

NJCIE

N J COALITION FOR INCLUSIVE EDUCATION



ALL-ED

All Learners Learning Every Day



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

INTRODUCTION

to
ME

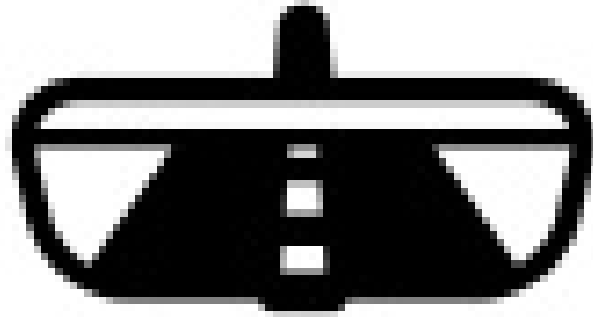


SPECIAL THANKS TO

LOUISE BEER

Teacher:





Review and Reflect

Looking back to go
forward

SEE PREVIOUS WEBINARS

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

A screenshot of the NJCIE website. The header features the NJCIE logo on the left and the tagline "INCLUSION WORKS!" on the right. Below the logo is a navigation bar with links: WHO WE ARE, WHO WE SERVE, RESOURCES, JOIN/GIVE, NEWS/EVENTS, and WEBINARS. A decorative border of small human figures separates the header from the main content. The main content area includes a search bar, a "SUBSCRIBE!" button, and the text "ALL LEARNERS LEARNING EVERY DAY (ALL-ED) FREE WEBINAR SERIES".

NJCIE
NJ EDUCATION FOR INCLUSIVE EDUCATION

INCLUSION WORKS!

WHO WE ARE WHO WE SERVE RESOURCES JOIN/GIVE NEWS/EVENTS WEBINARS

HOME » All Learners Learning Every Day (ALL-ED) FREE Webinar Series

Enter to search →

SUBSCRIBE!

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

When

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
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Structuring Student Choice

June 2, 3:30 - 4:30 p.m.

Planning Effective Formative Assessment



ALL-ED

All Learners Learning Every Day

Goal



Autonomy Belonging Competence



for all learners every day



ALL-ED

All Learners Learning Every Day

Thinking
Formative Assessment
Inclusive Directions



Routines happen every day

Self-Regulation

Group Learning

Webinar 1: Managing Small Group Learning



PREPARE STUDENTS

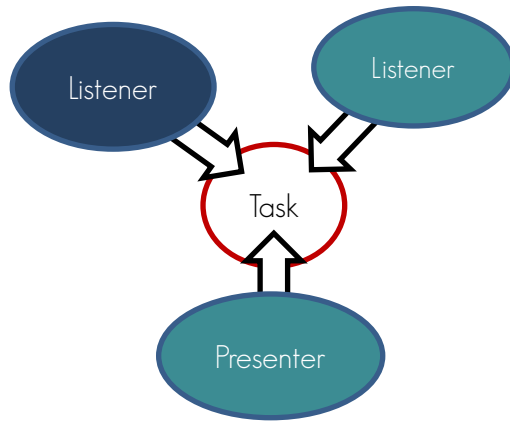


ON YOUR OWN VS TEAM LEARNING

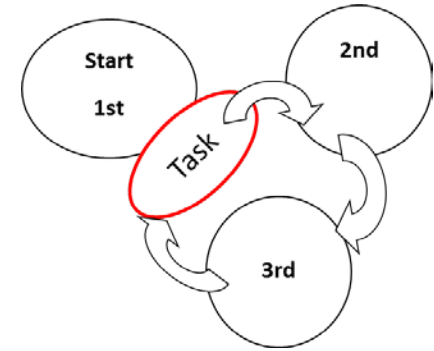
	Independent Task	Group Learning	Table Talk
Physical Set-Up	Eyes on own paper	Sit knee to knee and eye to eye	Sit where you are
How	Work alone	Work collaboratively	Work collegially
Support	Use classroom resources for support.	Use classroom and peers as resources for learning.	Use classroom, peers, and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

Inclusive directions for the ACTION PATTERN

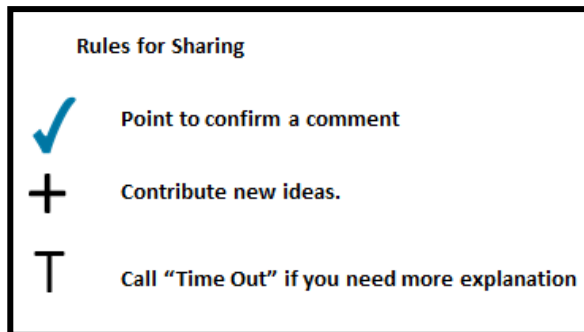
ROLES



TURN



RULES



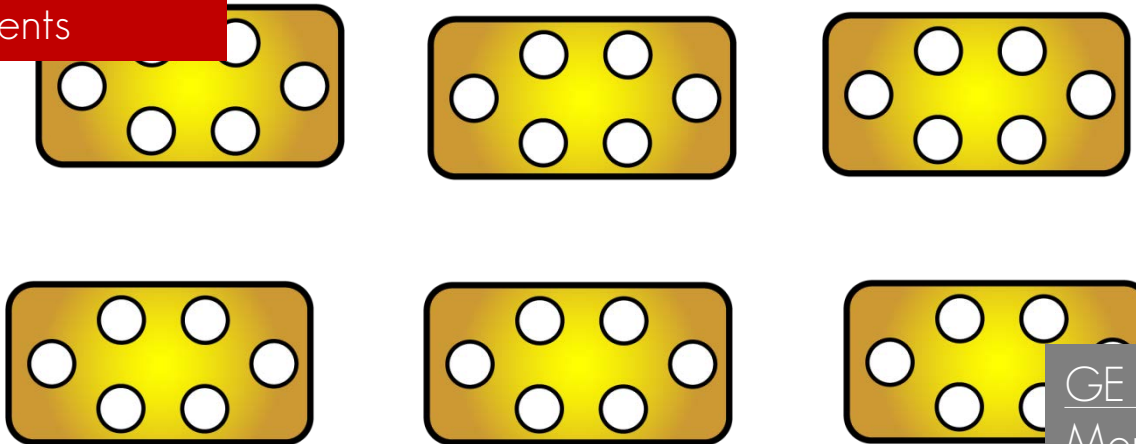
TIME



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.

Play	Time
1. Entrance	1 minute
2. Opening	5 minutes
3. Correction	7 minutes
4. Hook	5 minutes
5. Vocabulary Instruction	6 minutes
6. Team Challenge	23 minutes
7. Exit Card	3 minutes
7 Plays	50 minutes

Entrance

1
minute

1

learning goals

2

starting position

3

action pattern

4

criteria

FIND

Materials



CONTENT

Mind on unit topic

PHYSICAL SPACE

Hands on pencil and notebook at home base seat

WITHIN GROUP

On Your Own

ACTION

1. Enter
2. Greet
3. Organize

INCLUSIVE DIRECTIONS

ROLES

SE: Welcomer

GE: Evaluator

St: Problem Solver

TURNS

ALL Together

RULES

1. Quiet
2. Find focus
3. Use classroom resources



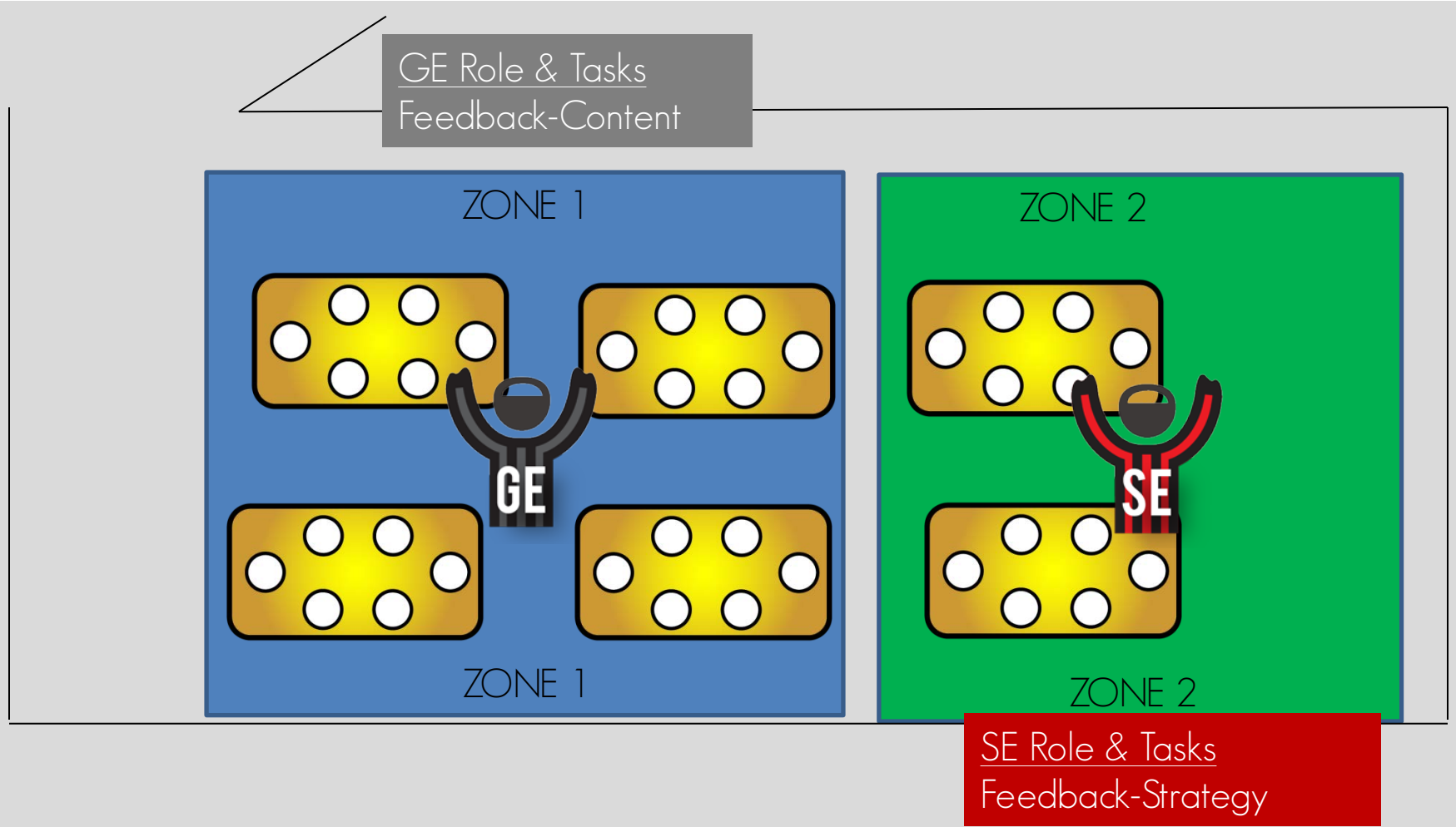
TIME

1 minutes

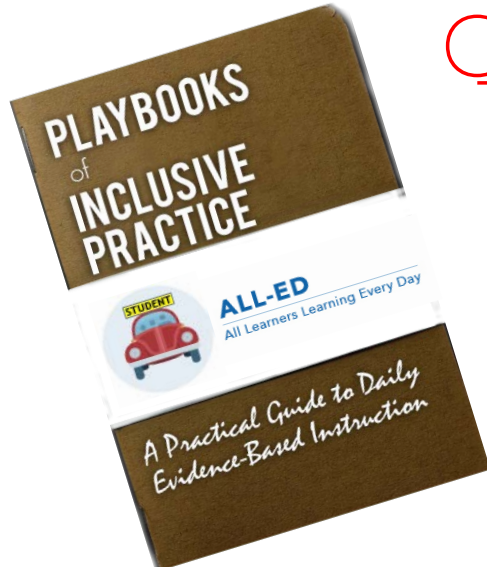
MUST HAVES

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

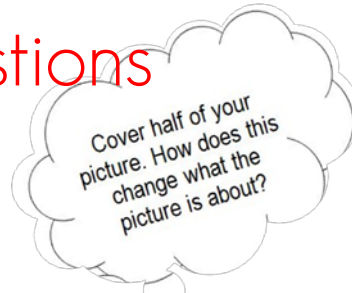
2. Whole Group: Monitoring of Writing Definition



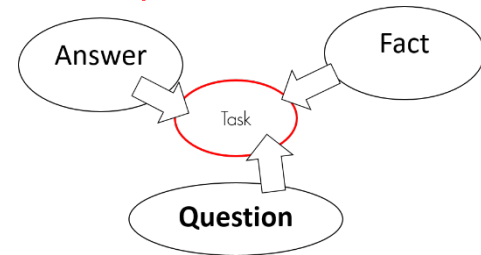
Webinar 3: Developing Literacy Skills through Rigorous Discussions



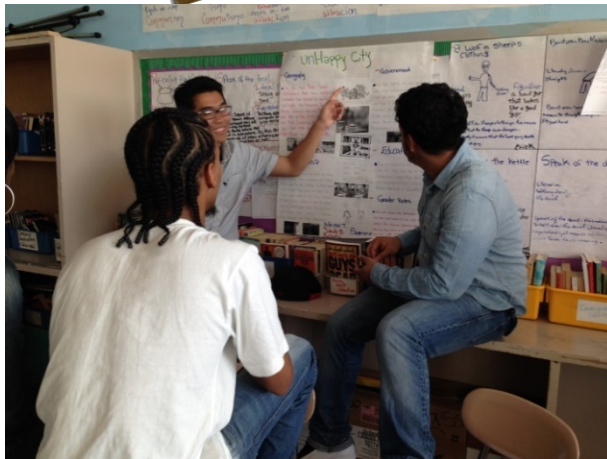
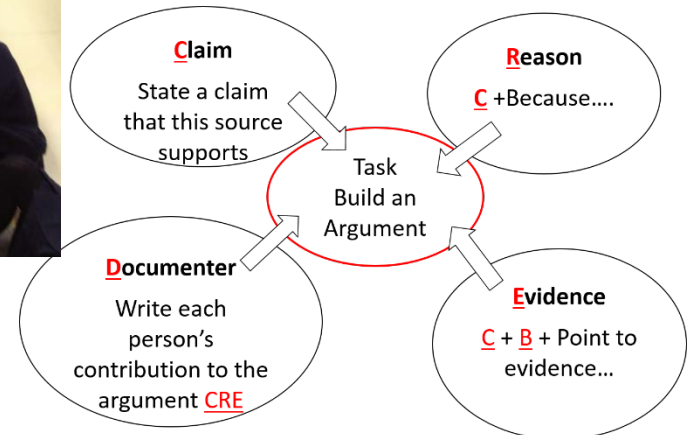
Questions



Comprehension



Building Arguments



SL Standard 8.1



K

1

2

3

4

5

6

7

8

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.

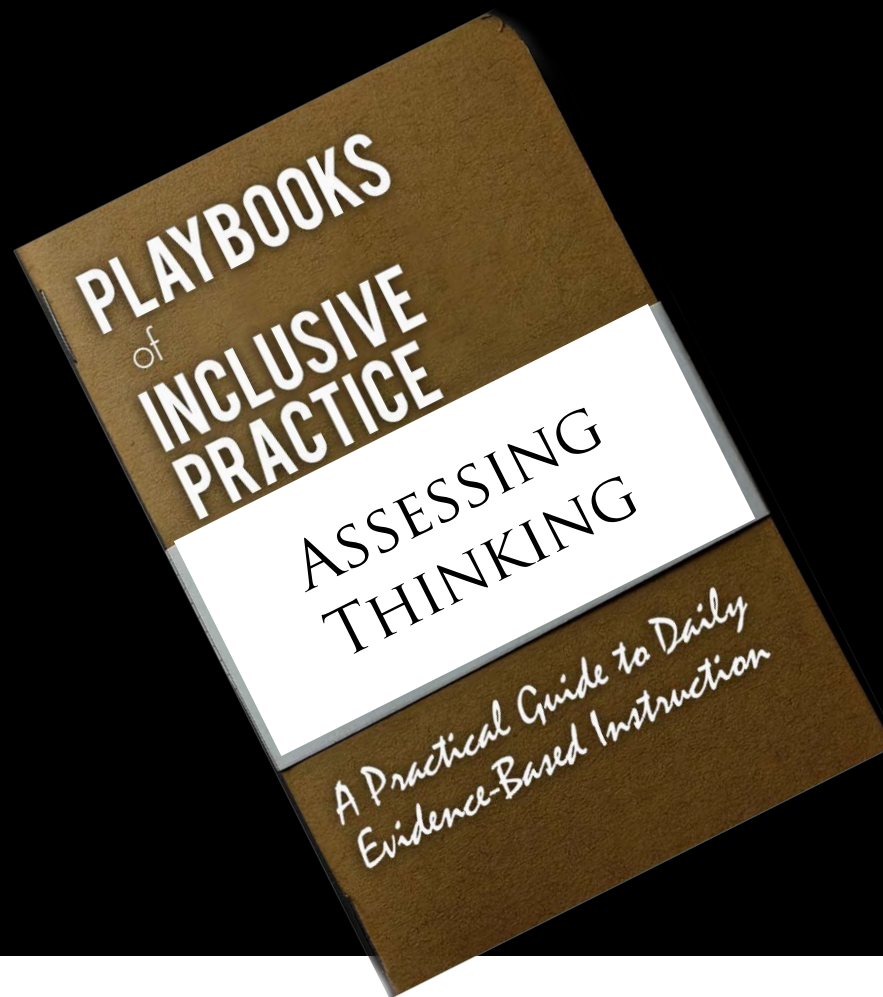
$$\text{Rigor} = \text{Effort} * \text{Complexity}$$

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



TODAY'S AGENDA

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

Download Our Handout and Today's PowerPoint

Actions that Promote Seven Types of Thinking

Curious

- ♦ Wonder
- ♦ Ask questions
- ♦ Observe closely
- ♦ Find problems
- ♦ Be playful

Intellectually Careful

- ♦ Evaluate Evidence
- ♦ Alert for errors
- ♦ Check for accuracy
- ♦ Corroborate information
- ♦ Justify opinions with evidence

Reflective

- ♦ Compare a product to criteria
- ♦ Evaluate a process
- ♦ Seek understanding
- ♦ Gather other opinions

Strategic

- ♦ Set goals
- ♦ Take action
- ♦ Evaluate and revise plans
- ♦ Use knowledge to make decisions
- ♦ Reason through problems

Creative

- ♦ Create novel solutions
- ♦ Make unusual connections
- ♦ Combine ideas
- ♦ Rearrange elements into new patterns

Adventurous

- ♦ Explore alternative views
- ♦ Open minded
- ♦ Think with a wide scope

Download Our Handout and Today's PowerPoint

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

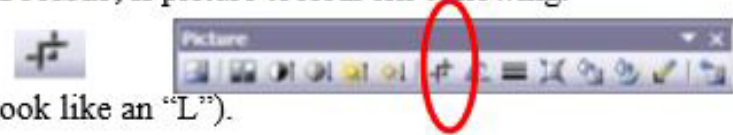
Step1 Content: Identify the standards of learning and essential question or big idea for the topic under study and find a unique source that will spark curiosity and activate or further background knowledge.

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.

Download Our Handout and Today's PowerPoint

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



The screenshot shows the ALL-ED website header with the logo "ALL-ED" and a circular icon with a car and the text "all learners learning every day". Navigation links include "ADD GASSS", "CARR CHECK", and "ABOUT". The main heading is "GROUP LEARNING GALLERY OF EXAMPLES". Below this, there is a yellow square icon with a car and the text "Group learning". The text describes group learning as a way for students to collaborate and deepen their understanding, noting it is an essential component of a differentiated classroom. It mentions that teachers can observe, assess, conduct mini-lessons, or offer individual tutoring. A link is provided to download a "Learning Gauge". At the bottom, there is a link to an "Educational Leadership Article" and a section titled "Examples of Group Learning Routines by number of participants".

ALL-ED all learners learning every day

ADD GASSS ▼ CARR CHECK ▼ ABOUT ▼

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

**Tailoring
Instruction**

Thinking

PART I

Collecting and Analyzing Assessment Data

Monitoring Progress

①
I have not
Started

Project 1
Project 2

Project 3

② Art Project Completion
I started but
need more materials

Project 4
Project 5
Project 6
Project 7

③
Almost finished
but need a few
more days

Project 8
Project 9
Project 10
Project 11
Project 12
Project 13
Project 14
Project 15
Project 16
Project 17
Project 18
Project 19
Project 20

④
I am finished and
ready to move on

Project 21
Project 22
Project 23
Project 24
Project 25
Project 26
Project 27
Project 28
Project 29
Project 30

Stages of Explanatory Essay Writing

Draft Hook

- Hook
- Attention
- Interest
- Curiosity
- Engagement
- Relevance

Draft ELEMENTS OF ARGUMENT

- Thesis

Draft STEPS

- Introduction
- Body Paragraphs
- Conclusion
- Revising
- Editing
- Proofreading

Draft Closing

- Conclusion
- Summary
- Final Thoughts
- Call to Action

Type Draft 1

- Introduction
- Body Paragraphs
- Conclusion

Print and Peer Review

- Peer Review

Edit/Revise

- Revising
- Editing
- Proofreading

Print Draft 2 MS Kimberly Review

Edit/Revise and Publish final 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 orange 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 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


Our + + + + + just like the
in the water



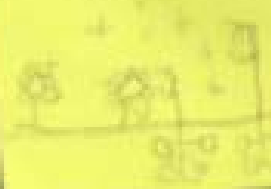
Just like a watermelon




Just like the trees in
the jungle




Just like the trees
in the jungle




The leaves of the trees are good
for sleep
protect from rain




Just like the trees in the jungle
they are good for sleep
you can sleep




Just like the trees in the jungle
they are good for sleep
you can sleep




Just like the trees in the jungle
they are good for sleep
you can sleep



I didn't know we
had pink flowers




When you are in the middle
of the jungle
you always have to be careful
to not get lost in the trees



When you are in the middle
of the jungle
you always have to be careful
to not get lost in the trees

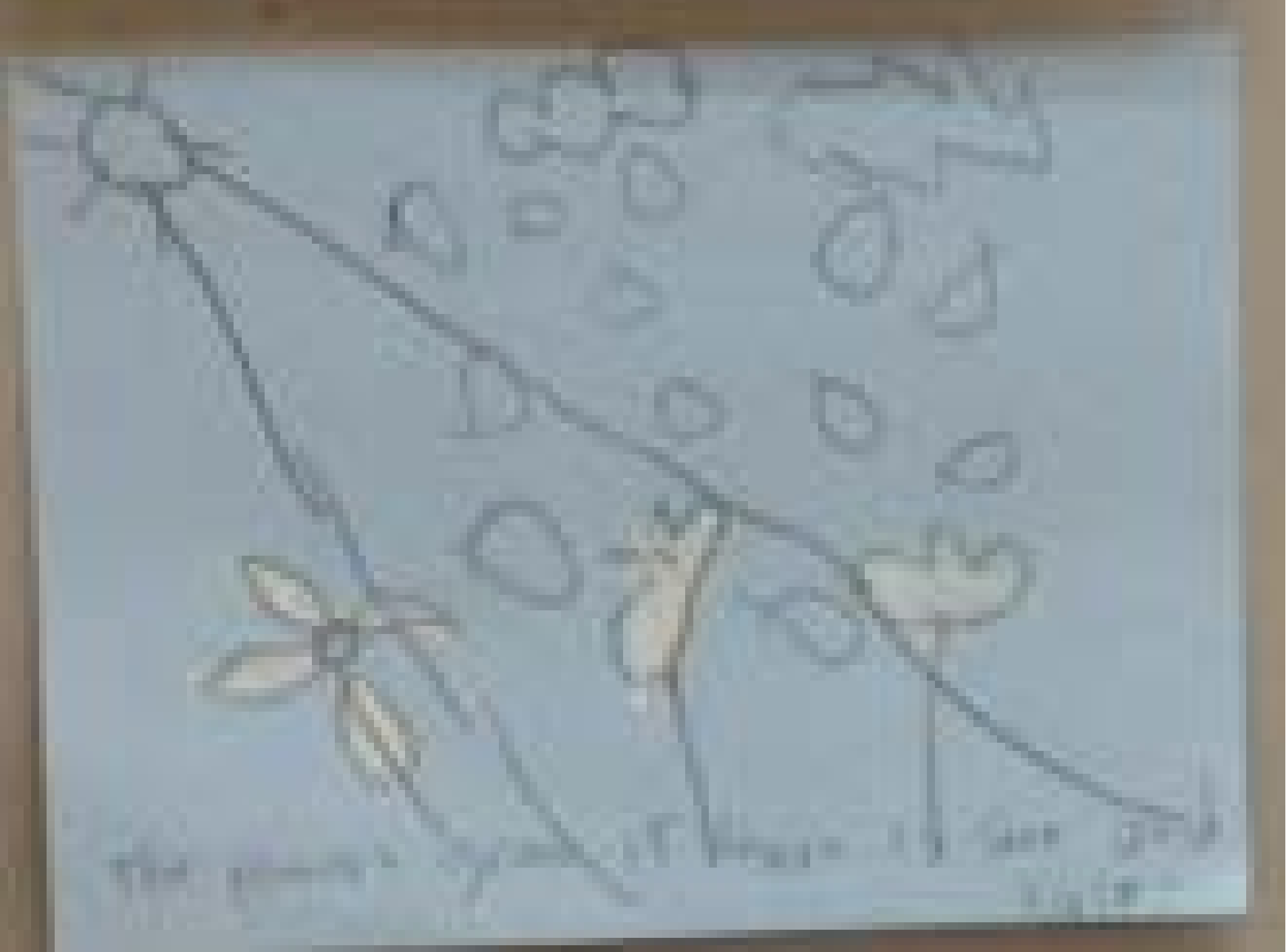


I didn't know we
had pink flowers



The plants can be watered with
get water in them






ETIC

00

one more time
in the water




Don't be discouraged




Don't think that there is
no water




Don't say you are
not going to do
it. You are




the hands of the house are good
for you
protect your self




you have to put it down when
they are good to serve it
you can sleep




Don't say you are not going to
do it




Don't say you are not going to
do it



I don't know
what you are




Don't say you are not going to
do it



Don't say you are not going to
do it



Don't say you are not going to
do it



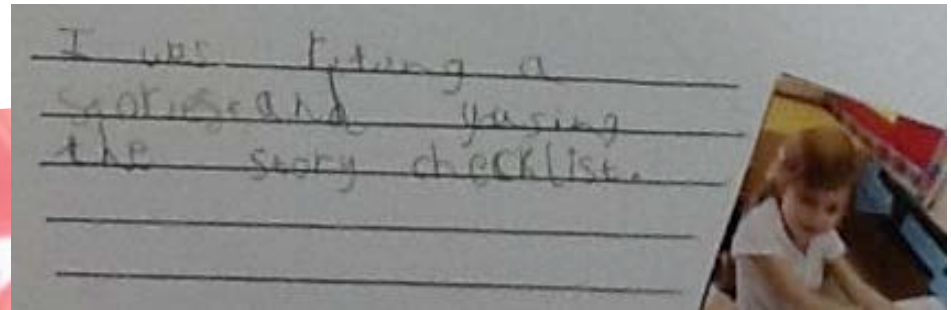
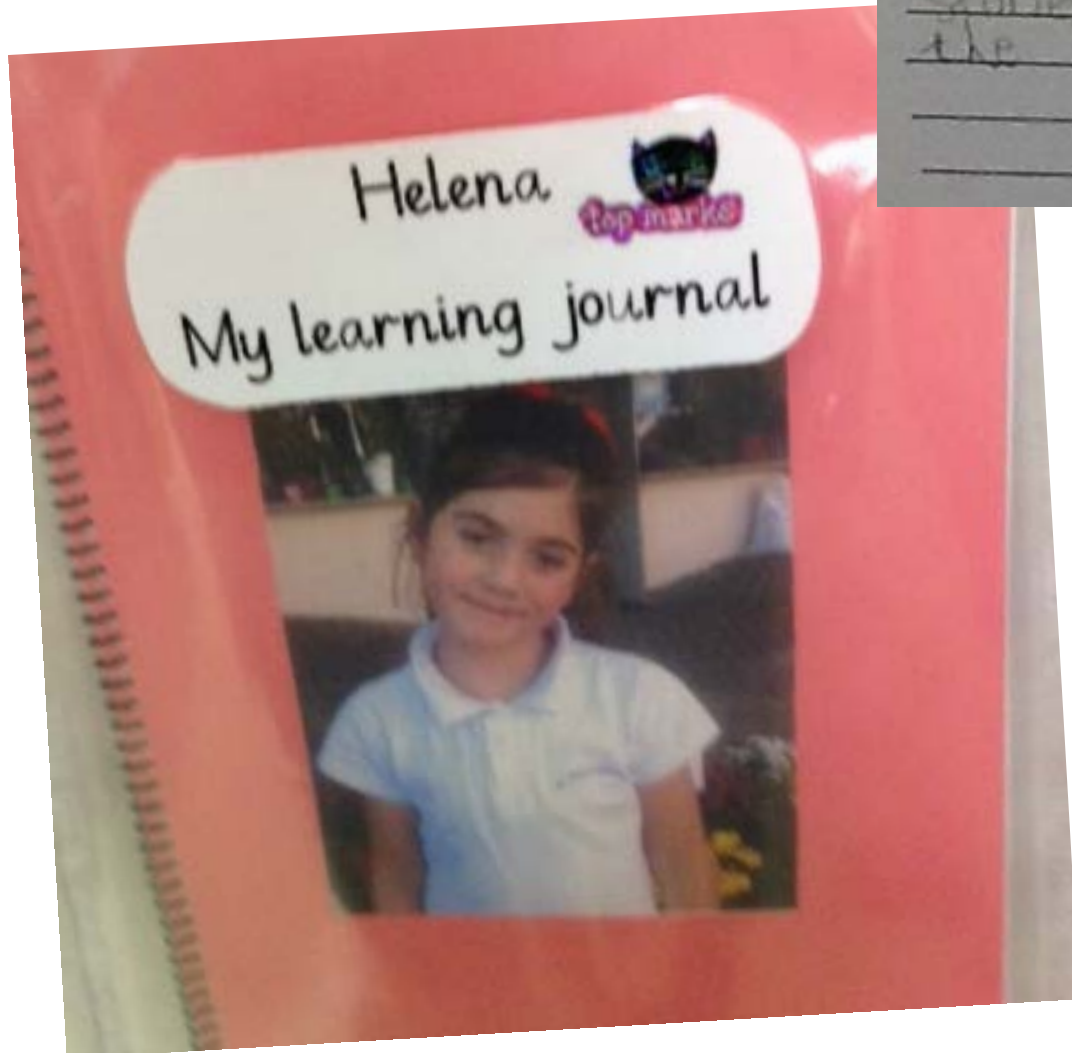
Quality Criteria and Noticing Skills

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."

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:

- What's the evidence that the response given was correct?
 - 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.




Monday	Tuesday	Wednesday	Thursday	Friday
Feedback Emma - Lorraine Good evidence Providing good evidence for your answer. P.F.	Feedback Good evidence provided. P.F.	Feedback Good evidence provided. P.F.	Feedback You took down manue notes and did a good job explaining what going on. I like your style.	Feedback You took down manue notes and did a good job explaining what going on. I like your style.
Reflection Yes because I used my notes to do the question.	Reflection I took notes so they helped me out a lot.	Reflection I used the notes.	Reflection Used my notes.	Reflection Used my notes.

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
		

Project Zero Visible Thinking Core Routines
<http://www.projectzero.harvard.edu/VTSR/Overview.cfm>

Think I know

Questions

Quick and Effective – Practical Pre-Assessment Strategies

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



Think I know – Questions Chart

KQWR (K= 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 related to the topic.

Teacher and practice student metacognition regarding knowledge, likes, facts learned, and identify misconceptions

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

write it, create a sample to display

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

start point made in class today?

or do you still have?

ing with a one sentence comment.

As of the sheet gave 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:

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ABC of Motivation and Promoting Self-Regulation

STARTING POSITION



Assessment

**Tailoring
Instruction**

Thinking

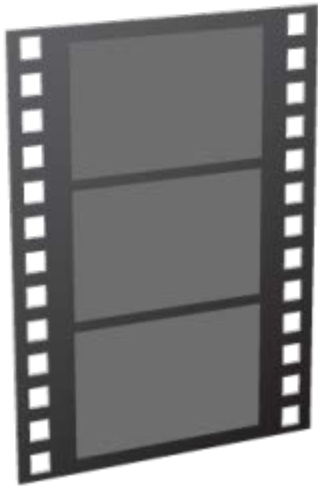
PART II

Rumors



Rumors

1. Listen
2. Share
3. Exchange



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 for 21". 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.

COLLABORATIVE THINKING



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?

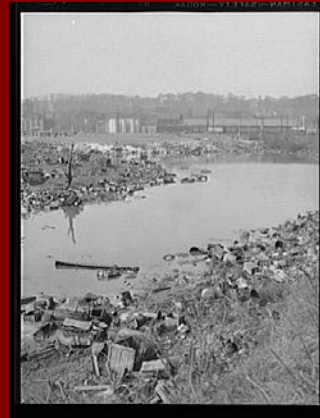
Claim <hr/>	Support ↑	Question ?

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

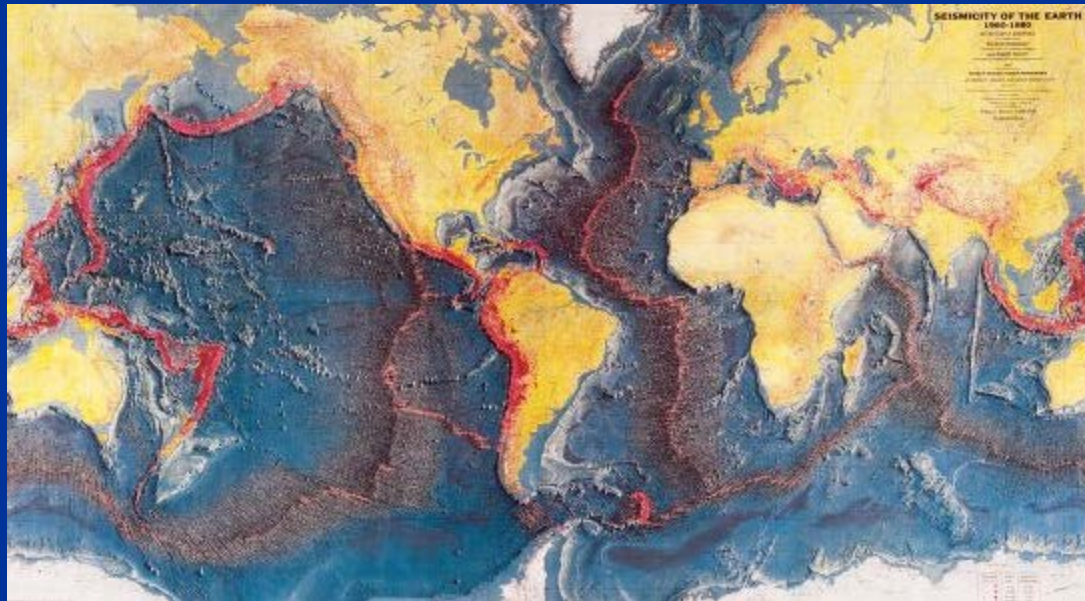


Survivors of the earthquake,
Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division

Zoom-In Inquiry offers irresistible invitations to thinking



You're invited to be
Curious



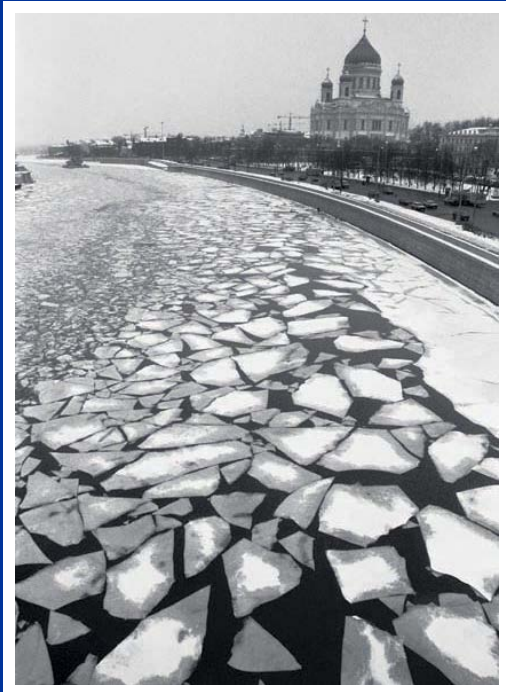
Curious

- ♦ 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.

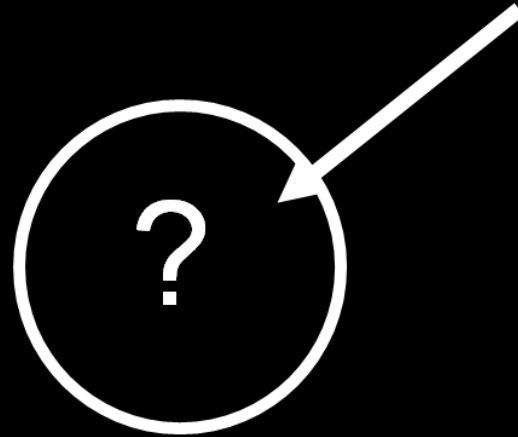
- a) Abraham Lincoln
- b) Martin Luther King, Jr.
- c) Amelia Earhart
- d) Henry Ford

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?



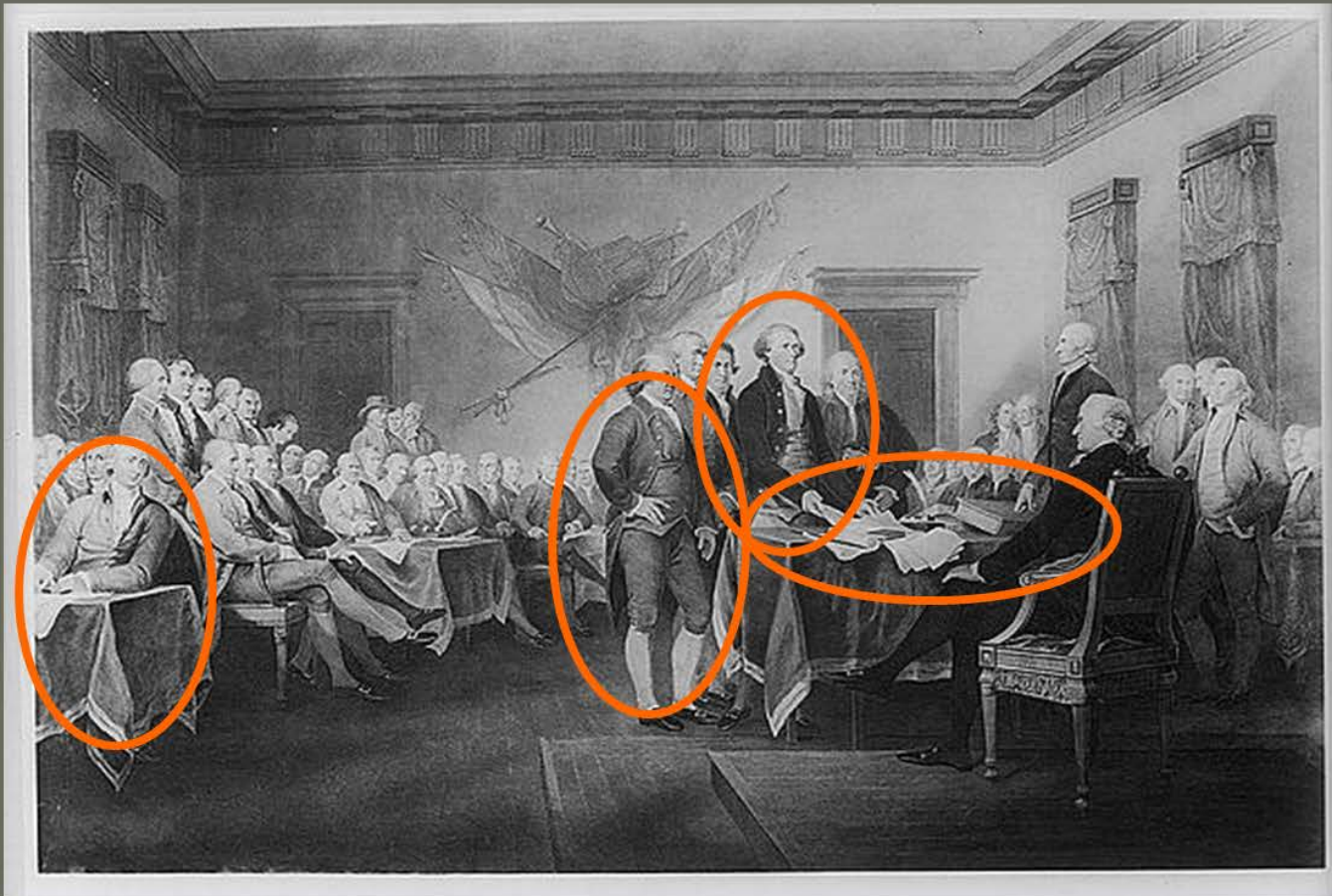
Click to show some answers.
What other evidence do you see?

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



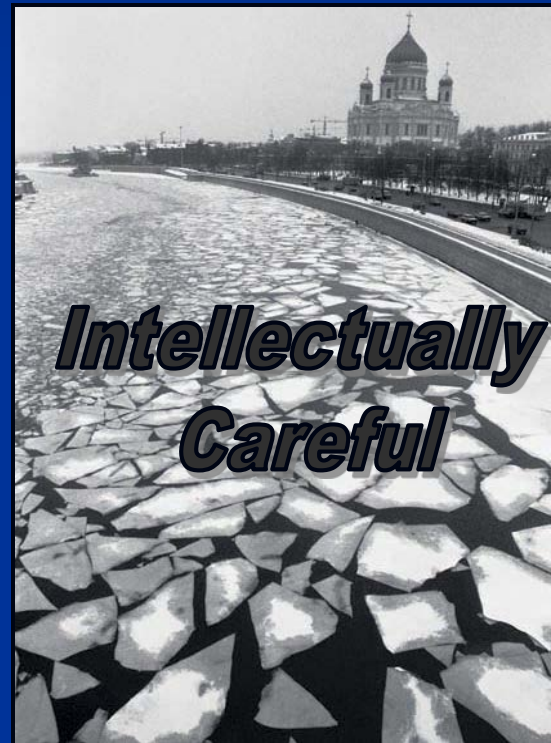
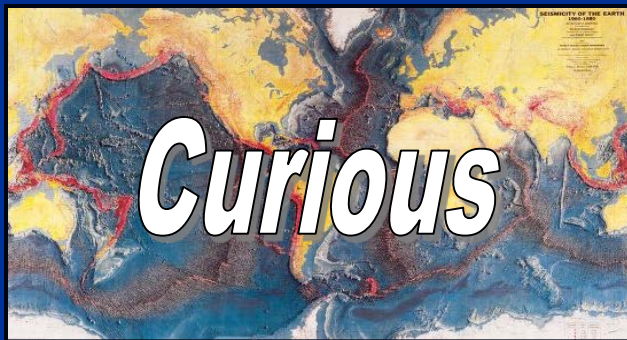
TITLE: Pocahontas saving the life of Capt. John Smith / New England Chromo. Lith. Co.
c1870.
Library of Congress Prints and Photographs Division

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

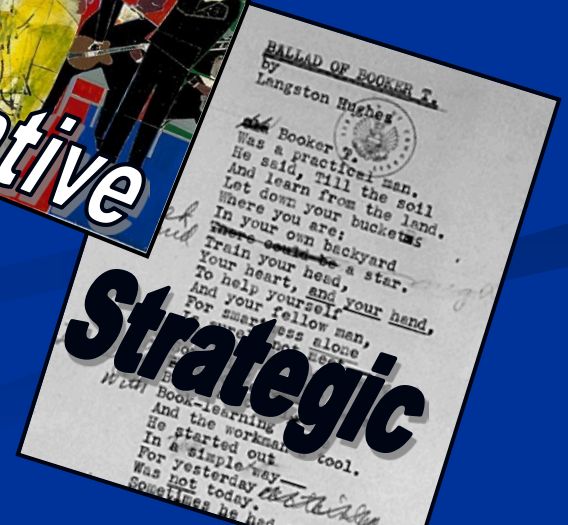
What questions does this image leave you with?

Historical Research Capabilities

You're invited to be...



You're invited to be...



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


Our + + + + + just like the
in the water




Just like a person




Just like a person




Just like a person




The birds of the trees are good
for sleep
protect your sleep



Just like a person




Just like a person




Just like a person



I don't know we
had good flowers




When you are in the middle
of the world
you are always in the middle
of the world



When you are in the middle
of the world
you are always in the middle
of the world



I don't know we
had good flowers





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.

COMPLETE THE QUIZ FOR CREDIT

Join us for our next webinar!

Save the Date: 3/3

ABCs of Motivation and
Self-Regulation



Questions