Guided or Misguided?
A Deep Dive Into the Workshop Model For Math
Guided or Misguided?

A deep dive into the workshop model for math
Presenters

Christine Hopkinson
Curriculum Developer
Great Minds, Eureka Math
Presenters

Jill Diniz  
*Director of Mathematics*  
*Great Minds, Eureka Math*

Christine Hopkinson  
*Curriculum Developer*  
*Great Minds, Eureka Math*
What comes to mind when you think of whole-class instruction?
What is Guided Math?

Literacy origins:
What is Guided Math?

Literacy origins:

- Guided Reading (1950’s, 1996)
What is Guided Math?

Literacy origins:

• Guided Reading (1950’s, 1996)
• Writing Workshop, (1994)
What is Guided Math?

Literacy origins:

• Guided Reading (1950’s, 1996)
• Writing Workshop, (1994)
• Reading Workshop, (2010)
What is Guided Math?

‘Guided Reading’ – a myriad of meanings
What is Guided Math?

‘Guided Reading’ – a myriad of meanings

• Instruction using leveled readers
What is Guided Math?

‘Guided Reading’ – a myriad of meanings

- Instruction using leveled readers
- Small group instruction
What is Guided Math?

‘Guided Reading’ – a myriad of meanings

- Instruction using leveled readers
- Small group instruction
- Reading in masse under the supervision of a teacher
What is Guided Math?

‘Workshop Model’ for Writing or Reading

- Mini-lessons
- Independent reading/writing
- One-on-one conferences with students
What is Guided Math?

Guided Math
What is Guided Math?

Guided Math

- A framework combining instructional components
What is Guided Math?

Guided Math

- A framework combining instructional components
- Small group instruction in a rotation
What is Guided Math?

Guided Math

• A framework combining instructional components
• Small group instruction in a rotation
• Math Workshop – students working independently
What is Guided Math?

Guided Math

- A framework combining instructional components
- Small group instruction in a rotation
- Math Workshop – students working independently

Guided Math requires a rotation model.
A non-rotational model

The entire class is engaged in the same portion of the lesson at the same time.
A non-rotational model

The entire class is engaged in the same portion of the lesson at the same time.

- Investigations
- Number Talks
- White-board exchanges
- Choral exchanges
- Explicit instruction
A non-rotational model

The entire class is engaged in the same portion of the lesson at the same time.

- Investigations
- Number Talks
- White-board exchanges
- Choral exchanges
- Explicit instruction
- Partner work
- Small group work
- Independent work
- Whole class discussion
- Problem solving
What does the research say?

Highly effective math instructional strategies involve:

(Cohen et. al, 1997)
What does the research say?

Highly effective math instructional strategies involve:

• Partner and small group discussions

(Cohen et. al, 1997)
What does the research say?

Highly effective math instructional strategies involve:

- Partner and small group discussions
- Accountability of roles within group

(Cohen et. al, 1997)
What does the research say?

Highly effective math instructional strategies involve:

- Partner and small group discussions
- Accountability of roles within group
- Teacher prompting/modeling of meta-cognitive questioning

(Cohen et. al, 1997)
What does the research say?

Students show higher behavioral engagement when the teacher is present, versus when they are left to work on their own.

(Rimm-Kaufman, La Paro, Downer, & Pianta, 2005)
Literacy Research

Students learn **most** when independently reading what they can already access fluently

vs.

Students learn **most** when teachers scaffold students toward fluency and deep analysis with complex texts
Literacy Research

Students learn most when teachers scaffold students toward fluency and deep analysis with complex texts
What does the research say?

- Universal Design for Learning is a theoretical framework developed by CAST to guide the development of curricula that are flexible and supportive of all students

(Dolan & Hall, 2001; Meyer & Rose, 1998; Pisha & Coyne, 2001; Rose, 2001; Rose & Dolan, 2000; Rose & Meyer, 2000a, 2000b, 2002; Rose, Sethuraman, & Meo, 2000)
What does the research say?

Within class ability grouping, when done:

(Slavin 1985; Boaler 2013)
What does the research say?

Within class ability grouping, when done:

• Must be dynamic, not fixed

(Slavin 1985; Boaler 2013)
What does the research say?

Within class ability grouping, when done:

- Must be dynamic, not fixed
- Only effective with respect to skills, not concepts or application

(Slavin 1985; Boaler 2013)
Within class ability grouping, when done:

- Must be dynamic, not fixed
- Only effective with respect to skills, not concepts or application
- Must tailor instruction to each group to be worthwhile

(Slavin 1985; Boaler 2013)
What does the research say?

Within class ability grouping, when done:

- Must be dynamic, not fixed
- Only effective with respect to skills, not concepts or application
- Must tailor instruction to each group to be worthwhile
- Must not reduce the amount of metacognitive questioning for any group

( Slavin 1985; Boaler 2013)
Guidelines for rotational-model

- Use judiciously, to address a specific skill-gap
Guidelines for rotational-model

• Use judiciously, to address a specific skill-gap
• Most feasible with an 90-min math block
Guidelines for rotational-model

- Use judiciously, to address a specific skill-gap
- Most feasible with an 90-min math block
- And/or with a teacher aid
Guidelines for rotational-model

- Use judiciously, to address a specific skill-gap
- Most feasible with an 90-min math block
- And/or with a teacher aid
- Use resources from previous grade levels
Guidelines for rotational-model

- Use judiciously, to address a specific skill-gap
- Most feasible with an 90-min math block
- And/or with a teacher aid
- Use resources from previous grade levels
- Study sequencing of the K-5 problem set to add or eliminate scaffolds for each group
To rotate or not?

NOT a choice between:
To rotate or not?

NOT a choice between:

• Effective vs. traditional
To rotate or not?

NOT a choice between:

• Effective vs. traditional
• Engagement vs. non-engagement
To rotate or not?

NOT a choice between:

• Effective vs. traditional
• Engagement vs. non-engagement
• Differentiated vs. non-differentiated
To rotate or not?

NOT a choice between:

- Effective vs. traditional
- Engagement vs. non-engagement
- Differentiated vs. non-differentiated
- Student-centered vs. teacher-directed
Guidelines for rotational-model
Guidelines for rotational-model

<table>
<thead>
<tr>
<th>Whole Group: Concept Development</th>
</tr>
</thead>
</table>

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction
Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction  Independent Practice
Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction  Independent Practice  Collaborative Practice
Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction  Independent Practice  Collaborative Practice
Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction  Independent Practice  Collaborative Practice
Guidelines for rotational-model

Whole Group: Concept Development

Targeted Instruction  Independent Practice  Collaborative Practice
Guidelines for rotational-model

<table>
<thead>
<tr>
<th>Whole Group: Concept Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Instruction</td>
</tr>
</tbody>
</table>

www.Eureka-Math.org
Guidelines for rotational-model

- Whole Group: Concept Development
- Targeted Instruction
- Independent Practice
- Collaborative Practice
- Whole Group: Debrief, Exit Ticket
Maximize the impact of every instructional moment
Questions?
Interested in attending future webinars?

Visit GreatMinds.org/newsletters to subscribe and stay up-to-date on all upcoming *Eureka Math* webinars