

Plan for a NWEA MAP Learning Session for Teachers

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The Group of Teachers

The group of teachers that will participate in this learning session are the Middle School grade-level PLCs. This will include three groups of the 6th, 7th, and 8th grade teachers. Each grade-level consists of three teachers, one of which, being the lead teacher that will set meeting agendas, moderate conversations, as well as communicate with administration.

The objective for this session is to get the PLC's started with their weekly meetings and familiarize them with the format of the meetings. Group roles will be determined at this time. Each group will need a team leader, a person that takes minutes, and another that gathers data and supplies needed for each meeting. Team leaders will practice guiding conversations and decided the next meeting agenda. The teachers will be sitting with their designated groups in the same classroom for this session. In sessions following, teachers will meet in their own designated room, apart from the other groups.

Purpose

The purpose of this learning session is to help the PLC's construct goals that will help focus their meetings. Goals will be focused on using the NWEA MAP data to drive differentiated instruction in the classroom. Not only will teachers learn how to navigate the NWEA website to generate data reports about their students' learning abilities, but they will also begin talking about ways they can differentiate instruction within their classroom to best meet their students' needs. This initial learning session is critical to helping the PLC's find focus in their meetings. It will allow them to begin thinking deeper about ways they can differentiate instruction in the classroom. It will also give them time

to be able to investigate and digest the data that is available about each of their students' abilities. This initial meeting will ultimately set the focus and format for the rest of the meetings to follow.

Outcomes

The learning outcomes are as follows. Teachers will be able to navigate the NWEA website and generate data reports for their students. Teachers will be able to read and understand those reports and use the information to design lessons that will help drive their instruction. Teachers will be able to utilize different conversational strategies to generate new ideas within their groups. Teachers will be able to complete their individual task as either the team leader, minute-taker, or the data and supply gatherer.

Procedures

During this session, modeling, pair & share, and small group work will dominate the kinds of activities that will actively engage the teachers. The meeting will begin by discussing the three main roles in each group and determining which teachers will fulfill those roles within their own PLC. Teachers will practice fulfilling these roles throughout the meeting. These roles will be fulfilled by on volunteering for the role.

After teachers are aware of their role and responsibilities within the group, I will model for the teachers how to navigate the NWEA website and also have them practice it on their own devices. The data-collector will print out one report for each teacher's class that will help guide the discussion about how to use differentiation to drive instruction.

After gathering data from the NWEA website, teachers will use the strategy called, Give and Go, to come up with ways to differentiate in the classroom. In this exercise,

teachers will list two strategies they use for differentiating instruction. They will then meet with another teacher in the room and share and record different ideas. Teachers will continue to move around until they have ten new ideas. From here, teachers can meet back in their grade-level PLC and discuss which ideas they can use in different content areas.

After choosing one content area from the data reports and one strategy from the Give and Go, teachers will use the strategy called, T Chart and Y Chart, to begin developing ways to integrate this learning into their classrooms. First, teachers will title their T chart, "Differentiating (content area) Instruction." On the left side, they will label "Looks Like", and on the right side, they will label "Sounds Like". They will consider how that differentiated instruction will look and sound within that content area during their classroom instruction. For this initial meeting, teachers will do this activity as a whole group, however later meetings might involve doing more independent work.

The meeting will conclude with each group giving a small presentation of the content area focus and the differentiation strategy they chose, along with the detail of how the instruction will look and sound. This meeting will be a great jumping off point for each of the groups. They will all leave the meeting with an idea of their goals for the year, their responsibilities within the group, as well as motivation to look deeper into data to create differentiated instruction within their classrooms.

Assessment

I will know if teachers understand their role and responsibility within the group by monitoring their behavior throughout the meeting. We will discuss the expectations of

each role at the beginning of the meeting, and they will work to fulfill those roles throughout the meeting. Each teacher will work to generate data reports of their students on their own device. I will be able to check for understanding by having each teacher generate his/her own reports. Teachers will work together to read and understand the data reports. This objective may not be fluent within the first meeting, because of the amount of data the reports offer, however, teachers should be able to narrow their focus on one content area in which their class struggles. Teachers should gain ideas about ways in which to differentiate by sharing with each other.

Understanding of this objective will be evident in the T chart and presentation.

Reflection on Assignment Five

My major learning from designing a plan for a 60-90 minute learning session for teachers is that objectives need to be clear and focused in order to achieve learning. I also learned that reading and analyzing the data will take multiple sessions and more time than just one session. If teachers know this ahead of time, they might get less frustrated when trying to digest all of the information. Advice I might give to a colleague is to use strategies that will make the session more focused and efficient. Teachers are less likely to open up about ideas if there is no structure.

REFERENCES

Gregory, Gayle, and Lin Kuzmich. *Teacher Teams That Get Results: 61 Strategies for Sustaining and Renewing Professional Learning Communities*. Thousand Oaks, CA: Corwin, 2007. Print.