



# REACHING EVERY STUDENT

## FACILITATION GUIDE

---

### **LEARNING TARGETS**

**The Reaching Every Student module series was created to help teachers:**

- Understand how formative instructional practices (FIP) benefit diverse learners.
- Understand how to use the four components of FIP to advance the learning of English language learners, gifted students, and students with disabilities.

---

## Introduction

This Facilitation Guide for the Reaching Every Student module series can be used by facilitators, curriculum directors, coaches, teacher leaders, principals, or others charged with facilitating learning about formative instructional practices.

Although educators may benefit by completing multiple modules, these facilitated activities require that participants engage in a minimum of at least one module—the one that most closely aligns to the student population with whom they work. This guide is relevant for each of the Reaching Every Student modules: Reaching English Language Learners, Reaching Gifted Students, and Reaching Students with Disabilities. All activities are appropriate for use with educators from different grade levels, subject areas, and with a variety of student populations.

This guide is intended to facilitate a blended learning experience, pairing team-based learning with the modules to support deeper insight.

This facilitation guide is divided into three sections:

### **Confirming Our Learning**

### **Confirming Our Practice**

### **Confirming Our Commitment**

Each section contains an activity intended to deepen the online experience and may take approximately 20–40 minutes to complete.

This guide contains participant handouts, facilitator notes, and answer guides to help facilitate deeper discussions to confirm learning, confirm practice, and confirm commitment to formative instructional practices. We recommend you prepare yourself to facilitate these activities or designate a facilitator to guide participants through the activities.



## FIP IN ACTION FACILITATION AGENDA

**MODULE:** .....  
.....  
.....

**LEARNING TARGETS:**

- Understand how formative instructional practices (FIP) benefit diverse learners.
- Understand how to use the four components of FIP to advance the learning of English language learners, gifted students, and students with disabilities.

**TOTAL TIME:** About an 1 1/2 hours

### Section I: Confirming Our Learning

**Activity:** **Correct the Misconceptions**

**Purpose:** The purpose of this activity is to confirm teachers' understanding of how to use formative instructional practices with students who have a variety of needs and strengths. In this activity, teachers will examine six statements that are misconceptions related to formative instructional practices. They will work independently to identify the reason the statement is incorrect, and then correct the statement to confirm their learning. Then, teachers will work in small groups or pairs to complete the rest of the activity. Groups may choose to record their examples from the activity on chart paper before sharing results with the whole group.

### Section II: Confirming Our Practice

**Activity:** **A.S.K. Yourself!**

**Purpose:** All students bring different strengths and needs to the learning experience. The intent of this activity is to consider ways teachers modify their practices based on students' strengths and challenges to increase ownership of learning through formative instructional practices. For this activity, teachers will consider the needs and strengths of a particular student in order to complete the **A.S.K. Yourself!** graphic organizer. Then, teachers will share their ideas with a partner or a small group.

### Section III: Confirming Our Commitment

**Activity:** **One Fact, Two Ideas, Three Goals**

**Purpose:** Teachers often use exit slips with their students to confirm learning or check for gaps in understanding. Here we extend the use of exit slips to goal-setting with adult learners. The purpose of this activity is for participants to set goals that confirm their commitment to reaching every student using formative instructional practices.

Teachers are asked to document:

- 1 new fact they learned,
- 2 ideas they want to try, and
- 3 goals they have for implementing FIP to meet the needs of learners.

Ask teachers to share their goals with the group. Challenge teachers to collect and document evidence of the progress they are making towards meeting the goals as they plan and deliver instruction for student learning. Encourage ongoing collegial conversations about their progress and FIP implementation.



## Prior to Your Meeting(s)

### READY TO GO

### NEED TO DO THIS

- Ensure all involved teachers have access to—and know how to—enroll in the FIP Reaching Every Student modules.
- Assign or ask teachers to select an appropriate Reaching Every Student module (or multiple modules) based on the special populations with whom they often work and want to learn more information.
- Ask teachers to keep notes of their responses to the reflection questions and any downloads they select throughout the module(s).
- Ensure the teachers have completed their selected module(s) prior to the meetings.
- Review the Reaching Every Student module series and familiarize yourself with the reflection questions throughout the modules. Keep track of any key ideas or important questions you have.
- Review the FIP Reaching Every Student facilitation materials.
- Determine your agenda based on your own time constraints and the number of times you think it will be most valuable to meet. All activities can be done at once or at shorter, separate meetings.
- Plan how you will group the adult learners ahead of time. Grouping teachers together who took the same module or who took different modules will each produce a different outcome for the conversations in which teachers will engage. There are benefits to either arrangement; consider what will work best for your group and the desired outcomes.
- Notify teachers of your meeting schedule and remind them to come prepared with their materials and questions.
- Send out copies of the agenda one week prior to the first meeting and remind teachers to bring their laptops with them.
- Make copies of participant resources as needed.

# SECTION I

---

## CONFIRMING OUR LEARNING

### ACTIVITY 1

This sections includes one activity designed to ensure teachers meet the learning targets of the Reaching Every Student modules.

**Total Time: 30–40 minutes depending on depth of the conversations**

## Correct the Misconceptions

**PURPOSE:** The purpose of this activity is to confirm teachers' understanding of how to use formative instructional practices with students who have a variety of needs and strengths. In this activity, teachers will examine six statements that are misconceptions related to formative instructional practices. They will work independently to identify the reason the statement is incorrect, and then correct the statement to confirm their learning. Then, teachers will work in small groups or pairs to complete the rest of the activity. Groups may choose to record their examples.

### WHAT YOU'LL NEED

**Facilitator Resources:** **Handout:** *Correct the Misconceptions*  
*Correct the Misconceptions Answer Key*

**Participant Resources:** **Handout:** *Correct the Misconceptions*

**Supplies:** *Chart Paper or White Board*  
*Markers*

### INSTRUCTIONS:

1. Review the learning targets for the modules that the teachers completed.

#### **The Reaching Every Student module series was created to help teachers:**

- Understand how formative instructional practices (FIP) benefit diverse learners.
- Understand how to use the four components of FIP to advance the learning of English language learners, gifted students, and students with disabilities.

2. Share that the intent of this activity is to confirm learning from the Reaching Every Student modules.
3. Ask each the teachers to review their notes from the module(s) completed.
4. Pass out the handout "**Correct the Misconceptions.**" Ask teachers to work alone for five minutes and then collaborate in pairs or small groups for 10 minutes to complete the activity and make connections between their answers. Facilitate or join conversations whenever possible.
5. Ask groups to use a white board or chart paper document down their corrected statements and personal examples.
6. Ask a representative from each group to share one of the correct statements or examples that the group developed to confirm learning related to formative instructional practices.

---

**HERE ARE SOME THINGS TO CONSIDER:**

- Because this experience is intended to consist of blended learning, it may be helpful to go back into the FIP Reaching Every Student modules for this activity.
- The answers will vary because it is likely that the teachers have completed modules specific to the populations of students they teach. You may want to type the corrected statements that the teachers come up with and send them to the entire group after the meeting.
- Reminder: You may want to group teachers by those who completed the same module(s). Another approach is to group or pair teachers who have taken different Reaching Every Student modules to encourage discussions about what each participant learned from their respective module.

## Correct the Misconceptions

Consider the following misconceptions that Mr. Perez had surrounding formative instructional practices. Think about the needs of your students from special populations and identify what is incorrect about Mr. Perez's statements. Then, correct his statement to confirm your learning. Finally, identify an example that supports your revision by thinking about a student or strategy you have seen or used to support the revised statement. The example can be from the module or from your own experience.



<b>Misconception:</b>	<b>Why is this a misconception?</b>	<b>Correct the statement:</b>	<b>Provide a concrete example that supports your revised statement:</b>
1. "FIP works great for my typical students, but doesn't work for those with diverse learning needs."			
2. "The best way to share clear learning targets with students is to post the target on the wall at the beginning of the lesson."			
3. "To ensure fairness, I give all my students the same tests. Sometimes, I give certain students more time on the assessments if they need it."			
4. "I should provide the same amounts of success and intervention feedback to all of my students to make sure they know how they are doing in my classroom."			
5. "Using grades is an efficient way to provide effective feedback to students."			
6. "If a student lacks a particular skill, he or she will not be prepared to take ownership of learning until that skill is mastered."			



## Correct the Misconceptions

Consider the following misconceptions that Mr. Perez had surrounding formative instructional practices. Think about the needs of your students from special populations and identify what is incorrect about Mr. Perez’s statements. Then, correct his statement to confirm your learning. Finally, identify an example that supports your revision by thinking about a student or strategy you have seen or used to support the revised statement. The example can be from the module or from your own experience.



<b>Misconception:</b>	<b>Why is this a misconception?</b>	<b>Correct the statement:</b>	<b>Provide a concrete example that supports your revised statement:</b>
1. “FIP works great for my typical students, but doesn’t work for those with diverse learning needs.”	FIP works for all students, no matter what their needs are. Students enter into the learning at a variety of different places, and it is good practice to consider where they are, where they’re going, and how to help them own the ways of getting there.	“FIP works for all my students because it helps me think about what practices and strategies will work best to move my students forward in the learning.”	
2. “The best way to share clear learning targets with students is to post the target on the wall at the beginning of the lesson.”	Not all students will benefit from a target on the wall—consider those with visual impairments or auditory learners. Also, some students may benefit from discovering learning targets later on (for example, a gifted student).	“There are many ways to share clear learning targets with students at different times throughout teaching. I should choose ways that align with the learning target for the students I am teaching.”	
3. “To ensure fairness, I give all my students the same tests. Sometimes, I give certain students more time on the assessments if they need it.”	Although it may seem “fair” to give all students the same test, it actually puts some students at a disadvantage if they do not have the skills to participate. Teachers also consider how the assessments they use will measure students’ individual learning targets.	“To ensure fairness, I consider my students’ abilities and individual learning targets. Then, I provide appropriate accommodations or modifications to the assessments I use. Sometimes, I create a different assessment entirely to measure a student’s learning.”	

<b>Misconception:</b>	<b>Why is this a misconception?</b>	<b>Correct the statement:</b>	<b>Provide a concrete example that supports your revised statement:</b>
4. "I should provide the same amounts of success and intervention feedback to all of my students to make sure they know how they are doing in my classroom."	There are many kinds of feedback appropriate for different situations, and not all students will need that feedback at the same time or frequency. Teachers vary the kinds of feedback that they use depending on the students' needs.	"I should vary the amounts and types of feedback I give to all of my students to be sure I am meeting their individual needs for intervention and success in my classroom."	
5. "Using grades is an efficient way to provide effective feedback to students."	Grades take focus away from student learning and place emphasis on judgment and evaluation. Feedback can be given frequently without a grade attached to it to provide other information to the student about performance.	"Teachers should provide feedback about student learning at many points throughout a lesson, and should provide descriptive feedback to students without grades always attached."	
6. "If a student lacks a particular skill, he or she will not be prepared to take ownership of learning until that skill is mastered."	All students, no matter where they are in the learning, can benefit from ownership. Self-graphing is one technique students can use to own their learning, even with limited proficiency in another skill.	"If a student lacks a particular skill, I can help him or her to take ownership of their learning by teaching strategies for student ownership, no matter where he or she stands in terms of other skills."	

# SECTION II

---

## CONFIRMING OUR PRACTICE

### ACTIVITY 1

This section includes one activity designed to facilitate reflection and discussion related to the Reaching Every Student modules.

**Total Time: 30–40 minutes depending on depth of the conversations**

## A.S.K. Yourself! Adapt. Share. Know.

**PURPOSE:** All students bring different strengths and needs to the learning experience. This activity’s intent is to consider ways teachers modify their practices based on students’ strengths and challenges to increase ownership of learning through formative instructional practices. For this activity, teachers will consider the needs and strengths of a particular student to complete the **A.S.K. Yourself!** graphic organizer. Then, teachers will share their ideas with a partner or a small group.

### WHAT YOU’LL NEED

**Facilitator Resources:** *A.S.K. Yourself! Graphic Organizer*

*Blank and Completed Student Cards*

**Participant Resources:** *A.S.K. Yourself! Graphic Organizer*

*Blank and Completed Student Cards (cut prior to meeting)*

### INSTRUCTIONS:

1. Ask teachers to choose a completed student card or fill in a blank card with the characteristics of a particular student, reflecting especially on the student’s strengths and challenges. Allow time for teachers to complete the blank cards, using the completed cards as a guide if necessary.
2. Ask each teacher to complete the **A.S.K. Yourself!** graphic organizer about their selected student.
3. Place teachers with partners or in small groups to discuss their students and the aligning practices they chose.
4. Pose the following question to the entire group to wrap up this section: How can we best arrange the learning environment to ensure formative instructional practices are effective for all students? Allow time for discussion.

### CONSIDERATIONS:

- Answers may vary greatly depending on the modules the teachers took and the students they discussed.
- The conversations may lead teachers to think about their future practices. If so, allow time for teachers to enter into meaningful discussions.

## Blank Student Cards



<p>Name:..... Age/Grade:.....</p> <p>Strengths: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Other Information: .....</p> <p>.....</p>	<p>Name:..... Age/Grade:.....</p> <p>Strengths: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Other Information: .....</p> <p>.....</p>
<p>Name:..... Age/Grade:.....</p> <p>Strengths: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Other Information: .....</p> <p>.....</p>	<p>Name:..... Age/Grade:.....</p> <p>Strengths: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges: .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Other Information: .....</p> <p>.....</p>

## Sample Completed Student Cards



<p>Name: <i>Austin</i>. . . . . Age/Grade: <i>Grade 8</i>. . . . .</p> <p>Strengths: <i>Austin is eager to learn new skills and with some support can work collaboratively with peers. Good mathematical skills and ability to process information visually.</i></p> <p>Challenges: <i>Austin's disability impacts his ability to express himself verbally. His receptive and pragmatic language skills require support in most learning situations. Several of his IEP objectives relate to communication skills.</i></p> <p>Other Information: <i>With supports, he can master the learning targets in the general education setting.</i></p>	<p>Name: <i>Takeshi</i>. . . . . Age/Grade: <i>Grade 7</i>. . . . .</p> <p>Strengths: <i>Takeshi can convey simple information to his teacher and to his peers, and he can maintain a positive attitude even through frustrating situations.</i></p> <p>Challenges: <i>Takeshi is at Level 1 in terms of English Language Proficiency. He is just beginning to show limited control of English in grade-level classroom activities.</i></p> <p>Other Information: <i>Takeshi recently moved to the U.S. with his family from Japan and is still adjusting to cultural differences.</i></p>
<p>Name: <i>Anna</i>. . . . . Age/Grade: <i>Grade 9</i>. . . . .</p> <p>Strengths: <i>Anna reads and writes well above grade level and responds well to challenging learning experiences. She is passionate about social issues.</i></p> <p>Challenges: <i>Anna can get easily bored in class and becomes frustrated when she doesn't see relevant connections between schoolwork and the real world.</i></p> <p>Other Information: <i>Anna was identified as having superior cognitive abilities when she was 9 years old.</i></p>	<p>Name: <i>Nina</i>. . . . . Age/Grade: <i>Kindergarten</i></p> <p>Strengths: <i>Nina is a young learner and despite her challenges with communicating, she has a natural inclination to work with her peers and gets along with them very well.</i></p> <p>Challenges: <i>Nina is non-verbal, but she can understand most oral language. It sometimes takes extra time to communicate with Nina to check for understanding.</i></p> <p>Other Information: <i>Nina uses an assistive technology device to communicate.</i></p>

## A.S.K. Yourself! Adapt. Share. Know.

Using what you learned in the module, how might you modify your practices based on one particular student's strengths and challenges to increase their ownership of learning?

Ask yourself the following questions.

<b>A.S.K. yourself:</b> How would you...	<b>Based on _____ strengths and challenges, I can:</b>
<b>Adapt</b> clear learning targets to increase student ownership of learning?	
<b>Share</b> effective feedback with the student to increase their ownership of learning?	
<b>Know</b> that student made progress while increasing their ownership of learning?	
<b>How are these ideas suitable for other students? All of your students?</b>	

# SECTION III

---

## CONFIRMING OUR COMMITMENT

### ACTIVITY 1

This section includes one activity designed to help teachers set goals and take action based on what they've learned from their experience with the Reaching Every Student modules.

**Total Time: 20–25 minutes depending on depth of the conversations**



## Section III: Confirming Our Commitment

### ACTIVITY: ONE FACT, TWO IDEAS, THREE GOALS

**Purpose:** Teachers often use exit slips with their students to confirm learning or check for gaps in understanding. Here we extend the use of exit slips to goal-setting with adult learners. The purpose of this activity is for participants to set goals that confirm their commitment to reaching every student using formative instructional practices.

Teachers are asked to document:

- 1 new fact they learned,
- 2 ideas they want to try, and
- 3 goals they have for implementing FIP to meet all learners' needs.

Teachers are asked to share their goals with the group. Challenge teachers to collect and document evidence of the progress they are making towards meeting the goals as they plan and deliver instruction for student learning. Encourage ongoing collegial conversations about their progress and FIP implementation.

#### WHAT YOU'LL NEED

**Facilitator Resources:** *One Fact, Two Ideas, Three Goals Handout*

**Participant Resources:** *One Fact, Two Ideas, Three Goals Handout*

#### INSTRUCTIONS:

1. Ask teachers to review their notes and responses to the session's exercises.
2. When they are ready to begin, encourage teachers to thoughtfully consider their professional goals while completing the handout.
3. Ask each teacher to share one of their goals with the group.
4. Allow time for teachers to discuss and make changes to their goals based on conversations.

#### HERE ARE SOME THINGS TO CONSIDER:

- Teachers may want to connect their ideas to goals they have already set or to goals that contribute to the school's teacher evaluation process.
- If teachers would like to share resources they have used to help one another toward meeting their goals, encourage them to begin a list on chart paper. After the session, you can share the list with all participants.

## One Fact, Two Ideas, Three Goals

One fact I learned is:	1..... ..... .....
Two ideas I would like to try are:	1..... ..... ..... 2..... ..... .....
Three of my goals for implementing formative instructional practices include:	1..... ..... ..... 2..... ..... ..... 3..... ..... .....
My own ideas and others' ideas that I feel are important are:	..... ..... ..... ..... ..... .....