

- What are some potential implications for how I might adjust my own style (and/or response) to reach more “cultural synchronicity” with him/her? What more do I want to learn and/or pay attention to?

- What do I notice about this student’s non-verbal communication style (e.g. eye contact, gestures, facial expressions, needs for personal space, etc.)?

- What do I notice about how this student deals with emotion? What’s challenging for me in my responses? What have I noticed about their ‘triggers’? What more do I want to learn and/or pay attention to?

- What additional things do I want to learn about this student, and how will I create time and space to do this (e.g., their interests, values, triggers, dreams, self-perceptions, and identities)?

2. Creating An Alliance

BIG IDEA:

Explicitly make a “pact” to work together in the service of improving identified essential skills and understandings. This requires a trusting relationship and support to develop the mindsets that will enable the student to take ownership of their learning over time.

- What do I know about what “respect” (or disrespect) means to this student? If this student feels respect needs to be earned, how do I show I’m trustworthy?
- In what ways will I ensure that this student feels a sense of belonging in my classroom? How might I help the student feel connected to other students, connected to the subject matter, and feel that they have something important to contribute?
- How can I support this student to see value in the work we are doing? How can our learning stay relevant to this student’s life, interests and values? How can I support this student to regularly feel a sense of growth and accomplishment?

- What have I observed about this student’s mindset about her/himself as a learner and/or young person (based on their identity)? Does she/he tend to avoid or get excited about challenges? Does she/he view effort and deliberate practice as a way to improve, or worthless if it’s something they think they “just aren’t good at”?

- If this student’s mindset appears ‘fixed’ when engaging challenging work, how might I engage them around shifting this? How is my use of feedback and praise supporting a growth mindset (e.g., valuing effort, deliberate practice, self-correction, and persistence)?

- How might I use what I know about this student, and leverage the relationship I’ve built to help them invest into a learning or growth goal (i.e., forming a pact for success)? How can I make time and space to continue strengthening this ‘learning partnership’?

3. Formative Assessment for Independent Learning

BIG IDEA:

Through the use of effective formative assessments and feedback, both the student and teacher are increasingly clear about how the student is thinking about their learning, their academic strengths, and where specific misconceptions or skill gaps need to be addressed. The student learns to monitor their own progress and self-correct to become a more independent learner.

- What are this student's core academic and socio-emotional strengths? Does she/he display conscious, self-awareness of competency in these areas? How can these competencies be reflected to her/him?

- What is an essential skill(s) or growth area that I believe this student needs to work on in service of their accelerated growth and learning to be prepared for college & career?

- Is this student consciously aware of their skill level in this area? How could I support this student to invest in the deliberate practice of mastering this skill (w/ support)? How could this student self-monitor their progress?

From this reflection on developing a Learning Partnership, what feels most meaningful and relevant for my work with this student?

My Next Moves: