**WELS New Teacher Induction**

Mentor Forum

Center for Mission and Ministry

Waukesha, WI

9:00 – noon

May 10, 2014

SEW Lead Mentors

Monica Dierker

Kathie Horn

**Analyzing Student Work: Part II**

**Connecting Activity**

**Problem Posed/Problem Solved**

**Learning: Supporting the Beginning Teacher in Differentiated Instruction**

**Managing**

**Closure**

**WELS NTI objectives:**

* Practice I-C-F using mentor language
* Strengthen mentor/coaching partnership
* Review/reflect mentoring cycle of plan-teach-reflect-apply
* Review/renew Analyzing Student Work tools
* Celebrate

**New Teacher Center Analyzing Student Work seminar training objectives:**

* Examine teacher practice through the inquiry cycle: Plan-Teach-Reflect-Apply
* Support teachers in understanding and addressing the diverse needs of their students
* Learn a process and protocol for analyzing student work to identify learning needs
* Examine the role of standards, criteria and evidence (formative assessment) in supporting teacher development
* Deepen coaching expertise to plan instruction that is aligned with student content standards and differentiated to meet the assessed learning needs of students
* Develop skills in collecting and analyzing observation data, giving feedback, and communicating with families

**Problem Posed/Problem Solved**

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| **What’s Working:** | **Focus/Challenge/Concern:** |
| **Tools of Action:** | **Support Needed:** |

* Standard 3: Christian teachers understand that individuals learn differently.
* Standard 4: Christian teachers know how to teach
* Standard 7: Christian teachers know how to plan a variety of effective lessons

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Adapted from NTC Collaborative Assessment Log

**Analyzing Student Work**

**Protocol:**

* Select the Assessment
* Describe Expectations for Student Work
* Identify Criteria for Assessing the Work
* Determine a Focus
* Analyze Student Work Samples
* Clarify Learning Needs
* Plan Differentiated Instruction

**Differentiated Instruction**

*We are all going to the same place…we are just taking different paths of getting there.*

“The first step in making differentiation work is the hardest. In fact, the same first step is required to make all teaching and learning effective: We have to know where we want to end up before we start out—and plan to get there. That is, we must have a solid curriculum and instruction in place before we differentiate them. That’s harder than it seems.” Carol Ann Tomlinson, “Mapping a Route Toward Differentiated Instruction”, *Educational Leadership*, 1999

**Note Taking Guide:**

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| --- | --- |
| Mentor language | Beginning teacher language |

**Differentiated Instruction**

Obstacles

* Time
* Identifying interest and readiness levels
* Organization
* Materials
* Assessing and maintaining rigor

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| **Content****Know the content**(remember and understand)* Facts
* Vocabulary, dates, names, procedural knowledge

**Examples:**Name of 50 states and capitalsMultiplication factsPrimary colorsFractions:Parts of a fraction | **Process****Understanding the big ideas**(apply and analyze)* Principles
* Generalizations
* Making connections to former and new learning
* Answers the questions of How? or Why?
* Shows a relationship between two or more concepts
* Transfers to other time, cultures, contexts, situations

**Examples:**Multiplication is another way to do additionPeople migrate to meet basic needsWriters use tools to shape their craftFractions:Fractions are parts of a whole | **Product****Performance/skills**(evaluate and create)* Basic skills: read
* Reasoning skills: analyze, solve, compare/contrast,
* Skills of the discipline: what do people do?
* Planning: goal setting, use of time
* Social: collaboration, sharing

**Examples:**Analyze text for meaningSolve a problem to find the perimeterSort buttons into two piles/groupsFractions:Align with CCSS |

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**Differentiated Instruction Example**

**Know, Understand and Do**

**Know:** Parts of a fraction **Understand:** Fractions are parts of a whole **Do:** Align with CCSS

Incorporating multiple intelligences:

**Visual:** charts, graphs

**Verbal:** writing a story using different resources about the use of fractions

**Musical:** use musical scales to show fractions

**Kinesthetic:** use measuring cups to measure fractions

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| **High Prep (summer activity)****Differentiated Instruction*** Tiered activities
* Compacting
* Interest centers
* Anchor activities
* Choice boards/tic-tac-toe
* Graduated rubrics
 | **Low Prep (weekly/daily/monthly)****Differentiated Instruction*** Choice of materials
* Learning contracts
* Flexible grouping
* Choral response
* Jigsaw
* Side-by-side
* Journal prompts
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Do you know these students?

 “Rapid Robin” “The Dreaded Early Finisher”

 “I’m Not Finished Freddie”

Possible solutions:

* Compacting
* Teach bell to bell
* Anchor activities
* Learning packets
* Activity box
* Learning interest center
* Vocabulary work
* Investigations
* Magazine articles
* Literacy stations
* Research questions
* Commercial/store purchased kits
* Journals and/or learning logs
* Content related silent reading
* Sketch and/or doodle book 5

**Management**

**Celebration**

* June 7 4:30 – 9:00 pm Horn Palace, Wauwatosa, WI
* July 10 10:00 am – noon Antioch, IL or Kenosha, WI or ???

**Summer Planning**

* e-MSS training in July
* Mentor survey via e-mail
* Mentor/mentee assignments end of June
* Contact mentee(s) beginning of July
* Reminder to principal and mentee about August seminar

**Mentor Forums**

* August 5, 2014 CMM 8:30 am – 2:00 pm
* October 31, 2014 WLHS
* Winter TBD
* Spring TBD

**Closing**

*“Great things are not done by impulse, but by a series of small things brought together.”*

 *Vincent Van Gogh*

*“And let us consider how we may spur one another on toward love and good deeds….let us encourage one another.”*

 *Hebrews 10:24,25*

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