



PROFESSIONAL LEARNING FOLLOW-UP: DATA AND DIFFERENTIATION

PARTICIPANT NUMBER: 35 FORMAT: In Person DELIVERY LENGTH: Full Day

OVERVIEW



This professional learning option is designed to help teachers understand how both the learning environment and classroom culture impact the differentiated mathematics classroom. They review and interpret progress, performance, and assessment data of their current *MATH 180* students to make instructional decisions that meet the needs of all students.

LEARNING ENVIRONMENT



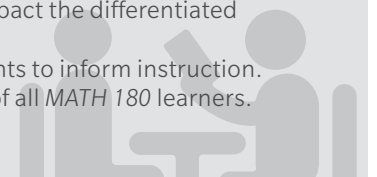
- Seating for participants to flexibly work in groups or pairs
- Space for participants to circulate through a gallery walk
- Computers with interactive access for all participants



OUTCOMES



- Understand how both the learning environment and classroom culture impact the differentiated mathematics classroom.
- Interpret progress, performance, and assessment data of *MATH 180* students to inform instruction.
- Use assessments, data, and instructional strategies to support the needs of all *MATH 180* learners.



AGENDA

OPENING

The opening includes introductions, goals, an overview of the day, and pertinent logistical information.

KNOWING OUR STUDENTS

In order to meet student needs, teachers must first know whom they are teaching. Knowing the learners in a classroom can take many forms. During this segment of the day, participants engage in formative assessment by analyzing their own students' mSpace work. Participants will use a collaborative process to learn how to make best use of the scoring rubrics of *MATH 180*. Opportunities to discuss teaching decisions as a result of this work will occur throughout the session.

IDENTIFYING, INTERPRETING, AND USING *MATH 180* DATA

SAM Central includes comprehensive class- and student-level data to monitor students' progress and performance in the program. Participants extend their understanding of the data available in SAM Central by identifying and interpreting their own classroom data and discussing ways to use the data to meet the needs of students.

CREATING A DIFFERENTIATED MATHEMATICS CLASSROOM

Differentiated instruction is a philosophy of teaching based on the beliefs that all learners are different and that all students are capable of learning. Taken together, these beliefs mandate that teachers differentiate instruction. To do this, a variety of components that contribute to a classroom environment supportive of all students must be addressed. Participants examine instructional strategies intentionally embedded in *MATH 180* that support a classroom culture encouraging students to develop reasoning strategies and build conceptual understanding of the mathematics they are learning.

PLANNING FOR DIFFERENTIATED INSTRUCTION

Although there are many tools and instructional strategies embedded in *MATH 180*, it is the teacher who makes effective use of these features to maximize impact on student learning. This culminating session provides time for participants to use the information gleaned from earlier sessions to develop a plan for how to meet students' needs.

CLOSING

Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.

**YOU MIGHT
ALSO BE
INTERESTED IN:**

- Follow-Up: *MATH 180* Conducting Classroom Discourse
- Follow-Up: *MATH 180* Content, Tools, and Strategies
- Follow-Up: *MATH 180* Leadership Overview

Job #8533
2/16 PDF Only

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This overview is based on the suggested best practices but can be personalized to meet specific school and district needs.

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