



**WOTP**  
**MENTORING**  
**COMMUNITY**  
**OF PRACTICE**

**THURSDAY, 29 APRIL 2021**  
**FROM 12PM-1PM**  
**@ZOOM**



Welcome

## Land Acknowledgement

Kanien'kehá:ka Nation: founding nation of the Haudenosaunee/People of the Longhouse (Iroquois) Confederacy which is also comprised of the Seneca, Tuscarora, Cayuga, Onondaga, and Oneida Nations.

The City of Montreal is known as Tiohti:áke in Kanien'kéha, and Mooniyang in Anishinaabemowin.

(Source: McGill, Indigenous Initiatives & Concordia University's Indigenous Directions Leadership Group (2017))



# Agenda

Welcome

Sharing of NEW resources

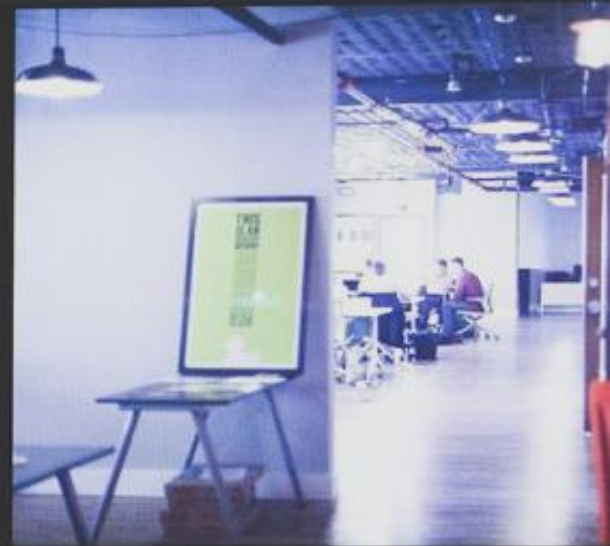
Introductions

Question Period

# WOTTP


# 101






**A learning capsule series**



SAMSUNG



  
**Five Features of Differentiated Instruction**

- 
**1. Opportunities for Students to Respond**  
 Why is this important?  
 • To increase student engagement  
 • To monitor student progress
- 
**2. One-Minute Check-In**  
 Why is this important?  
 • To monitor student progress  
 • To identify gaps in knowledge
- 
**3. Targeted Feedback**  
 Why is this important?  
 • To provide information on the quality and accuracy of responses
- 
**4. Explicit Instruction**  
 Why is this important?  
 • To facilitate students' understanding of a concept or task
- 
**5. Growth Mindset**  
 Why is this important?  
 • To instill in students that they can change their learning outcomes

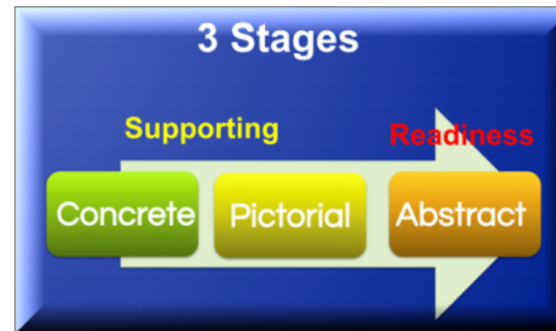
- 1. Opportunities for Students to Respond**  
 What do I do or say?  
 • Provide students with tools for responding (e.g., small dry-erase board and marker).  
 • Have students respond to a prompt using response tools and then share with a partner, small group, or the whole class.  
 • Example: Say, "We read all voices in this classroom. Turn and tell your partner what you thought about this passage."
- 2. One-Minute Check-In**  
 What do I do or say?  
 • Circulate and check in with students while they respond.  
 • Gather information from students' responses to determine what to re-teach or review.  
 • Highlight various students' contributions in a whole-class setting.  
 • Examples:  
 – Write notes from your observations: Who needs a challenge? Who needs review?  
 – Say: "All of you are becoming experts in [skill]. Before we move to the next level, let's review how to complete the final step in [skill]."
- 3. Targeted Feedback**  
 What do I do or say?  
 • Offer immediate and specific feedback, describing why an answer is correct or incorrect.  
 • Help students develop ways to improve their responses.  
 • Examples:  
 – Carry sticky notes to quickly provide tangible feedback.  
 – Say: "I noticed that many of you missed question 3 on the quiz. Let's review the text to determine the correct answer."  
 – Say: "That is correct. Wheat grows in the middle colonies because of the region's fertile soil and mild temperatures."
- 4. Explicit Instruction**  
 What do I do or say?  
 • Use examples to connect new content to prior learning.  
 • Implement consistent instructional routines and expectations.  
 • Model using small steps. Check for understanding.  
 • Examples:  
 – Use a partner reading protocol throughout the year, so even if the instruction changes, the routine is familiar.  
 – Say: "We have been learning about topic A. What do we know so far about topic A?" [Students respond.] Today you will learn about topic B. As you learn, notice how topic A relates to topic B.
- 5. Growth Mindset**  
 What do I do or say?  
 • Give behavior-specific feedback focused on process and growth.  
 • Embrace challenges and cultivate effort as a pathway to mastery.  
 • Examples (inspired by Mindset by Carol Dweck):  
 – Say: "This is challenging, and that means we can learn and grow! How far?"  
 – Say: "You read your notes and made flashcards, and that really worked!"  
 – Say: "I'm proud of the work you put into this project."  
 (Avoid: "You are so smart!" or "You are so good at math!")

# Meadows Center for Preventing Educational Risk

# Inclusion in Texas: Inclusive Practices in Math

## Understanding Math Through a Progressive Approach Model

Effectively teaching mathematics begins with the understanding that students must master the vocabulary of mathematics before grasping the more advanced principles and structures. Mary Austin (1955), explains that a student's comprehension of math includes two parts. First, students must understand how the meanings of math specific words are different from the more general meanings. Second, teachers must understand that math vocabulary is specialized and should be taught in a way that supports mathematic comprehension.



The concrete, pictorial, abstract (CPA) approach was proposed by Jerome Bruner as a way of scaffolding learning. Dr. Yeap Ban Har, and others, have incorporated these three stages in the teaching of mathematics. The CPA approach is part of a vertical alignment that captures a progressive approach to instill in students the comprehensive aspect of mathematics. Teaching math using the CPA progression supports the TEKS readiness and supporting standards, which are evaluated on the STAAR assessment. For a student to understand and apply math, it is important that they are able to connect a strong foundational vocabulary to this progressive approach.

Background Knowledge

Vocabulary

**Math Model Vertical Alignment**

Mathematical Progression

# Peer Pairing





# Discussion

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