (209)	Students T.E. Russett (195) A.R. Isaacson (199) S.A. Longer (199) L.A. Basnett (202) D.E. Thielk (202) O.R. Duerst (203) D.R. Korsica (204) J.S. LaRosa (204) A.O. Collins (206) T.R. Brotherton (207) I.O. Brunner (208) C.E. Yager (213)	Students C.S. Carrico (206) C.O. Karlin (207) J.S. Whitehorse (207) Z.N. Friley (209) E.C. Cindrich (215) L.N. Esteve (215) J.E. Van Dalton (215) M.O. Balazar (219) C.A. Cormier (219) D.N. Andrews (220) J.N. Gander (222) A.A. Horlick (213) E.R. Schmidt (215) R.R. Riley (217) N.A. Danforth (228) J.A. Mitchell (228) +

Create Your Groups: Learning Continuum



Measurement and Data		
Geometric Measurement and Problem Solving		
181-190	Money <ul style="list-style-type: none">• Counts on to determine the decimal value of a collection of coins and/or bills given as names• Determines the whole number value of a collection of coins given as coin names• Determines the whole number value of a collection of coins given as pictures• Identifies equivalent sets of coins• Solves word problems involving amount spent or change received, whole numbers, and coin names or pictures	Bowler, Mary E Overall RIT 193 Goal Range: 178-187
	Perimeter/Circumference <ul style="list-style-type: none">• Determines the perimeter of basic polygons with all sides labeled	Delarosa, Steve A Overall RIT 195 Goal Range: 183-192
	Problem Solving with Units <ul style="list-style-type: none">• Solves elapsed time word problems involving either minutes crossing over an hour, or hours and/or minutes crossing over A.M. or P.M.• Solves elapsed time word problems involving either minutes within one hour, or hours and/or minutes within A.M. or P.M.• Solves multi-step money word problems involving whole numbers within 100• Solves one-step length word problems involving addition or subtraction• Solves one-step money word problems involving whole number addition or subtraction• Solves one-step money word problems involving whole number multiplication or division	

Create Your Groups: Learning Continuum, cont.



Measurement and Data	
Geometric Measurement and Problem Solving	
191-200	<p>Money</p> <ul style="list-style-type: none">• Counts on to determine the decimal value of a collection of coins and/or bills given as names• Determines possible coin combinations equivalent to a specific amount, given either coin names or a specified number of coins• Determines the whole number value of a collection of coins given as coin names• Solves multi-step money word problems involving decimals and coins and/or bills given as names• Solves multi-step money word problems involving whole numbers and coins and/or bills given as names• Solves word problems involving amount spent or change received, whole numbers, and coin names or pictures
	<p>Perimeter/Circumference</p> <ul style="list-style-type: none">• Determines the perimeter of basic polygons in which not all sides are labeled• Determines the perimeter of basic polygons with all sides labeled• Solves problems involving perimeters of rectangles within a real-world or mathematical context
	<p>Problem Solving with Units</p> <ul style="list-style-type: none">• Solves elapsed time word problems involving either minutes crossing over an hour, or hours and/or minutes crossing over A.M. or P.M.• Solves elapsed time word problems involving either minutes within one hour, or hours and/or minutes within A.M. or P.M.• Solves multi-step money word problems involving decimals and coins and/or bills given as
	<p>Overall RIT 191 Goal Range: 192-200</p> <p><u>Hatten, Yasmin N</u> Overall RIT 191 Goal Range: 189-198</p> <p><u>Schroeder, Kasey N</u> Overall RIT 201 Goal Range: 194-201</p> <p><u>Coxton, Helene E</u> Overall RIT 202 Goal Range: 193-203</p> <p><u>Kaminski, Delaney E</u> Overall RIT 204 Goal Range: 194-204</p> <p><u>Olson, Brian E</u> Overall RIT 204 Goal Range: 190-202</p> <p><u>Shaffer, William A</u> Overall RIT 207 Goal Range: 193-202</p> <p><u>Burnside, Jessica D</u> Overall RIT 209 Goal Range: 189-197</p>

Create Your Groups: Learning Continuum, cont.



Measurement and Data		
Geometric Measurement and Problem Solving		
201-210	Money <ul style="list-style-type: none">• Determines possible coin combinations equivalent to a specific amount, given either coin names or a specified number of coins• Solves multi-step money word problems involving decimals and coins and/or bills given as names• Solves word problems involving amount spent or change received, whole numbers, and coin names or pictures	Overall RIT 195 Goal Range: 196-208
	Perimeter/Circumference <ul style="list-style-type: none">• Determines side lengths given the perimeter of rectangles• Determines the perimeter of basic polygons in which not all sides are labeled• Solves problems involving perimeters of rectangles within a real-world or mathematical context	<u>Isaacson, Alice R</u> Overall RIT 199 Goal Range: 204-213
	Problem Solving with Units <ul style="list-style-type: none">• Solves elapsed time word problems involving either minutes crossing over an hour, or hours and/or minutes crossing over A.M. or P.M.• Solves elapsed time word problems involving either minutes within one hour, or hours and/or minutes within A.M. or P.M.• Solves multi-step money word problems involving decimals and coins and/or bills given as	<u>Longer, Stephen A</u> Overall RIT 199 Goal Range: 198-210
		<u>Basnett, Lawanda A</u> Overall RIT 202 Goal Range: 197-209
		<u>Thielk, David E</u> Overall RIT 202 Goal Range: 199-211
		<u>Duerst, Oren R</u> Overall RIT 203 Goal Range: 204-212
		<u>Korsica, David R</u> Overall RIT 204 Goal Range: 201-213
		<u>LaRosa, Jamie S</u> Overall RIT 206

Create Your Groups: Learning Continuum, cont.



Measurement and Data		
Geometric Measurement and Problem Solving		
211-220	Length <ul style="list-style-type: none">• Completes complex conversions of customary units of length involving fractions, decimals, or more than two units• Completes simple conversions of customary units of length• Solves multi-step length word problems involving decimals or fractions and conversion of customary units	Overall RIT 207 Goal Range: 207-216
	Money <ul style="list-style-type: none">• Determines possible coin combinations equivalent to a specific amount, given either coin names or a specified number of coins• Solves multi-step money word problems involving decimals and coins and/or bills given as names	<u>Whitehorse, Jay S</u> Overall RIT 207 Goal Range: 212-223
	Perimeter/Circumference <ul style="list-style-type: none">• Counts to find the perimeter of complex figures• Describes the effect on perimeter when dimensions of a rectangle are changed• Determines side lengths given the perimeter of rectangles• Determines the perimeter of basic polygons in which not all sides are labeled• Solves problems involving perimeters of rectangles within a real-world or mathematical context	<u>Friley, Zach N</u> Overall RIT 209 Goal Range: 208-217
		<u>Cindrich, Erin C</u> Overall RIT 215 Goal Range: 214-222
		<u>Esteve, Lario N</u> Overall RIT 215 Goal Range: 210-221
		<u>Van Dalton, Jane E</u> Overall RIT 215 Goal Range: 214-223
		<u>Balazar, Maria O</u> Overall RIT 219 Goal Range: 208-216
		<u>Cormier, Craig A</u> Overall RIT 219

Create Your Groups: Learning Continuum, cont.



Group A	Group B	Group C
RIT range 181-200	RIT range 201-210	RIT range 211-240
Students M.E. Bowler (193) S.A. Delarosa (195) A.A Bonner (191) Y.N. Hatten (199) K.N. Schroeder (201) H.E. Coxton (202) D.E. Kaminski (204) B.E. Olson (204) W.A.Shaffer (207) J.D. Burnside (209)	Students T.E. Russett (195) A.R. Isaacson (199) S.A. Longer (199) L.A. Basnett (202) D.E. Thielk (202) O.R. Duerst (203) D.R. Korsica (204) J.S. LaRosa (204) A.O. Collins (206) T.R. Brotherton (207) I.O. Brunner (208) C.E. Yager (213)	Students C.S. Carrico (206) C.O. Karlin (207) J.S. Whitehorse (207) Z.N. Friley (209) E.C. Cindrich (215) L.N. Esteve (215) J.E. Van Dalton (215) M.O. Balazar (219) C.A. Cormier (219) D.N. Andrews (220) J.N. Gander (222) A.A. Horlick (213) E.R. Schmidt (215) R.R. Riley (217) N.A. Danforth (228) J.A. Mitchell (228)
Learning statements Determines the perimeter of basic polygons with all sides labeled.	Learning statements Determines the perimeter of basic polygons in which not all sides are labeled.	Learning statements Counts to find the perimeter of complex figures.

Design Your Lesson



Group A

RIT range

181-200

Students

M.E. Bowler (193)
S.A. Delarosa (195)
A.A. Bonner (191)
Y.N. Hatten (199)
K.N. Schroeder (201)
H.E. Coxton (202)
D.E. Kaminski (204)
B.E. Olson (204)
W.A. Shaffer (207)
J.D. Burnside (209)

Learning statements

Determines the perimeter of basic polygons with all sides labeled.

Student activities, instructional strategies, and resources

Small Group Lesson:

Learning Target: Students will be able to find the perimeter of simple figures with labeled sides.

Materials: grid paper and plain paper

In small groups, students will work to find the perimeter of simple figures with all sides labeled. Initially students will use grid paper and then move to plain paper. Students will begin with squares and move to other figures.

Assessments

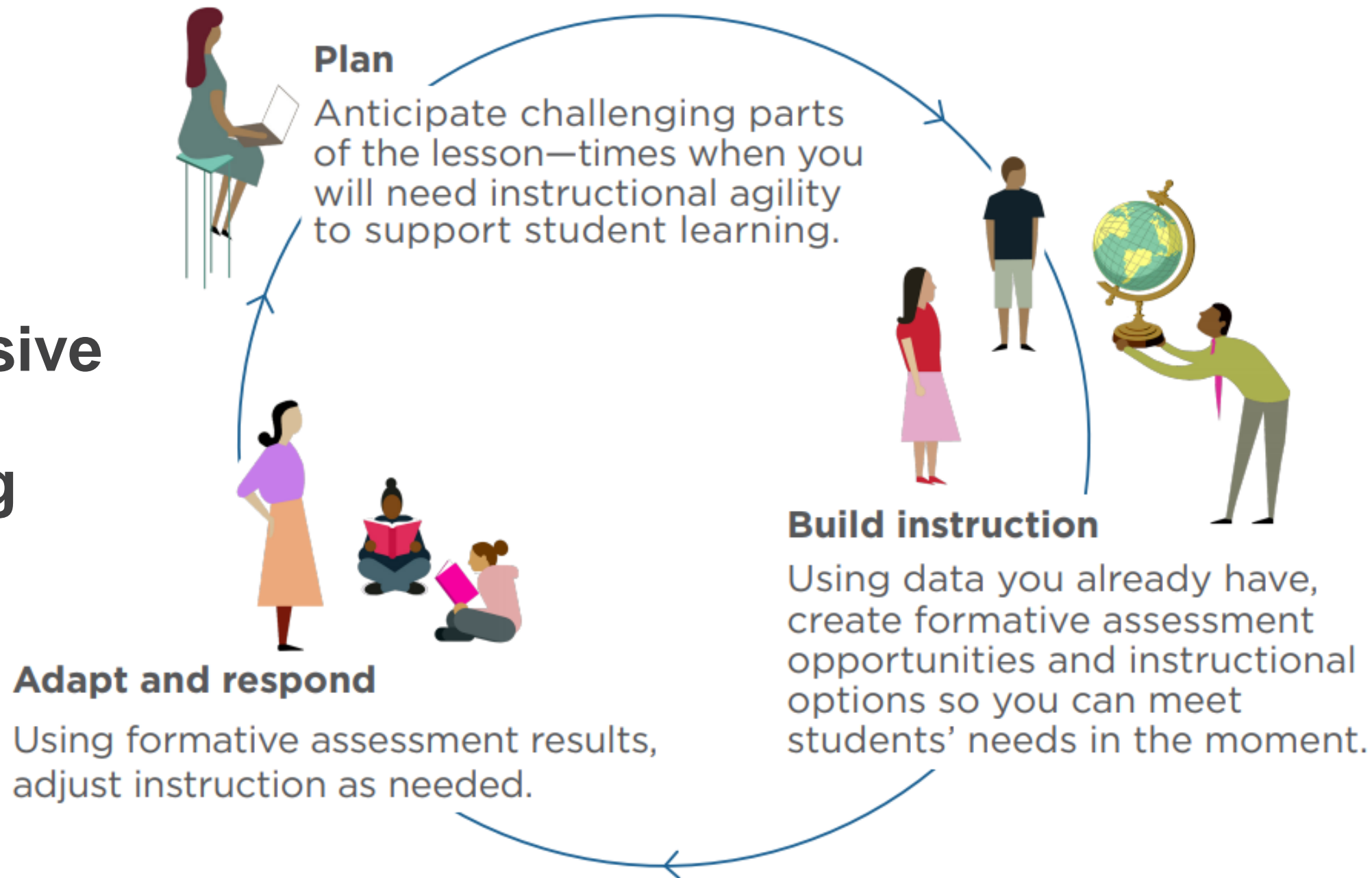
Problem solving task involving finding the perimeter of rectangles and other simple shapes.

Responsive Lesson Planning:

A planning approach designed to respond to students' unique needs before and during the lesson. The plan outlines assessments, instructional activities, and tasks responsive to students' learning needs and preferences. The plan also indicates when in the lesson students will be assessed and how teachers and students can adjust based on the results.



Responsive Lesson Planning



Data-to-Instruction Notes

- + What do you want to remember about the process of using MAP Growth data to create flexible groups and responsive lesson plans?



Reflect and Share

REFLECT



- + How will the *Learning Continuum* help you differentiate instruction?
 - Discuss your ideas with a colleague and record them in your learning guide

LEAD LEARNER



- + Add notes about considerations for teaching others



04

Resources for Differentiating Content



Learning Target

- 🎯 Identify ways to use MAP Growth data and resources to target learner needs



Learning Centers Overview



MAP Growth to Khan Academy®

- + Engage in math-based scenarios using online Khan Academy resources

Text Complexity

- + Practice using an NWEA rubric to evaluate aspects of text complexity

Lexile® Framework for Reading

- + Examine online tools and scenarios for creating tiered lessons using Lexile® reading measures

Differentiated Lessons

- + Explore lessons and related resources organized for small groups of students

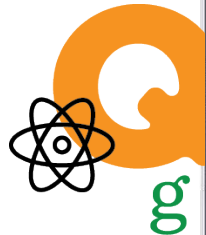
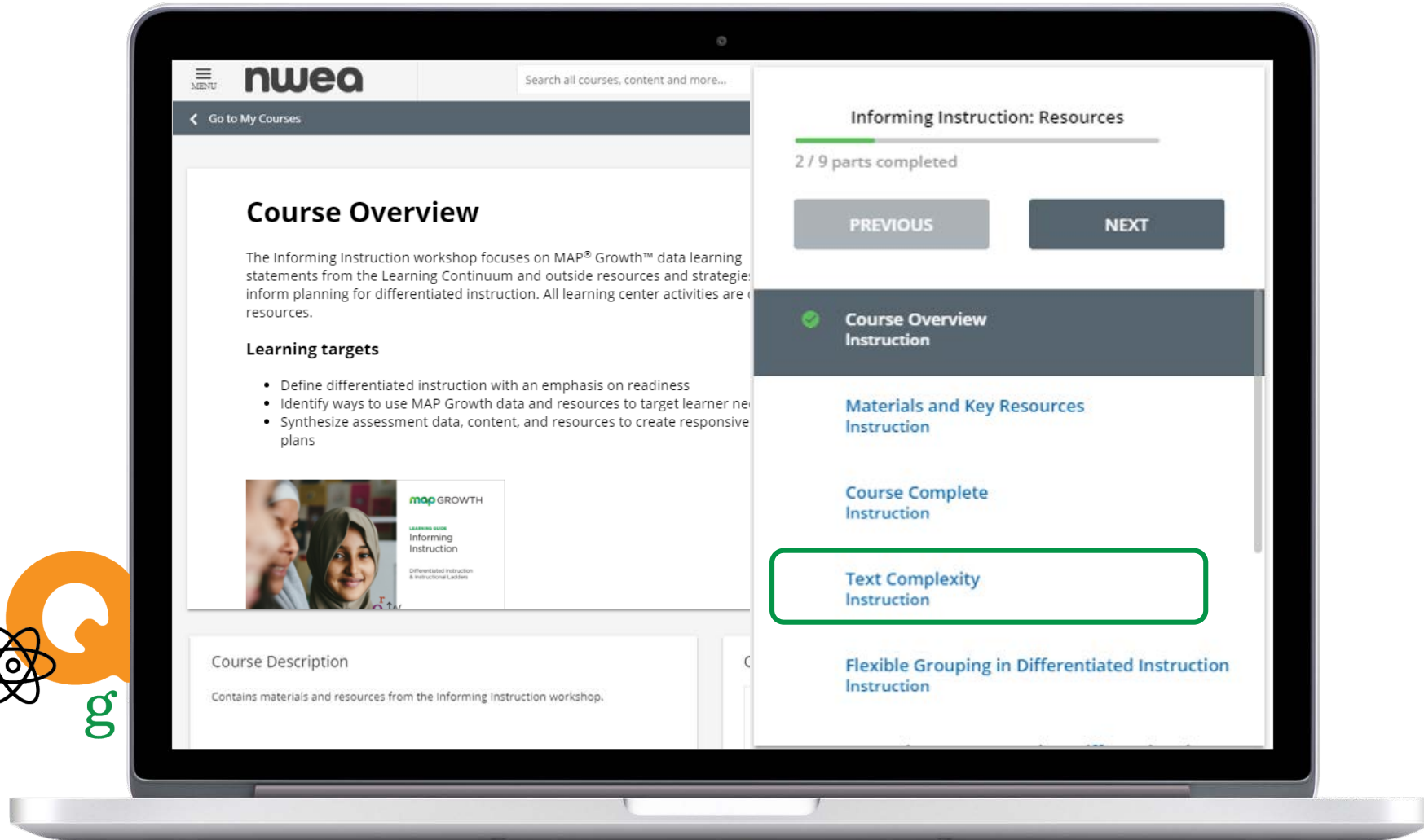


Group Work Recommended

- + Leverage the wealth of knowledge in the room!
- + Problem-solve and discuss with others
- + Share screens with a partner to make things easier



Resources for Differentiating Content



Summary of Learning

- + What is a key point or significant idea from your learning center?
- + Share with a different learning center group



Planning and Implementing

- + How might you be able to offer two to four choices in your classroom?
- + When do you honor topic choice but play a role in forming the group?
- + What do you do when your group sizes are strikingly imbalanced?
- + What's your role?



Reflect and Share

REFLECT



- + Jot down one or more ideas from your learning center that you want to use in the future
 - Discuss your new ideas and any questions with a colleague

LEAD LEARNER

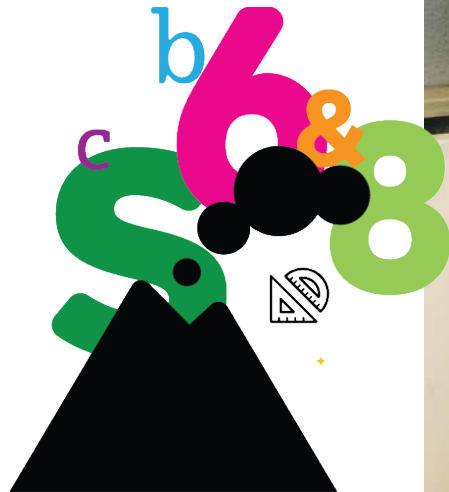


- + Add notes about considerations for teaching others



05

Planning to Support Differentiation



Learning Target



Synthesize assessment data, content, and resources to create responsive lesson plans



As you get settled...

1. Revisit any ideas from your morning learning center that you want to use this afternoon in your lesson planning
2. Exchange ideas with someone new



Current Reality

Pick one or two questions to talk about with a partner:

- + How are you using MAP Growth to inform instruction?
- + What are the benefits of differentiated instruction?
- + How often do groups change? On what basis?
Do students sometimes choose their group?
- + How do standards fit into differentiated instruction?



Learning Centers Overview



Flexible Grouping in Differentiated Instruction

- + Video interviews of teachers who use MAP Growth data to flexibly group students

Writing Quality Learning Targets

- + Practice translating the *Learning Continuum* statements into learning targets

Formative Assessment in a Differentiated Classroom

- + Investigate scenarios focused on classroom formative assessment practices

Data-to-Instruction Template, continued

- + Spend more time completing your planning template

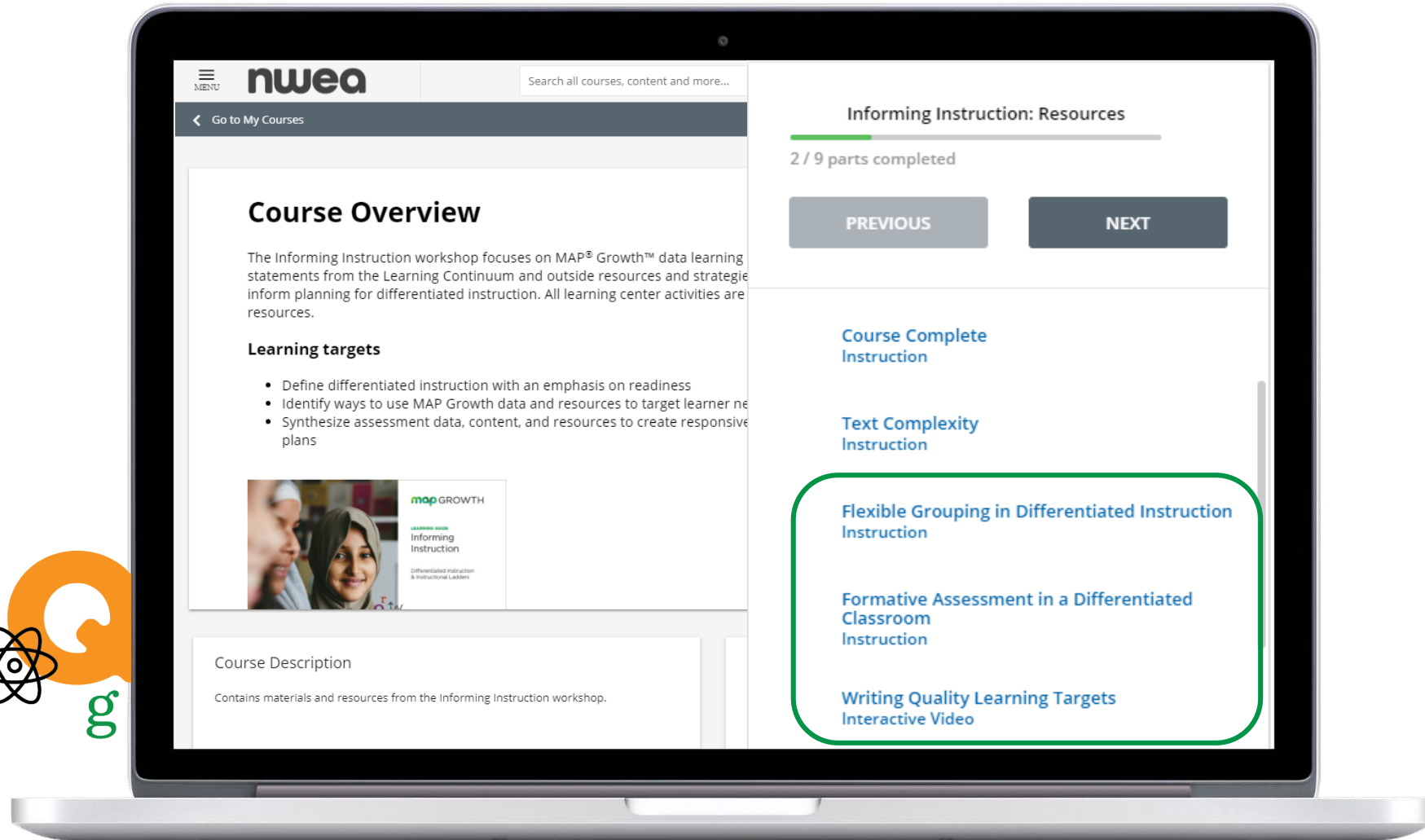


Group Work Recommended

- + Leverage the wealth of knowledge in the room!
- + Problem-solve and discuss with others
- + Share screens with a partner to make things easier



Planning to Support Differentiation



Summary of Learning

Form triads and share:



New ideas



Questions



Idea to consider working into your plan



Planning and Implementing

- + How do you manage time considerations?
 - What do you do when students don't finish in the allotted time?
 - What do you do when some students finish early?
- + What types of technology issues might affect your plans? How do you build in flexibility to adapt to obstacles?



Reflect and Share

REFLECT



- + Jot down one or more ideas from your learning center that you want to use in the future
 - Discuss your new ideas and any questions with a colleague

LEAD LEARNER



- + Add notes about considerations for teaching others



Design Your Lesson

01

Pick up where you left off with your Data-to-Instruction template

02

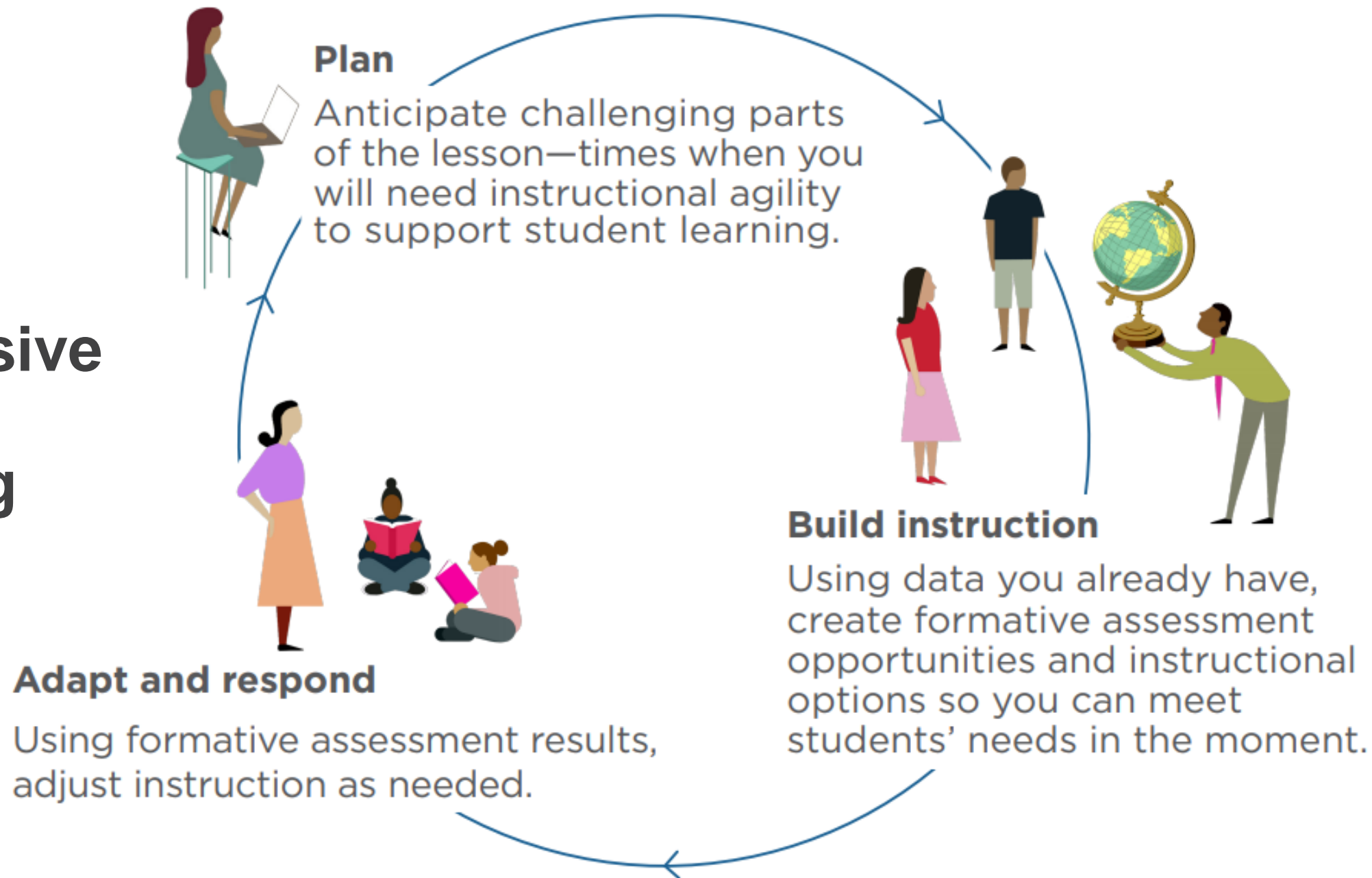
Apply new learning gained from learning centers in the Design-My-Lesson phase

03

Prepare to share your work in progress

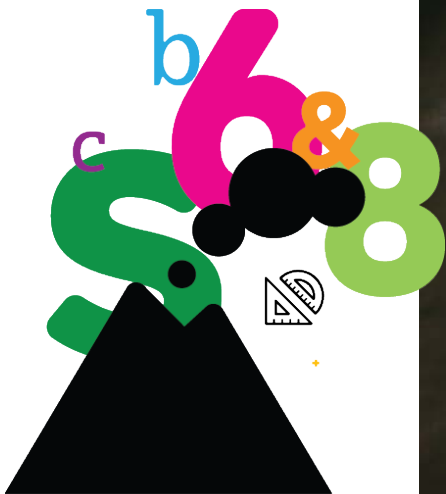


Responsive Lesson Planning



06

Reflection and Planning



Lesson Sharing

1. Find another person or small group and swap lesson plans.
2. Use the Modified Tuning Protocol to guide your review.
 - a. Provide a brief overview of your plan or ladder
 - b. Review the other group's work
 - c. Provide feedback
 - d. Prepare to reflect on the feedback



Positive—Challenging—Interesting

1. Reflect on the feedback you received.
2. Use the highlighter tool to sort the feedback:

Positive

Challenging

Interesting
3. Use this information to support future planning.



One-Degree Shift

- + Review big ideas and strategies
- + Reflect and self-assess
- + Evaluate and plan
- + Share



Monitor Your Learning


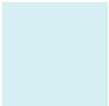
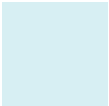
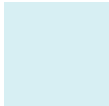
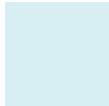
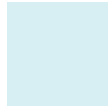





Define differentiated instruction with an emphasis on readiness



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>


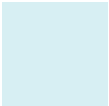
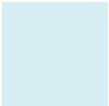
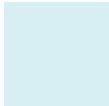
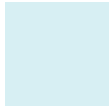
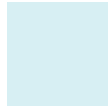







Monitor Your Learning

Identify ways to use MAP Growth data and resources to target learner needs 					
	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

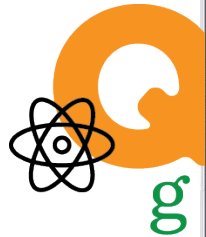



Monitor Your Learning


Synthesize assessment data, content, and resources to create responsive lesson plans 					
	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

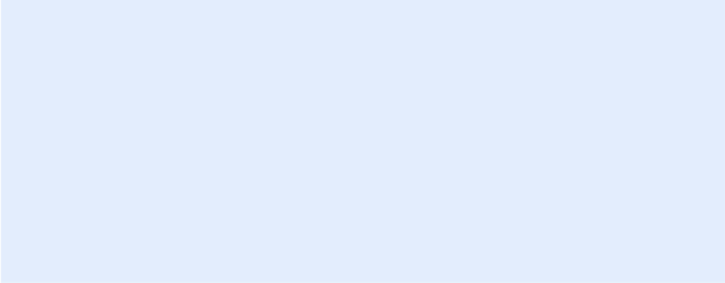


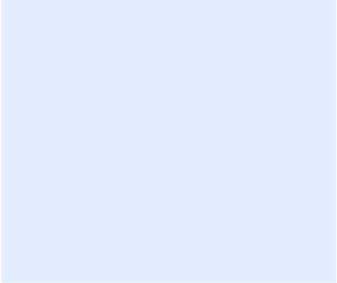
Reflection Summaries




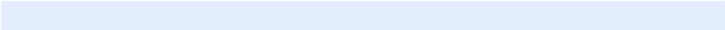
Lead Learner Reflection 

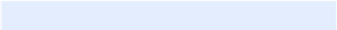
02 Understanding Differentiation 
Define differentiated instruction with an emphasis on readiness

Main points: 

Resources: 

03 Ladders for Learning 
Identify ways to use MAP Growth data and resources to target learner needs

Main points: 

Resources: 

Planning Tools



Personal Action Plan: Part 1

Directions

« Go back to [Monitor Your Learning](#) to revisit the questions you had at the beginning of the workshop.

For each learning target, consider:

- Where do you want to be in relation to the learning target?
- Where are you now?
- What learning focus from today's session would help you address the gap between what you currently know and do, and what you want to know and do?

Define differentiated instruction with an emphasis on readiness



Where you want to be:

Where you are now:

Learning focus:

Keep Learning

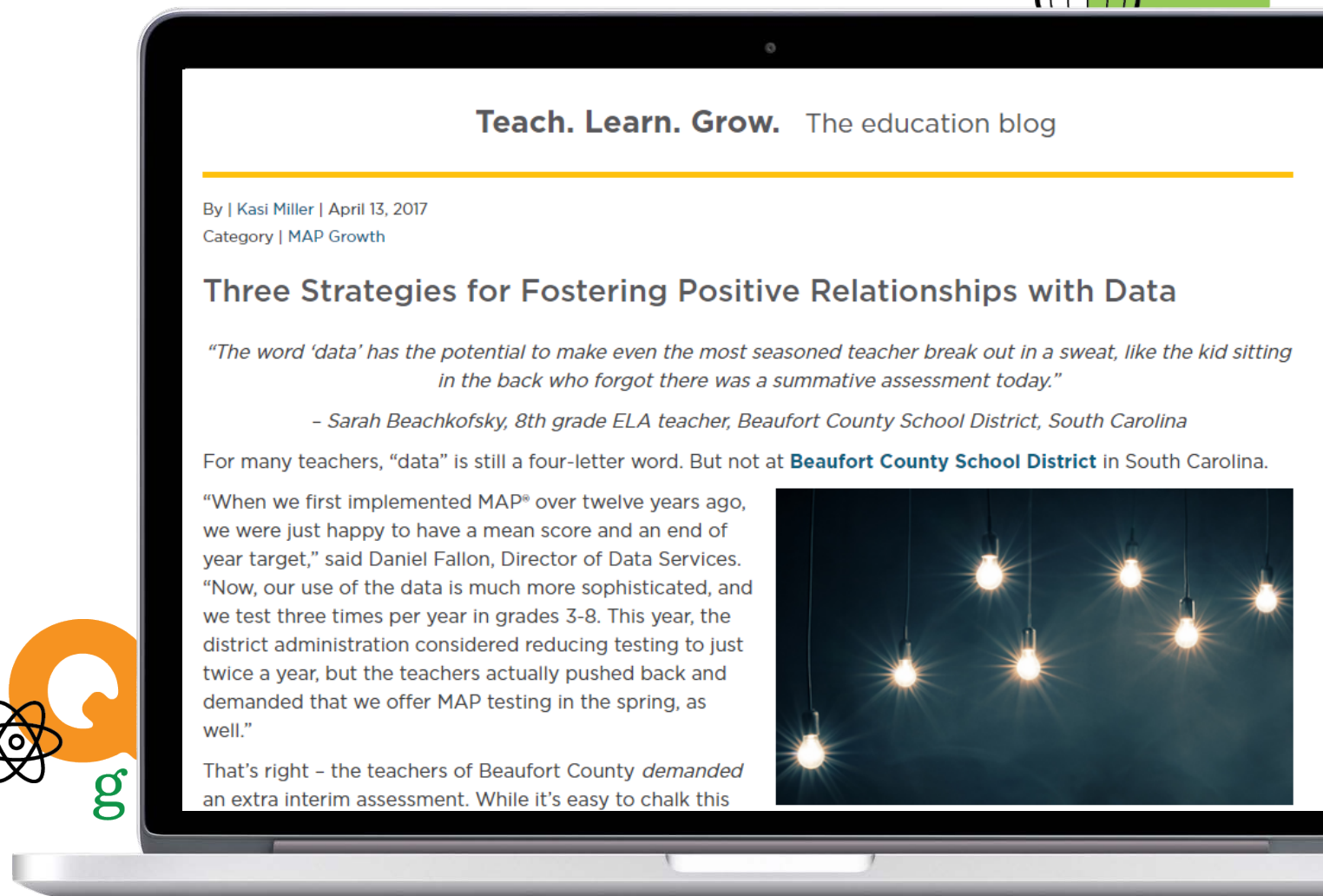
+ NWEA Professional Learning Online

- Courses

- Discuss

- Ask a Question

+ Teach. Learn. Grow. blog



Keep Connecting

- + Get fresh ideas through your favorite social media platforms, and tag **@NWEA** to share your own!



Thank you!

We value your feedback. Please complete a short survey using the link below.

Candice Fowler

Professional Learning Consultant

candi.fowler@nwea.org

C: 603 714 0408



© 2018 NWEA. All rights reserved. No part of this document may be modified or further distributed without written permission from NWEA.

NWEA, MAP, Measuring What Matters, and Partnering to help all kids learn are registered trademarks, and MAP Skills and MAP Growth are trademarks, of NWEA in the US and in other countries.

The names of other companies and their products mentioned are the trademarks of their respective owners.

METAMETRICS®, LEXILE®, and the LEXILE® FRAMEWORK are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Illustrations on slides 17, 58, 80, and 84 © Adam Simpson and Heart 2017.

© 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

June 2018 | GR11_PL20614