

LEAP MODULE TWO TOPIC: Differentiating Eureka to Ensure All learners Reach the The Depth of the Standards

Grade Band: 3-5

Essential Questions:

- **Part A:** How do we **differentiate pacing, content, and structures** at the **module level** to get all learners to the depth of the standards?
- **Part B:** How do we **differentiate pacing, content, and structures** at the **lesson level** to get all learners to the depth of the standards?

LEAP Module Rationale:

Throughout LEAP Module One we explored the foundations of a Eureka lesson and how the lessons reflected the depth of the Common Core. We used the Eureka content to deepen our own knowledge of mathematics and the knowledge of our students. We internalized lessons, we practiced instruction together, and we analyzed student data to identify strengths and opportunities.

What do we do, though, when there are gaps in student readiness to fully access Eureka? How do we make adjustments to help our students achieve full mastery of the math standards? Given that this year is the first year of Eureka implementation for many schools at DCPS, students may be entering with differences in readiness. The curriculum may assume familiarity with content that students did not have the opportunities to master. In particular, upper grade students may be unfamiliar with many strategies taught in previous grade levels as part of the Eureka curriculum.

At the same time, we as teachers may feel challenged by the density of the curriculum and be unsure about how to adjust lessons and modules to meet the needs of our students. We may feel unsure about how to efficiently pre-assess our students to determine readiness, and we may not feel comfortable knowing where we should lengthen time and where we might be better served by combining or abbreviating lessons. Likewise, we may not have training on classroom structures that would allow us to differentiate lesson content.

In LEAP Module two, teachers will learn to tailor Eureka content at both the module and the lesson level in order to better meet the needs of their students. We will continue to deepen our knowledge of the curriculum, the standards, and content pedagogical knowledge. In Part A of this module, Seminars One through Four will guide us in developing our understanding of differentiation at the module level. These seminars will help us internalize the module content, assess the foundational knowledge of our students, and make adjustments to the module pacing. In Part B of this module, Seminars Five through Eight will increase our ability to differentiate at the lesson level by looking at student data and by leveraging concrete strategies for differentiation. These include the creation of mini-lessons, grouping strategies, and opportunities to use technology. Finally, given that this work can be challenging, this module also offers opportunities to develop our own growth mindsets. Research, stories, and opportunities to share are included as moments of inspiration throughout the module. These are opportunities to increase our own motivation for the challenging work ahead for the benefit of our students.

Enduring Understandings:

- Teachers can deepen their knowledge of the standards and content pedagogy by internalizing each Eureka module.
- Data and knowledge of the standards should guide decisions on differentiation.
- Focus and coherence allow teachers to address foundational standards while teaching the major work of the grade.
- Teachers successful with Eureka leverage a variety of grouping and pacing strategies to tailor their daily lessons to meet the needs of their students within the time that they have available. Differentiating does not mean lessening the depth of the standards, but rather creating scaffolds that allow all students to be successful.
- Application problems can provide multiple entry points into the mathematics due to their open-ended nature - thus, naturally differentiating the content.



Module Rationale: This module was designed to address trends in strengths and gaps with regard to student learning and teacher practice. These trends were identified from instructional observations and input from principals, teachers, and coaches.

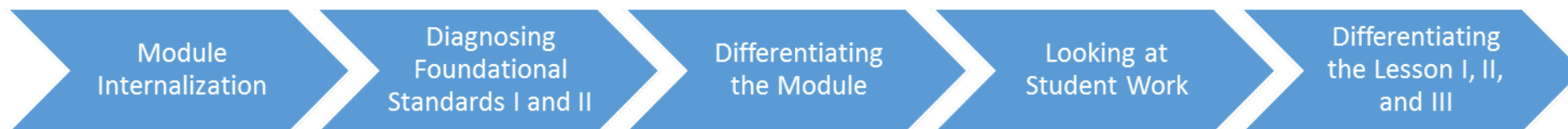
Areas of Strength evidence of CCSS practices	Areas of Focus building on and extending current evidence of CCSS practices	Aligned Goals effective implementation of this module should lead toward meeting the following goals
<p>Generally speaking....</p> <p>Students are:</p> <ul style="list-style-type: none">Sharing their developing thinking about the content of the lesson (3A) <p>Teachers are:</p> <ul style="list-style-type: none">Internalizing the content of the lesson and teaching to the depth of grade level content (1A)	<p>Generally speaking...</p> <p>Students may:</p> <ul style="list-style-type: none">Sometimes be challenged in persevering in solving problems in the face of initial difficulty (3B) <p>Teachers may:</p> <ul style="list-style-type: none">Sometimes be challenged to provide opportunities for students to work with and practice grade-level problems and exercises, give the various readiness levels of students. (2B)	<p>Students:</p> <ul style="list-style-type: none">100% of students increase their proficiency with the Eureka content as measured by the End of Module and Mid-Module Assessments. <p>Teachers:</p> <ul style="list-style-type: none">100% of teachers will be able to show growth from the first to the final cycle observation as outlined in Core Actions 2B in the Instructional Practice Guide.100% of teachers will be able to differentiate an upcoming module and an upcoming lesson using students' data and resources provided in LEAP Module Two.



LEAP Module 2A Weekly Summary:

S1: Module Internalization	S2: Assessing Foundational Standards	S3: Assessing Foundational Standards	S4: Differentiating the Module
<i>How does internalizing a Eureka module deepen my understanding of the standards and content strategies?</i>	<i>How do I leverage data on Foundational Standard knowledge to scaffold module content and meet the needs of all learners?</i>	<i>How do I leverage data on Foundational Standard knowledge to scaffold module content and meet the needs of all learners?</i>	<i>How can I effectively adjust pacing guide of a Eureka module to meet the needs of all learners?</i>
<p>Opening: Module Rationale (10 minutes)</p> <p>Concrete Experience: Module Internalization Protocol (45)</p> <p>Reflection and Shared Learning: Incorporated throughout the Module Internalization Protocol (NA)</p> <p>Application: Supported Work Time with an Upcoming Module (30)</p> <p>Closing: Reflections and Seminar Tracker (5)</p>	<p>Opening: A Student that Inspires You (10)</p> <p>Concrete Experience: Math Task Coherence Sort (15)</p> <p>Reflection and Shared Learning: Looking at Foundational Standards, Identifying Resources for Foundational Standards (15)</p> <p>Application: Supported Work Time in Grade Level Teams (45)</p> <p>Closing: Reflections and Seminar Tracker (5)</p>	<p>Opening: Rita Pierson Video, Norms, Review of Seminar Two (17)</p> <p>Concrete Experience: Quick Sort Protocol on Student Work Samples (60)</p> <p>Reflection and Shared Learning: Included within the Quick Sort Protocol (NA)</p> <p>Application: Included within the Quick Sort Protocol (NA)</p> <p>Closing: Whole Group Discussion and Individual Reflection (15)</p>	<p>Opening: Lightbulb Moments and Norms (15)</p> <p>Concrete Experience: NA</p> <p>Reflection and Shared Learning: UnboundED Visuals for Adjusting Pacing (25), Criteria for Success and Exemplar for Adjusting Pacing Guide (10)</p> <p>Application: Supported Work Time to Adjust Pacing (35)</p> <p>Closing: Reflections and Seminar Tracker (5)</p>

LEAP Module 2A Seminar Overview: How do we **differentiate** pacing, content, and structures at the **module level** to get all learners to the depth of the standards?



Seminar One: How does internalizing a Eureka module deepen my understanding of the standards and content strategies?

Seminar Objectives <i>What are teachers learning?</i>	Seminar Outcomes <i>What should teachers get?</i>	Seminar Criteria for Success <i>How will we know teachers got it?</i>	Observation and Debrief Focus <i>How will we know that teacher practice impacts student learning?</i>	Potential Teacher Action Steps <i>What bite-sized action step should the teacher take?</i>
<p>Assess and address opportunities gaps in their own understanding in for an upcoming module</p> <p>Describe how the progression of lessons within a module builds towards the end of module assessments</p>	<p>Teachers will complete a module internalization protocol for one of their upcoming modules.</p>	<p>In the seminar tracker, teachers identify at least one misconception or new learning that is related to the content or content pedagogy.</p> <p>Teachers are able to describe how the progression of each lessons builds towards the Mid-Module and End of Module Assessments.</p>	<p>As this seminar focuses on a planning skill for an upcoming module, the skills developed may not be immediately observable in classroom practice. LEAP leaders are asked to observe for the overall effectiveness of the Eureka lesson. The LEAP Observation and 5P Debriefs for this lesson includes several options for observation focus that can be chosen based on the needs of the teacher or the part of the lesson that was observed.</p>	<p>In the LEAP Observation and 5P Debrief for this lesson. High leverage action steps for the each phase of the Eureka lesson are included. These action steps represent a spiraling of the content from LEAP Module One and should be used to support the instructional needs of your team.</p>

Seminar Two: How do I leverage data on Foundational Standard knowledge to scaffold module content and meet the needs of all learners?

Seminar Objectives <i>What are teachers learning?</i>	Seminar Outcomes <i>What should teachers get?</i>	Seminar Criteria for Success <i>How will we know teachers got it?</i>	Observation and Debrief Focus <i>How will we know that teacher practice impacts student learning?</i>	Potential Teacher Action Steps <i>What bite-sized action step should the teacher take?</i>
<p>Sort math tasks according to coherence of standards across a grade band (K-2, 3-5, 6-8, or HS)</p> <p>Create a pre-assessment to assess students' knowledge of Foundational Standards for an upcoming Module.</p>	<p>Teachers will access resources to assess foundational standards for an upcoming Module.</p> <p>Teacher will create a pre-assessment to use for collecting data on students' knowledge of foundational standards.</p> <p>Teachers will collect student data to use when adjusting the pace and/or sequence of lessons in a module.</p>	<p>Teachers will use high quality standards-aligned resources to ensure tasks on their Foundational Standards assessments match the depth of the standards they are assessing.</p> <p>Teachers will predict student responses on chosen assessment tasks to ensure that students' work will provide useful data on standard knowledge that can guide module planning, pacing and instruction.</p> <p>Teachers will create a Foundational Standards assessment that is appropriate in length and/or time needed to complete, not taking away too much instructional time.</p>	<p>As this seminar focuses on a planning skill for an upcoming module, the skills developed may not be immediately observable in classroom practice. LEAP leaders are asked to observe for the overall effectiveness of the Eureka lesson. The LEAP Observation and 5P Debriefs for this lesson includes several options for observation focus that can be chosen based on the needs of the teacher or the part of the lesson that was observed.</p>	<p>In the LEAP Observation and 5P Debrief for this lesson. High leverage action steps for the each phase of the Eureka lesson are included. These action steps represent a spiraling of the content from LEAP Module One and should be used to support the instructional needs of your team.</p>



		Teachers will choose only appropriate and/or necessary standards to assess when creating a Foundational Standards assessment.		
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Seminar Three: How do I leverage data on Foundational Standard knowledge to scaffold module content and meet the needs of all learners?

Seminar Objectives <i>What are teachers learning?</i>	Seminar Outcomes <i>What should teachers get?</i>	Seminar Criteria for Success <i>How will we know teachers got it?</i>	Observation and Debrief Focus <i>How will we know that teacher practice impacts student learning?</i>	Potential Teacher Action Steps <i>What bite-sized action step should the teacher take?</i>
<p>Analyze strengths and gaps in student work aligned to the foundational standards</p> <p>Identify possible opportunities to address foundational standards along with the major work of the grade.</p>	<p>Teachers will determine student readiness levels for the class as a whole and individually.</p> <p>Teachers know percentage of students on grade level, above grade level, and having a gap.</p> <p>Teachers will have student data to use when adjusting the pace and/or sequence of lessons in a module.</p>	<p>Teachers will know where their students are in relation to the foundational standards</p> <p>Teachers will have clear defined buckets or groups into which student work has been divided.</p> <p>Teachers are able to articulate why student work has been placed into a bucket/group with evidence.</p> <p>Teachers are citing evidence that is specific and descriptive and are able to see trends in student work.</p>	<p>As this seminar focuses on a planning skill for an upcoming module, the skills developed may not be immediately observable in classroom practice. LEAP leaders are asked to observe for the overall effectiveness of the Eureka lesson. The LEAP Observation and 5P Debriefs for this lesson includes several options for observation focus that can be chosen based on the needs of the teacher or the part of the lesson that was observed.</p>	<p>In the LEAP Observation and 5P Debrief for this lesson. High leverage action steps for the each phase of the Eureka lesson are included. These action steps represent a spiraling of the content from LEAP Module One and should be used to support the instructional needs of your team.</p>



Seminar Four: How can I effectively adjust pacing guide of a Eureka module to meet the needs of all learners?

Seminar Objectives <i>What are teachers learning?</i>	Seminar Outcomes <i>What should teachers get?</i>	Seminar Criteria for Success <i>How will we know teachers got it?</i>	Observation and Debrief Focus <i>How will we know that teacher practice impacts student learning?</i>	Potential Teacher Action Steps <i>What bite-sized action step should the teacher take?</i>
<p>Utilize student data, foundational standards, and the shifts to adjust pacing of the module in order to meet the needs of learners.</p> <p>Provide feedback for other grade level revised modules in their LEAP team</p>	<p>Teachers will refine their adjusted pacing guide for a module to meet needs for all learners.</p>	<p>Reorganized pacing guide will be used to drive instruction</p> <p>Teachers are able to adjust pacing guide based on student data, guidance provided by Eureka, and knowledge of standards such that:</p> <ul style="list-style-type: none"> • Lessons are added, removed or modified in an Eureka module based on percentage of mastery of foundational standards • Pacing guide matches the allotted calendar time for DCPS school calendar • Final pacing guide ensures grade level standards will be taught 	<p>As this seminar focuses on a planning skill for an upcoming module, the skills developed may not be immediately observable in classroom practice.</p> <p>LEAP leaders are asked to observe for the overall effectiveness of the Eureka lesson. The LEAP Observation and 5P Debriefs for this lesson includes several options for observation focus that can be chosen based on the needs of the teacher or the part of the lesson that was observed.</p>	<p>In the LEAP Observation and 5P Debrief for this lesson. High leverage action steps for the each phase of the Eureka lesson are included. These action steps represent a spiraling of the content from LEAP Module One and should be used to support the instructional needs of your team.</p>