



TLC Points: 20

Date: April 26, 2006

Teaching and Learning Cooperative

(Facilitator Proposal for Groups of 5 or more participants)

MAP 101 Elementary: Using MAPs Data to Improve Instruction and Support Student Goal Setting

Proposal Facilitators: Linda Foote, Laura D'Acquisto, Anthony Bayro

Work Location: LSS

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Intended Audience: 2-5th grade teachers

Start and End Dates: August 2006-June 2007

District Goals Addressed:

- PreK-12 Literacy (support for Prek-12 reading, writing, or mathematics)
- Proficiency for all students across all grade levels and content areas as measured by standardized state measures (CST, CAHSEE)

Anticipated Professional Learning Outcomes:

Teachers will collaborate to establish best practices for using MAPs data to inform instruction, set classroom goals, help students set student goals, use the Lexile Framework to differentiate reading instruction, and examine the use of student led conferences.

Teachers will:

- Examine methods of differentiation
- Evaluate student academic growth patterns
- Practice Goal-setting with students, parents, and fellow teachers
- Plan lessons using state standards and DesCartes
- Apply instructional ladders based on MAPS assessments
- Use the Lexile Framework from MAPS assessments
- Understand and apply best practices research and develop new skills in utilizing technology resources to meet the varied student needs in their classrooms

Professional Growth Activities: 18 hours

Teachers will participate in interactive, computer-based sessions, one day in August and 6 after-school sessions throughout the year. They will utilize the resources of NWEA's Climbing the Learning Ladder notebook and district adopted resources.

- **August 8th: 8am - 3pm :**
Introduction to MAPs, the NWEA website tools and reports, and Poway's TIM database, and web resource tools. Teachers will develop writing prompts and complete activities that will help them plan for effective fall testing. They will also develop strategies to help students write effective goals. Teachers will learn to use interest inventories, readiness information from MAPs reports, and learning profiles to determine instructional strategies to address continuing learning needs in the classroom.
- **September 19: after school 4-6pm**
Shared readings and activities to evaluate the use of MAPs data to set classroom goals, to evaluate growth targets, and to develop best practices for monitoring student progress toward goals by developing appropriate classroom assessments and reflection journals for students.
- **October 17: after school 4-6 pm**
Shared readings and planning for stage one of Student Led conferences. Strategies will help them lead students in the process of self-assessment. They will also develop plans to help students explain learning Goals based on their MAPs results and other classroom learning and assessments.
- **November 14: after school 4-6 pm**
Lexile Framework: Teachers will learn to use the tools on the Lexile website to determine lesson plans and strategies to differentiate literacy instruction in the classroom. Teachers will create and share reading lists for specific student needs.
- **January 23: after school 4-6 pm**
Teachers will complete shared readings about differentiation and will develop strategies to differentiate a lesson using information from the Learning Ladder, CA State Standards, and the Descarte's learning continuum.
- **March 13: after school 4-6 pm**
Teachers will bring Winter MAPs data and will learn to use tools to analyze student progress and determine whether students need to choose new goals or continue to work on those they developed in the fall. Teachers will collaborate to share successful strategies and will develop additional resources and strategies to address needs revealed in winter score reports.

- **June 12: after school 4-6 pm**

Teachers will bring Spring Scores and student Fall to Spring growth reports. We will analyze growth patterns and identify best practices and revisions that could improve instruction and student learning.

Outside Learning Activities: 2 Hours

- *Motivating Students Who Don't Care, Successful Techniques for Educators* by Allen N. Mendler, and sections of *Classroom Assessment for Student Learning, Doing it Right - Using it Well* by Richard Stiggins, Judith Arter, Jan Chappuis, and Stephen Chappuis.
- Journaling about best practices, questions, challenges during implementation between after school sessions

Classroom Implementation Activities: 40 Hours

- Planning and preparing materials, PowerPoint, journal prompts for students before administering fall MAPs testing
- Administering MAPs testing
- Guiding students in developing student-friendly standard descriptors and setting class goals based on MAPs results
- Guiding students in setting individual student goals based on MAPs results
- Implementing differentiated instruction unit developed during Professional Growth Activity Time
- Coaching students to participate in student led conferences
- Administering winter MAPs testing and sharing growth reports with students. Revising goals and instructional strategies
- Appropriately using Lexile information to differentiate reading instruction for a core subject
- Administer MAPs spring testing and meet with students to reflect on successes and progress toward goals

Reflection Activities: 20 Hours

- Each professional growth session will include multiple reflection activities
- Teachers will maintain reflection journals that will be used after classroom implementation activities. This will be critical in order to address challenges and share best practices we discover as we apply our learnings in the classroom.
- Our final session will include opportunities to reflect and then share as a group as we consider what we've learned and establish future goals. We will also reflect on what we've learned about the role MAPs can play in our instructional planning and student goal setting.