

What Good Teachers Should Do When Students are Failing

<p>Assess what is REALLY causing low performance and which interventions have been used.</p>	<ol style="list-style-type: none"> 1. Review Student Profile data. 2. Identify the learning challenges and what specifically is happening when it occurs. 3. Examine students' schedules and indicate the likelihood of other places where the learning challenges are occurring and not occurring. 4. Identify the interventions that have been or are being used to address the learning challenge/problem. 5. Identify possible contributing factors.
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Student Profile	Defining the Nature of the Problem	Attempted, Successful, and Unsuccessful Interventions
<ol style="list-style-type: none"> 1. Grades % and Letter Grade 2. Attendance and Tardiness 3. Behavior Referrals 4. Standardized Test Results 5. State Test Results 6. Observations Performance 7. Responsible Behaviors Observations Checklist www.achievementstrategies.org >templates and tools>learning environment). 	<p style="text-align: center;">What is the low performance?</p> <p style="text-align: center;">When is it occurring?</p> <p style="text-align: center;">Where is it occurring?</p> <p style="text-align: center;">How is the student responding to the feedback about low performance?</p>	<ol style="list-style-type: none"> 1. One-on-one tutoring 2. Classroom differentiation of curriculum, assessment, instruction, learning environment (Explain) 3. Correctives and test re-takes and/or assignment re-dos 4. Parent involvement 5. After-school program 6. Computer-assisted reading or math program 7. At-home computer use 8. Use of other support staff (e.g., special ed, paraprofessionals, psychologist, social worker) 9. Explicit teaching of learning-to-learn skills/study strategies 10. Other (Describe)

Contributing Factors (Why is performance the way it is?)
<ul style="list-style-type: none"> • Teacher (e.g., strategies, relationship, lack classroom resources) • Curriculum (e.g., too challenging, too easy) • Student (e.g., motivation, skills, low-confidence, lack prerequisites, socio/emotional issues) • Parents (e.g., lack skills at home, don't provide support, lack home structure) • Organization (e.g., too many students, lack resources, lack support systems) • Other

<p>Intervene to reduce or eliminate low performance/failure.</p>	<ol style="list-style-type: none"> 1. Select/create techniques, methods, or strategies to address the learning challenges and contributing factors (see the Differentiation Inventory www.achievementstrategies.org>templates and tools>intervention and support). 2. Create a failure reduction plan including short and long-term goals, indicators of success, strategies/methods, measures, and a timeline. <p style="text-align: center;">Best First Practices</p> <ol style="list-style-type: none"> 1. Create a plan with the low-performing student, share your optimism, and gain student commitment to the goal(s) and plan. 2. Teach learning-to-learn and content specific prerequisite skills. 3. Create/select correctives and differentiation activities/techniques and provide opportunities for re-taking tests or re-doing assignments.
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INTERVENE: Create a Failure Reduction Plan

1. Identify a short-term goal (5-10 days).	2. Determine indicators of success (Look fors)
Subject area/class What improvement(s) is desired/needed?	<ul style="list-style-type: none"> Consistent and on-time attendance Successful completion of in-class and homework assignments Grades of C and above on assessments Consistent participation in intervention services Demonstration of learning-to-learning skills and responsible behaviors
3. Identify Obstacles and What is Needed to Overcome Obstacles	4. What positive results might occur if the plan works?

Teach Learning-to-Learn Skills and Strategies		
<ol style="list-style-type: none"> 1. Memory Storage and Retrieval 2. Notetaking 3. Vocabulary Attainment and Development 4. Writing/Summarizing 	<ol style="list-style-type: none"> 5. Reading for Information and Literary Analysis 6. Self-assessment and Adjustment 7. Self-Advocacy 	<ol style="list-style-type: none"> 8. Problem Solving 9. Interacting (i.e., speaking, listening, collaborating) 10. Goal Setting/Planning 11. Decision Making 12.

Create and Use Scaffolds Activities, Strategies, and Tasks for Learning Success		
<p>Correctives . . .</p> <ol style="list-style-type: none"> 1. teach the same material in a different way than the original method. 2. involve students in a different way than the original involvement. 3. provide students with successful experiences <p>Examples of Correctives</p> <ul style="list-style-type: none"> •re-teaching •alternative textbooks and materials •workbooks •academic games and simulations •small group study sessions •individual tutoring •learning centers and laboratories •computer-assisted instruction •audio and video productions •slide shows from lectures and demonstrations 	<p>Differentiate the Content</p> <p>Vary what students will learn and the materials that represent the content.</p> <p>Differentiate the Learning Environment</p> <p>Vary the classroom conditions that set the climate, expectations for learning, and physical conditions</p>	<p>Differentiate the Process</p> <p>Vary the activities through which students make sense of key ideas using essential skills.</p> <p>Differentiate the Product</p> <p>Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.</p>

<p style="font-size: 1.2em; font-weight: bold; margin: 0;">M</p> <p style="font-weight: bold; margin: 0;">onitor the plan, adjust, and celebrate.</p>	<ol style="list-style-type: none"> 1. Review the look-fors (i.e. success indicators with the student. 2. Recognize incremental progress and determine what created positive results. 3. Adjust the plan and strategies and/or establish a new goal. 4. Share the feedback with other teachers, parents, and support staff. 5. Radically celebrate progress and provide encouragement and optimism.
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