

**nwea**

# Professional Learning

---

## Responsive Learning Cycles

**Empower students with a healthy, collaborative culture of learning**

This suite supports educators to partner with their students throughout the learning journey to develop and sustain practices that propel academic achievement, well-being, and self-efficacy for all.

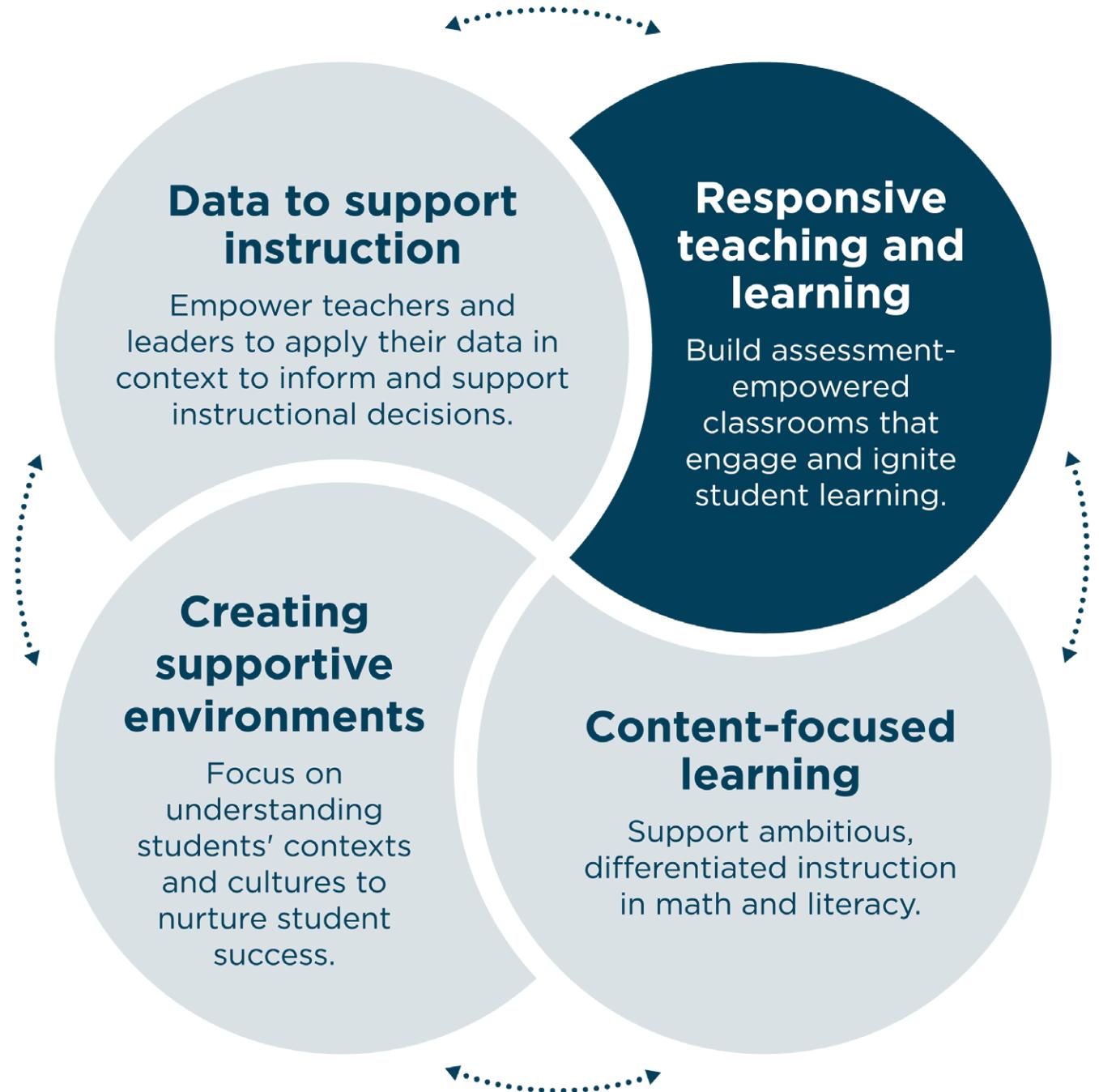


# Professional learning that drives instructional change

Teachers demand and deserve the opportunity to grow, learn, and develop as professionals. NWEA® Professional Learning engages teachers in collaborative conversations that foster the high-quality, ambitious instruction that improves student outcomes.

We develop professional practice in the four critical, interconnected categories that help educators make the most instructional impact.

The Responsive Learning Cycles professional learning suite is part of the Responsive Teaching and Learning series.



# Available offerings

These learning experiences support educators to grow in skills that propel success throughout the full teaching and learning journey. The sessions support educators to partner with their students to design supportive learning relationships and environments; craft meaningful paths to attain challenging learning goals such as content standards; check formative and summative classroom assessment processes for quality; integrate high-impact supports into units and lessons; and gather and use learning evidence in engaging and responsive ways. While most professional learning workshops focus on the topics of learning culture, instructional practice, formative assessment, or assessment literacy separately, this suite goes further to offer a united and human-centered approach.

## Nurturing collaborative learning spaces

Involve students in fostering a learning community where trust and respect are paramount.

### Part 1 (3 hours)

- Be a responsive and supportive listener, recognizing students' cultural backgrounds and differing perspectives as assets and resources in the learning environment
- Articulate explicit expectations for a safe, positive learning environment, including norms for behavior such as showing respect for others and assuming responsibility for preparing and completing work
- Develop purposeful routines that support these norms
- Guide the development of collaborative learning norms related to respectful interaction, full engagement in discussions, and individual responsibility

### Part 2 (3 hours)

- Incorporate whole-group, small-group, and individual work into learning activities to develop a range of learner skills
- Provide options and resources to engage learners with the subject matter and to develop their skills in both collaborative and self-directed learning
- Support learners' increasing ability to participate in decision-making, problem-solving, exploration, and invention
- Suggest resources for students and guide their independent identification of resources

### Part 3 (3 hours)

- Be a responsive and supportive listener, recognizing students' cultural backgrounds and differing perspectives as assets and resources in the learning environment
- Articulate explicit expectations for a safe, positive learning environment, including norms for behavior such as showing respect for others and assuming responsibility for preparing and completing work
- Develop purposeful routines that support these norms
- Guide the development of collaborative learning norms related to respectful interaction, full engagement in discussions, and individual responsibility

# Available offerings

## Building learning paths with students

Discover strategies for translating large goals into clear and relevant learning experiences for your students.

### Part 1 (3 hours)

- Examine large goals to identify success routes
- Design and sequence common learning experiences and tasks aligned to large goals and make content relevant to students

### Part 2 (3 hours)

- Anticipate specific needs or misconceptions and address them by planning scaffolds or differentiated options
- Devise ways to support students in taking responsibility for identifying learning challenges and using resources to support their progress

### Part 3 (3 hours)

- Prepare learning experiences that allow for learner choice and for varied routes to the same goal
- Collaborate with learners in identifying student-made goals to reach large goals, explore personal interests, and achieve aspirations

## Activating learners with quality classroom assessments

Select assessment processes, practices, and tools that engage students, stimulate learning, and align with goals.

### Part 1 (3 hours)

- Adopt, adapt, or create a variety of quality classroom assessments that have proper purpose (formative, interim, or summative) and placement
- Ensure that assessment methods match learning goals
- Promote learning by practicing and certifying learning goals using a variety of up-to-date, evidence-based formative and summative tools and resources

### Part 2 (3 hours)

- Check and refine assessment processes and tools for ethical considerations—such as proper purpose (formative, interim, or summative), placement, and use—and accurately interpret the results
- Collaborate to minimize bias in assessment processes and tools. Give students inclusive and accessible opportunities to demonstrate their learning

### Part 3 (3 hours)

- Provide ample formative and summative opportunities to practice and then demonstrate the content and cognitive demands of learning goals and assessment processes in ways that encourage learning and success in certifying learning

# Available offerings

## Integrating supports for success

Collaborate with students to apply relevant and required supports such as accommodations, extensions, and scaffolds to eliminate learning barriers.

### Part 1 (3 hours)

- Implement required accommodations for learners with disabilities and language learning needs
- Identify and advocate for students who potentially need modifications or adaptations to show their learning

### Part 2 (3 hours)

- Prepare students for the content and cognitive demands of learning goals by engaging them in identifying and applying strategies to address those demands
- Differentiate teaching and learning processes and tools
- Use multiple assessment methods to scaffold individual learner development toward the learning goals and to challenge students to reveal their understanding in a variety of ways

### Part 3 (3 hours)

- Adjust learning processes and tools appropriately to enable all students—especially those with disabilities, language-learning needs, and gifts and talents—to display their knowledge and skills
- Work with others to minimize bias in teaching-and-learning processes and tools to ensure that all students have opportunities to demonstrate their learning

## Engaging students in collecting learning evidence

Discover how you can partner with students to elicit and gather goal-aligned learning evidence.

### Part 1 (3 hours)

- Demonstrate being a responsive and supportive listener
- Recognize students' cultural backgrounds and differing perspectives as assets and resources in the learning environment
- Set expectations for a learning climate that includes openness, mutual respect, support, and inquiry
- Share those expectations with learners' families
- Employ strategies to build student self-direction and ownership of learning

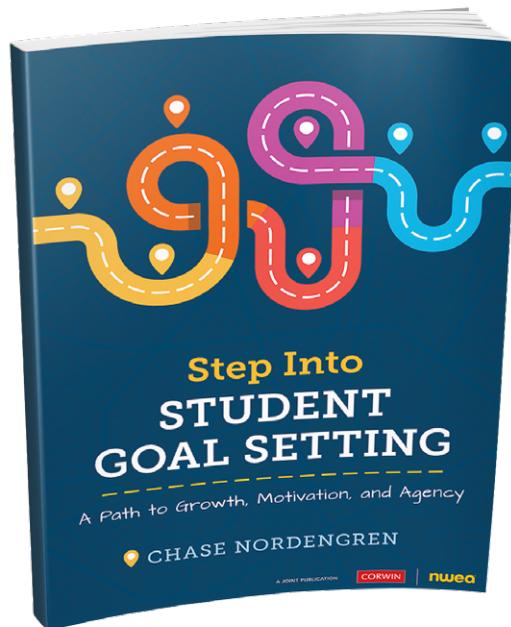
### Part 2 (3 hours)

- Establish shared understanding of the learning goals, paths, purposes, and methods
- Provide multiple options to practice and demonstrate goal-aligned evidence of knowledge, critical-thinking, and problem-solving
- Develop ways to jointly develop strategies for success and self-efficacy

### Part 3 (3 hours)

- Use a variety of processes and tools to collect goal-aligned learning evidence
- Sustain ways to collaboratively apply strategies for success and self-efficacy

# Available offerings



## **Goal setting to empower (and motivate) students**

### **Equip students to own their learning journeys**

Based on the book *Step into Student Goal Setting: A Path to Growth, Motivation, and Agency*, a joint publication from Corwin® and NWEA by Chase Nordengren, this offering shows teachers how to use goal setting with students as an integral instructional strategy to motivate, increase learning, express confidence, and achieve aspirations. A copy of the book is provided to each workshop attendee.

### **Part 1 (3 hours)**

- What do goals provide students?
- What are the characteristics of effective short-term learning goals?

### **Part 2 (3 hours)**

- What are examples of goal conversations?
- What are components of effective feedback?
- How does goal setting fit into cycles of assessment?
- What are sources of meaning that fuel learners' motivation?

### **Part 3 (3 hours)**

- What's at least one example of a goal-setting framework?
- How do goals help bridge learning and schooling?
- What are examples of goal autonomy, voice, choice, or reflection strategies?

# Power up your professional learning with these additional services:

## **Want to deepen the learning with additional time and space for application and practice?**

### **Instructional coaching for teachers**

Continue the learning from any of our offerings by adding collaborative coaching. A highly qualified thought partner and practitioner will lead teachers through an inquiry-based coaching cycle to deliver a highly responsive and contextualized experience that takes the learning from theory to practice, using evidence-based and research-driven methods to build teacher capacity, efficacy, and instructional skill.

## **Want to measure the impact of professional learning on teaching effectiveness and student learning?**

### **Learning and evaluation services**

This set of tailored tools and services measures the impact of professional learning on participants, school systems, and students. Beginning with a comprehensive needs assessment, our evaluation services are fully integrated with the planning and delivery of your professional learning to ensure the unique learning needs of your district are being met.



Make meaningful, measurable  
instructional change.

Discover more at [NWEA.org/professional-learning](https://www.nwea.org/professional-learning) or by  
contacting us at 866.654.3246.



NWEA is a mission-driven organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://www.nwea.org) to find out how NWEA can partner with you to help all kids learn.

© 2023 NWEA. NWEA is a registered trademark of NWEA in the US and in other countries.

The names of other companies and their products mentioned are the trademarks of their respective owners.

MAR23 | WELTSK5361

