



REACHING EVERY STUDENT

PARTICIPANT HANDOUTS

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.

Misconception:	Why is this a misconception?	Correct the statement:	Provide a concrete example that supports your revised statement:
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."			

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>
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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.

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

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: