NJ Coalition for Inclusive Education

Creating Bright Futures for Children with Disabilities through Inclusive Education

ALL-ED
All Learners Learning Every Day
Assessing Independent and Collaborative Thinking when Students Learn in Small Groups
Introduction

to

ME
Special Thanks to

LOUISE BEER
Teacher:
Review and Reflect

Looking back to go forward
See Previous Webinars

http://njcie.org/all-ed/

ALL LEARNERS LEARNING EVERY DAY (ALL-ED)
FREE WEBINAR SERIES

When

- October 15, 3:30 - 4:30 p.m.: Managing Small Group Learning
- 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
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Goal

Autonomy  Belonging  Competence

for all learners every day
Thinking
Formative Assessment
Inclusive Directions

Routines happen every day

Self-Regulation
Group Learning
Webinar 1: Managing Small Group Learning

Playbooks of Inclusive Practice

All-ED
All Learners Learning Every Day

A Practical Guide to Daily Evidence-Based Instruction

Excellent Shares

Must Haves
Speak loudly and clearly

Amazing
Interesting and creative ideas that make us think

Use of vocabulary

Through explanation

Making connections to previous topics

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Prepare Students
<table>
<thead>
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<th>Independent Task</th>
<th>Group Learning</th>
<th>Table Talk</th>
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<td>Eyes on own paper</td>
<td>Sit knee to knee and eye to eye</td>
<td>Sit where you are</td>
<td></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>
How PLAYS WORK:

FOUR PARTS

1. learning goals

2. starting position

3. action pattern

4. criteria

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Inclusive directions for the Action Pattern

Roles

- Listener
- Listener
- Presenter

Turns

- Start
- 1st
- Task
- 2nd
- Task
- 3rd

Rules for Sharing

- Point to confirm a comment
- Contribute new ideas.
- Call “Time Out” if you need more explanation

Time

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Webinar 2: Co-Teaching Playbook

SE Role & Tasks
- Greeting Students

GE Role & Tasks
- Monitoring
Students will understand the line of best fit and will be able to use a calculator to find the line of best fit.

<table>
<thead>
<tr>
<th>Play</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entrance</td>
<td>1 minute</td>
</tr>
<tr>
<td>2. Opening</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3. Correction</td>
<td>7 minutes</td>
</tr>
<tr>
<td>4. Hook</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5. Vocabulary Instruction</td>
<td>6 minutes</td>
</tr>
<tr>
<td>6. Team Challenge</td>
<td>23 minutes</td>
</tr>
<tr>
<td>7. Exit Card</td>
<td>3 minutes</td>
</tr>
<tr>
<td><strong>7 Plays</strong></td>
<td><strong>50 minutes</strong></td>
</tr>
</tbody>
</table>
**Entrance**

### FIND
- **Content**
  - Mind on unit topic

- **Physical Space**
  - Hands on pencil and notebook at home base seat

- **Within Group**
  - On Your Own

- **Must Haves**
  1. In seat before 1 min
  2. Materials organized
  3. On own - using help resources

- **Inclusive Directions**

- **Roles**
  - **SE**: Welcomer
  - **GE**: Evaluator
  - **St**: Problem Solver

- **Turns**
  - **ALL Together**

- **Rules**
  1. Quiet
  2. Find focus
  3. Use classroom resources

- **Time**
  - 1 minutes

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2. Whole Group: Monitoring of Writing Definition
Webinar 3: Developing Literacy Skills through Rigorous Discussions

Questions

Comprehension

Building Arguments

Cover half of your picture. How does this change what the picture is about?

Answer

Fact

Task

Question

Claim

State a claim that this source supports

Reason

Because...

Task Build an Argument

Documenter

Write each person's contribution to the argument CRE

Evidence

C + B + Point to evidence...
SL Standard 8.1

Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues building on others’ ideas and expressing their own clearly.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Rigor = Effort \times 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
PLAYBOOKS of INCLUSIVE PRACTICE

ASSESSING THINKING
A Practical Guide to Daily Evidence-Based Instruction

TODAY’S AGENDA

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AGENDA

Learning Structures: Independent, Group Learning, and Table Talk

Part I   Documenting Thinking (Post it Charts, Stamps, Rubrics)

Part II  Group Learning (Rumors)

Part III Zoom In (Graphic Organizer, Elbow Exchange)

Part IV  Review

Next Steps & Questions
Take the Quiz to Earn a Professional Learning Certificate

First Name *

Last Name *

Email *

The Common Core Standards for speaking and listening expect all students from Pre-K through 12th grade to: *

- Express their own ideas clearly
- Build on the ideas of others
- Engage in discussions with diverse partners
- All of above
### Actions that Promote Seven Types of Thinking

<table>
<thead>
<tr>
<th>Curious</th>
<th>Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonder</td>
<td>Set goals</td>
</tr>
<tr>
<td>Ask questions</td>
<td>Take action</td>
</tr>
<tr>
<td>Observe closely</td>
<td>Evaluate and revise plans</td>
</tr>
<tr>
<td>Find problems</td>
<td>Use knowledge to make decisions</td>
</tr>
<tr>
<td>Be playful</td>
<td>Reason through problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectually Careful</th>
<th>Creative</th>
<th>Adventurous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Evidence</td>
<td>Create novel solutions</td>
<td>Explore alternative views</td>
</tr>
<tr>
<td>Alert for errors</td>
<td>Make unusual connections</td>
<td>Open minded</td>
</tr>
<tr>
<td>Check for accuracy</td>
<td>Combine ideas</td>
<td>Think with a wide scope</td>
</tr>
<tr>
<td>Corroborate information</td>
<td>Rearrange elements into new patterns</td>
<td></td>
</tr>
<tr>
<td>Justify opinions with evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare a product to criteria</td>
<td></td>
</tr>
<tr>
<td>Evaluate a process</td>
<td></td>
</tr>
<tr>
<td>Seek understanding</td>
<td></td>
</tr>
<tr>
<td>Gather other opinions</td>
<td></td>
</tr>
</tbody>
</table>
Zoom-In Inquiry

Zoom-In Inquiry is often used to ignite curiosity and to build background knowledge of a topic under study. During this activity, students uncover a primary source, text, artwork, student work or any other image piece by piece in order to look closely and use background knowledge to build understanding. An investigative question starts the exploration and guiding questions focused on observation, interpretation, and evaluation follow as pieces of the image are revealed one at a time. Students use evidence and subject specific vocabulary to support their hypotheses. Students reflect on their understanding of the image and its relationship to "the big picture" or a large scale understanding that is overarching and essential to the subject. Finally, other related sources or images are presented that ask students to test the application of their hypothesis with a new source or problem.

Five Steps to prepare a Zoom In Inquiry

Step 1 Content: Identify the standards of learning and essential question or big idea for the topic under study and find a unique source that will spark curiosity and activate or further background knowledge.

Step 2 Visible Thinking: Create an idea tracker for students to monitor and assessing their thinking during the activity. For example, these trackers use a Project Zero Visible Thinking Routine. An essential question posed at the top for students to consider. Students jot down their claims about the source, supporting evidence and either questions or connections based on this evidence. Questions are useful for pursuing further research while connections are practical for reviewing previous lessons or making explicit connections to a text book.
Zoom-In Inquiry Construction Directions

1. Open PowerPoint.
2. Choose a solid color for the background. Go to Format Menu -> Background
3. Type the directions for students on the first slide.
4. Insert a high resolution image on the second slide.
5. Right-click on the image and choose Show Picture Toolbar, if picture toolbar isn’t showing.
6. Click on the image.
7. Choose the Crop tool from the Picture Toolbar.
8. Place the cursor on a corner of the image (it should look like an “L”).
9. Click and drag to make the image smaller.
10. Click on Insert Menu -> Duplicate Slide
11. Enlarge the image slightly for the new slide using the crop tool.
12. Repeat steps 9 & 11.

Thanks to Marc Perella, Fairfax County Public School, Virginia.

How do I insert the questions?
Insert a text box on each slide in a Zoom-In. On the first slide, type the directions for students. Example: Examine the primary source clues carefully. Determine what you see and what questions you might ask to get the “big picture.” On the next slide, present the investigative question. On subsequent slides, add the questions that will lead the students down the path of inquiry toward reaching the “big picture” or understanding goal. Spiral questions from the concrete to the abstract.
Directions for More Group Learning Routines

http://www.all-ed.org/group_learning_examples

GROUP LEARNING GALLERY OF EXAMPLES

Group learning enables students to use discussion routines to collaborate with peers and deepen their own understanding in ways that cannot be accomplished alone. Group learning is an essential component of a differentiated classroom because while students are independently collaborating in small groups the teacher is free to observe and assess, conduct a small group mini-lesson, and/or offer individual tutoring.
(Danielson 2a, 2b, 2c, 3a, 3b, 3c, 3e)

To track your learning about group learning: Click here to download a Learning Gauge

Educational Leadership Article Highlights Group Learning Routines in Two Secondary Math Classrooms at the International Community High School, South Bronx, NY.

Examples of Group Learning Routines by number of participants

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GOAL for TODAY
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.
Starting Position

Assessment

Thinking

Tailoring

Instruction
PART I

Collecting and Analyzing Assessment Data
Monitoring Progress
1. I have not started

2. Art Project Completion
   - Started but need more materials
   - Almost finished but need a few more days
   - I am finished and ready to move on
Assessing Learning
Tuesday Exit Ticket

Step 1: I didn't finish, but I'm on body.  
Step 2: I'm stuck at step 2.  
Step 3: The problem is...  
Step 4: I need help with...
The notes on the images include:

- "I didn't know we had pink flowers."
- "Some plants live there in the woods."
- "Some plants are insects."
- "I saw ants in the woods."
- "The ants of the bees are good for steep."
- "Protect from rain."
- "They are good for moisture you can sleep."
- "Become who we are out of bees."
- "The bees make honey."
- "I thought the green plant was like this."
- "Sun sets on me."
- "Use sun to make the plants."
- "Don't eat the other flowers!"
The plants only grow where there is water in the soil.
The hearts of the towns lost much for they grew protect your role.

You have the good of water they are good to serve but you can sleep.

Become a tree with a lot of love it needs love.

I didn't know we had your flowers.

Move your hand we are counting because it can be free. You always want to remember to put love to the world.
Quality Criteria and Noticing Skills
Self-Regulation

How are you learning?

I used my concentrating skill!

I used my listening skill!

I used my speaking skill!

I used my thinking skill!
Learning Journals

Helena

My learning journal

I was fitting a story and using the story checklist.
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>
Performance 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 given 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>Emphasize</td>
<td>Good evidence</td>
<td>good evidence</td>
<td>provided</td>
<td>you took down main notes and did a good job explaining what is going on</td>
</tr>
</tbody>
</table>

2. Read the writing prompt: "Today I am learning how to..." Write a reflection for your learning and mastery of the daily learning target. Write a response to the prompt for 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?

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<th>Friday</th>
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<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>I used the notes</td>
<td></td>
<td>Based my notes</td>
</tr>
</tbody>
</table>
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 explaining structures.
Over a Dozen Tools in Our Handout

Think I know | Questions
--- | ---
Connect | Extend | Challenge

Mem Not - a diagram used to represent words, ideas, images, and facts around and connected to a specific topic. Process created by Tony Buzan.

Think I know - Questions Chart

KQIR (K= think I know, Q= questions and wondering, R= what I will read or research) to signal about student's interests and awareness of resources.

Ponder-What - 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 practice student metacognition asking: Knowledge, facts learned, and identify misconceptions.

- No Quive students respond to teacher question with yes or no if teacher take notes about what was known, misinformation, and skipped in instruction.

- Intell, create a sample to display.

- In Angelis and Cross, Classroom Assessment Techniques asks users to two questions:
  - What point made in class today?
  - Do you still have?

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

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ABC of Motivation and Promoting Self-Regulation
Rumors

1. Listen
2. Share
3. Exchange
PART III

Zoom In Inquiry
## On Your Own vs Team Learning

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### 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.
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?
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 * 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...?
What do you see?

What do you think you know about this document?
Tailoring Instruction
Mr. Orville Wright,
16 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,

The Ambassador
LOS ANGELES
August 6, 1932.

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?

- 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

Man taking notes to record actions of a congress
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.
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

Reflective

Intellectually Careful
You’re invited to be...

Adventurous

Collaborative

Curious

Creative

Intellectually Careful

Reflective

Strategic
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.
The roots of the trees are good for sleep.

You have to dig 2 weeks before they are good for suicide. You can sleep.

Because when we cut lots of trees, it ruins too.

I didn't know we had pink flowers.

When you cut a tree in the middle, because it can die. You always have to remember to cut down or new one.
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.

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COMPLETE THE QUIZ FOR CREDIT
Join us for our next webinar!

Save the Date: 3/3

ABCs of Motivation and Self-Regulation
Questions