

Bronx Arena High School

Blended Instruction Teachers' Manual



*Developed by Bronx Arena staff with support from Eskolta School Research and Design
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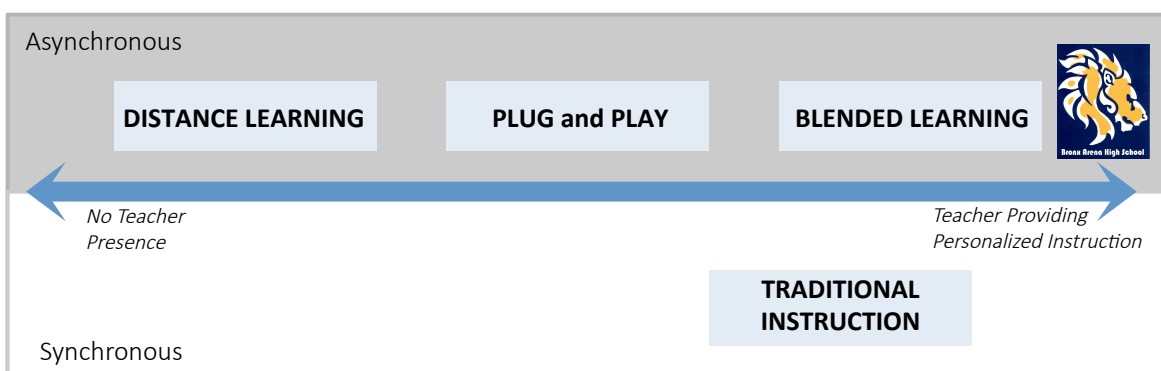
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The purpose of this manual is to provide teachers who are new to Bronx Arena High School, and who are new to teaching in a blended learning environment, a clear sense of key instructional practices within the model.

What is Blended Learning (and what is it not)?

Bronx Arena's overarching mission is to personalize the school experience for our students. We work to ensure students are getting the kinds of support that fit their individual needs, including social emotional, instructional, and post-secondary planning. **Blended learning is the instructional component of Bronx Arena's efforts to personalize school.**

To successfully uphold the mission of Bronx Arena, it is important that teachers are clear about what blended learning is and how it differs from other teaching methods that incorporate technology into the classroom. It is contrasted with other instructional models below:



Blended Learning is Not:

Distance learning: Students are engaged in a curriculum or lessons without a teacher physically present. Students complete coursework on their own, usually online. In some cases, the teacher may give feedback and instruction on completed assignments.

Plug and play: Students progress through a digital curriculum while a teacher is present to supervise them. The teacher may circulate around the room to keep students on task, provide clarification around course requirements, or help students navigate the tasks and assignments. However, the teacher is not responsible for individualizing or differentiating curriculum or providing instruction or lessons beyond what is already in the curriculum.

One of the biggest mistakes that teachers who are new to blended learning make is to confuse blended learning with distance learning or plug and play. In those models, a student may do most of the work with little or no assistance from the teacher. Teachers sometimes think that, like in distance learning, the teacher's job is to wait for the students to complete a task and then give feedback.

People also sometimes believe that doing activities such as adding technology to a course, making a class-specific website, having students post assignments online, or having students hand in assignments digitally are the equivalent of teaching a blended classroom. Though these activities may be present in blended learning, they are only one aspect of the blended learning approach.

Blended Learning is:

Blended learning: At Bronx Arena, students are in a classroom with teachers providing instruction, but students work through the curriculum at their own pace. Students enter the class, access the curriculum (often online) and begin working wherever they left off last.

The role of the teacher as an active facilitator of learning is extremely important in the blended classroom. Teachers regularly assess students' progress and design strategies and interventions suited to each specific student's individual needs such as one-on-one support on a specific skill or a mini-lesson for a subset of students. At the same time, other students in the blended classroom are engaged in their own work at their own pace, allowing for more differentiation and individualization than is often possible in a traditional classroom.

The Competency Tracker

The Tracker is central to the success of blended instruction at Bronx Arena. It is an online tool that organizes information about students, their performance on coursework, and their overall progress toward graduation.

Tracker features include:

- Indications of tasks students are currently working on and the status of that work
- A “Task Bank” measure of students’ recent productivity
- Indications of students’ progress through courses and their grades on coursework
- Measures of student progress across different competencies
- Aggregate measures of class productivity and attendance over time
- Reports of where students are working on the same tasks and/or competencies
- Reports of student progress on credit and Regents requirements for graduation
- Interactive goal-setting and planning

Because blended instruction calls for teachers to be highly responsive to student needs and well-coordinated within their various instructional roles, the Tracker works best when teachers regularly enter responses and grades to recent student work and frequently check for updates on student progress from other teachers. This provides teachers with access to a real-time, comprehensive picture of students’ experience, which supports more consistent and coordinated planning, differentiation, and feedback.

Know your Students

To provide the individualized support that is central to blended learning, teachers must get to know how each student learns best, how they tend to interact within the classroom, and how they prefer to get feedback. For most students, the easiest way to do this is to ask them directly. Even if they don’t know their optimal learning style, they will at least know from past experiences and other schools what *doesn’t* work. This information is a starting point for finding strategies that work for them, which can be further honed as the teacher builds up their working relationship with each individual.

This knowledge of students is essential to apply to the process of planning, differentiating, and giving feedback within the blended model, as detailed in the following sections of the manual.

What Does Planning Look Like in a Blended Classroom?

Planning in the blended classroom is dependent on the monitoring and ongoing assessment of each student's progress through both the sequence of tasks and subskills of a course as well as the macro picture of competency development and longer term goals of students. In planning weekly facilitation, the first step is to look at the Tracker to determine where your individual students are in relation to the relevant courses and their macro-level goals. Next, teachers must decide what students need in order to move forward in their work. Specific students may need task-specific support, and others may need some content reviewed or to do goal-setting/reflection. Some students may need individual or small group instruction on a related skill that ties to a broader focus competency they are working on or support connecting the work to other broader learning focus areas of their individual program.

Robust communication with co-teachers is critical to ensuring that you have an accurate picture of the work students have completed and that you can find ways to collaborate on providing coherent and complementary supports. Additionally, in your planning, you must make sure that all students are continually receiving a variety of experiences in different facilitation modes. For example, no student should go several weeks without experiencing a mini-lesson, peer-to-peer interaction, or discussion.

Be Aware: with frequent feedback and assessment, it is easy to get caught up in day-to-day or weekly goals for students and lose sight of the bigger picture. If you notice that most of your plans are just mapping out task completion (i.e. Student will complete tasks A and B), you may be involved more in task management than actual planning around student learning needs. Keeping the long-term goals of competency development as a main consideration in mapping out instructional moves and what student will demonstrate can help you avoid this trap.

On a fundamental level, much of the planning for the blended classroom should come directly from regular attention to strengths and weaknesses in students' work as well as their self-reflections on their

Using the Tracker for Planning

- **Student progress:** Teachers look at the Tracker to determine where students are in their courses and plan accordingly.
- **Road map:** The Tracker provides a clear map of the competency and credit needs students have and the progress they need toward graduation.
- **Common skills:** Teachers can see where students have similar assignments or are working on the same skills.

learning. Students are actually encouraged and empowered to comment openly about their progress in the class. The norm should be for students to tell you the areas in which the he or she wants and needs future assessment and support.

Once you have identified the needs of the students in your class, you have to decide what to cover and which facilitation modes (see list below) you will use in the coming week. After determining this, you must then plan how you will organize each mode. For example, if you choose to do One-to-One Support with a student, you must plan beforehand what your goals for the One-to-One meeting will be. Or, if you are going to pull four students for a Small Group Mini-Lesson, you must plan the targeted Mini-Lesson. Rubrics and guidelines are available on the Bronx Arena Google Drive for how to effectively implement each of the facilitation modes.

Bronx Arena Blended Instruction Facilitation Modes

- 1) **One-to-One Support:** The teacher goes to a student or group of students and, based on the teacher's observations of the students' progress, assists them with their learning. This assistance can be around mastering a skill, completing a task or understanding content. Facilitation and guidance should be informed by an understanding of each student's previous work and progress up to that point. The teacher should work with students to set immediate task related goals/objectives, identify the steps that need to be taken to achieve those goals/objectives, and have a concrete exit strategy for when the students can be left alone to continue working independently.
- 2) **Small Group Mini-Lessons:** The teacher identifies a group of students who need direct instruction on a specific skill or on specific content. The teacher then gives a structured mini-lesson to this group. The mini-lesson should include a clear goal/objective and assess whether or not students achieved the goal/objective.
- 3) **Small Group Discussions:** The teacher identifies a group of students to participate in an in-class discussion. This discussion should have a specific goal/objective, follow a structure/protocol determined by the teacher or students, and assess whether or not students achieved the objective.
- 4) **Conferencing:** The teacher schedules a time for the student to come to the teacher for a one-on-one meeting. Conferences can focus on a student's academic or behavioral progress. Possible topics for conferences include discussing focused competencies,

individualizing a student's work on a challenge and setting pacing and timelines for the student's academic progress. Conferences should have clear goals/objectives and a system in place to follow up on those goals/objectives.

- 5) **Whole Group Instruction:** The teacher identifies content, a specific skill or directions to a task on which the entire class needs teacher-led instruction. This can take the form of a structured mini-lesson, discussion, or experiential learning experience. Whole Group Instruction should have a specific goal/objective, follow a structure/protocol, and assess whether or not students achieved the goal/objective.
- 6) **Peer Interaction:** The teacher identifies two or more students who would benefit from working together on a specific task. The teacher provides the students with a clear goal, a clear structure/protocol to follow as they work together, and assesses whether or not students achieved the goal.
- 7) **Circulation:** The teacher approaches a student to check the student's progress or, if the student is not actively progressing in his or her work, to get the student back on track. This type of intervention can occur when a student has a clarifying question about the work (such as "What am I supposed to do next?") or when the student is engaged in off task activities such as surfing the Web or having a side conversation with a fellow student. *(Note: There will be times when a student calls a teacher over to answer a clarifying question and the intervention starts as Circulation. However, in answering the clarifying question, other areas in which the student needs support may surface. When this occurs, it may become a One-to-One Support.)*

Common Challenges within the Blended Model and Potential Strategies to Apply

Planning	
Challenges	Potential Strategies
<ul style="list-style-type: none"> How do I prepare engaging techniques for one-on-one support and adjust them for different individuals? 	<ul style="list-style-type: none"> Share facilitation plans with other teachers. Pull ideas from the Arena Mini-lesson Bank in Google Drive.
<ul style="list-style-type: none"> How can I best keep up with individualized planning when it is largely dependent on recent student progress and feedback that is not always forthcoming? 	<ul style="list-style-type: none"> Grade first, then plan Update Tracker: <i>All teachers</i> need to grade, give feedback, and update the tracker so that everyone has an accurate read on student progress. Implement student-led goal-setting and check-ins to measure progress.
<ul style="list-style-type: none"> How can I provide students with discussions or mini-lessons when there is only one student who needs this? 	<ul style="list-style-type: none"> Consult with CSTs and generalists and pull students who need this support from more than one arena.
<ul style="list-style-type: none"> How can I communicate with students, generalists, and other CSTs about mini-lessons? 	<ul style="list-style-type: none"> Use the Goal-Setting calendar on the Tracker Create a shared Google Calendar Send email reminders to all involved staff.
<ul style="list-style-type: none"> How can I keep up with planning objectives over the whole week? 	<ul style="list-style-type: none"> Try to find commonalities between students to group them (by skill or topic). Plan course arcs to follow with students. Use objectives from the task to guide you.

How Do Teachers Differentiate in a Blended Classroom?

In order to effectively teach in a blended learning environment, the teacher must know the curriculum as well as teachers in traditional classrooms know their curricula. Teachers must understand where students are and where they are going at all times in any given course. Though most of the curriculum in the blended learning model is online and accessible to students at all times, classes are not limited to students just working independently on the lessons and tasks on their computers—most courses include mini lessons that involve groups or the whole class.

Based upon the students' needs, the teacher should supplement the online curriculum with in-person lessons, enhancements and a variety of strategies to ensure that the students are learning the necessary material. For example:

- For specific students, some of the **online lessons and tasks can be taught by the teacher as mini-lessons or structured as discussions**. Not every lesson and task needs to be completed by students independently. If, for example, there is a student who is having reading comprehension issues, the teacher may do an online lesson that is heavy on reading as a guided out-loud reading activity. Another online lesson may be done as an interactive mini-lesson. (see *Bronx Arena Blended Instruction Facilitation Modes*, pp. 5–6) Based on the teacher's knowledge of the students, it is incumbent upon the teacher to decide on the most appropriate way for lessons and tasks to be delivered to individual students. The teacher is free to deviate from the online task and individualize for the student to fulfill the requirements of the task.
- If students need to develop a concept or skill beyond what is in the curriculum, teachers should **create additional, or modify current, mini-lessons or activities** that will support the students' learning around that concept or skill. Teachers should not feel limited by the online curriculum.

Using the Tracker for Differentiation

- **Goal-Setting** – The Tracker provides data that informs goal-setting and allows teachers to advise students on how to spend their time.
- **Gaps in Progress** – Looking at the Tracker allows teachers to see what subjects students are avoiding and address this.
- **Targeting Instruction** – Teachers can reference the Tracker for concrete evidence about competencies where students are lagging.
- **Grouping** – Teachers can group students based on where they are in the course using the common work report or gradebook in the Tracker.

- Teachers can support students writing by referring students to lessons in the Bronx Arena **Mini-lesson Bank in Google Drive**. For example, if students are having difficulty writing in complete sentences, using capital letters correctly or writing fully developed paragraphs, teachers should assign or facilitate learning experiences that use lessons and tasks in the bank that teach these skills.
- If, upon looking at student work, a teacher feels that a student needs more information on a specific topic or skill in order to complete a challenge or revise a task, the teacher should **bring in supplemental material to support the student's learning**. This material can include teaching tools such as manipulatives, visual aids, additional texts, etc. Note that it is occasionally challenging to balance supplementing learning with keeping to the scope of the course. While courses in blended learning classrooms do not have time boundaries like in traditional education, students should be able to complete the credit in a reasonable amount of time (see *Differentiation Challenges and Strategies Box*, p. 9).
- Teachers can use a combination of digital and non-digital enhancements to supplement the curriculum. Depending upon the enhancement, teachers can use these as tools for teaching mini-lessons, opportunities for students to work independently, in pairs or groups, and opportunities for students to create a variety of products to fulfill the requirements for different lessons and tasks. Below are examples of ways to enhance the curriculum, many of which can be developed using online tools. This list is not comprehensive. Teachers should feel free to incorporate additional enhancements (such as posters, board games, and art) that are not included on this list:

Enhancements

- Create and share resources such as documents, forms, surveys, websites
- Create multimedia presentations (that students present)
- Create lessons to supplement tasks
- Do focused Regents preparation
- Create flashcards and vocab practice

Common Challenges within the Blended Model and Potential Strategies to Apply

Differentiation	
Challenges	Potential Strategies
<ul style="list-style-type: none"> How can I build my awareness of each student’s different skill sets? 	<ul style="list-style-type: none"> Conference with students individually about progress and areas of struggle, using the Tracker to uncover broader patterns. Assess students early on Meet with CSTs to uncover broader patterns
<ul style="list-style-type: none"> How can I help students feel comfortable with differentiation? 	<ul style="list-style-type: none"> Create an expectation for frequent use of multiple facilitation modes so those who need differentiation do not feel singled out. Be tactful when implementing multiple forms of student work within a lesson, and immediately address any negative comments from students regarding the work of peers.
<ul style="list-style-type: none"> How can I find the time to create regular and differentiated curriculum? 	<ul style="list-style-type: none"> Use the Tracker to group students based on progress in lesson or skill need (fewer lessons). Make a facilitation plan that is feasible (see Appendix A)
<ul style="list-style-type: none"> How can I best identify the places to differentiate within lessons? 	<ul style="list-style-type: none"> Find out students’ strengths and weaknesses: <ul style="list-style-type: none"> ○ Assess students academically ahead of time. ○ Look at students’ lowest grades. When creating lessons, make sure to develop additional differentiated materials as backup.
<ul style="list-style-type: none"> How can I balance supplementing the curriculum through additional learning opportunities/tasks with keeping the scope of the course manageable? 	<ul style="list-style-type: none"> When students get low grades and revise many times, count it as an additional task (Grading can be entered as “plus 1.”). If you know a lesson is especially long, break it down into multiple lessons.

What Does Feedback Look Like in the Blended Classroom?

When teaching a blended learning course, giving students regular feedback on their work is essential. **Students should be getting feedback, making revisions, and receiving targeted interventions/supports on the tasks leading up to each of their challenges.** The challenges themselves should not be considered complete until the teacher has looked them over and given feedback, and the student has integrated this feedback into the challenge if necessary. This feedback should be geared toward a specific aim of proficiency on the rubric or other measures of significant growth.

Strategies for Giving Feedback

(These strategies can be used verbally in One-to-One meetings or in writing)

Strategy 1: Use Strengths-based Approaches to Feedback

Two critical factors in how students perceive and apply feedback are their mindset about their own abilities and how fairly they think their work is being judged by the person giving feedback. Strength-based approaches can promote a growth mindset in students and positive feelings around the feedback being offered. This includes recognizing areas of strength alongside areas of struggle, providing space for student self-evaluation that is then reflected in teacher feedback, framing feedback on ways to improve as part of a natural learning process, and explicitly communicating high expectations and commitment to supporting students in taking the steps being suggested (see *Strengths-based Feedback*, Appendix B, for examples).

Strategy 2: Be Prompt, Timely, and Consistent

To give feedback effectively it must be done in a timely manner. Ideally, feedback will be given within 48 hours of when the student first turned in the assignment. This way, the student is still highly aware of

Using the Tracker for Feedback

- **Give process feedback** – Teachers find the Tracker more effective for communicating the status of work (complete, incomplete, missing, needs revision).
- **Provide immediate feedback** – The Tracker can be used to communicate small notes to students on the revisions they need to make, especially for digital assignments.
- **Track progress over time** – The Tracker serves as a single place for all feedback to be recorded and tracked, allowing the teacher and student to see overall growth over time.
- **Support Student Use** - Students benefit from using the Tracker to access feedback and track their own progress but can use guidance on how to do so.

what the assignment was and can best integrate your suggestions into your lesson planning. If you wait too long to return work with feedback on it, students will have forgotten the assignment and the feedback will have lost much of its relevance and power. Additionally, students might move forward in the meantime, working through a large amount of coursework while making the same mistake, resulting in a missed opportunity for growth and potential frustration. Similarly, if you wait too long to give feedback, it will no longer be as timely and relevant for your lesson planning. In-person feedback is always more effective than digital, so in those 48 hours you should plan to talk to the student, either as the main means of communicating feedback, or in addition to another form.

Strategy 3: Use the Competency Rubrics as a Basis for Feedback:

In Bronx Arena, every course challenge is aligned to specific school-wide Bronx Arena competencies. These competencies are Common Core-aligned and each has a rubric that defines what student work in that competency looks like at the 'Proficient,' and 'Exemplary' levels. Note that not all students will always be ready to reach the 'Proficient' level pre-defined in the rubric. Rubrics should be considered a guide and starting point and may be differentiated based on student needs. The student's end result may look different from the initial design of the assignment, but the skills the student develops should be aligned to the competency (see *Feedback Challenges and Strategies Box*, p. 14).

When giving students feedback it is essential that you make them aware of the competencies that they are demonstrating, in what ways they are meeting the rubrics, what specific areas they are doing well in, and what they need to do to achieve proficiency or move to the exemplary level in that area (see *Feedback Challenges and Strategies Box*, p. 14). Doing this is essential for several reasons. First, by clarifying to students the competencies they are focusing on, they gain an explicit awareness of what they are learning. This awareness will help them to learn these skills and competencies and consciously transfer this learning to other courses and contexts. In pointing out to students where they are on the rubric, you are giving them a specific and easy-to-grasp sense of what they are doing well and what they need to work on, both in the course and in their broader academic goals around competencies. And, by using the rubrics to show students what they need to improve, you are giving them clear and specific guidance as to the steps they need to take to make their work stronger.

Strategy 4: Give Feedback on Each Stage of a Major Challenge

In Challenges and Capstones, you should provide the student with feedback on each stage of the action plan. For example, if the assignment requires the student to begin by taking notes or

gathering data, give them feedback on that, before they continue on to the next step. Or, if they need to outline, first provide feedback on their outlines. This strategy is most effectively employed if each step of the process is treated as a specific assignment that requires feedback. Some students may end up rushing through multiple parts of a project, resulting in a deluge of feedback from the teacher that can feel overwhelming. Rather than sending everything at once, it is suggested that teachers space out the feedback in the sequence that was originally intended (see Strategy 2 and *Feedback Challenges and Strategies Box*, p. 14).

Strategy 5: Narrative Feedback

Effective feedback is more than simply writing “Good work” or “Nice job.” Though comments such as these may help boost a student’s self-esteem, they are vague and do not give the student any insight into what areas he or she is doing well, nor what areas he or she needs to improve. One of the most effective ways for a teacher to give feedback is to view it as a conversation between you and the student. For example, writing conversational phrases like, “I like how you describe this,” or “I’ve always been confused about this—you explain it really well in a way that I can understand.” Feel free to use humor. Comment on things that the students’ writing reminds you of and share questions that you have. If a student shares something personal or painful you can write, “I’m sorry you went through that—that sounds really rough.”

While still ensuring your feedback is clearly connected to the expectations for work as laid out in the competency rubrics (as noted above), the more personal and genuine your comments are, the more valuable it is to the students and the more it encourages them to put more effort into the work they do for you. Teachers who write personal, narrative feedback often find that when they hand back work students are excited to read the feedback. Comments that express interest, empathy, and concrete examples of where they demonstrated success or excellence can really inspire and motivate students to value what they’ve written and to write more.

Strategy 6: Proofreading

In order to prepare our students for college, they must realize that proofreading and revision is a fundamental and expected part of the writing process. Be explicit about the fact that they will be submitting multiple drafts for feedback and revision from the beginning and why this is important. Otherwise, some students who were not expecting it may react negatively to being asked to make changes (see *Feedback Challenges and Strategies Box*, p. 14). When completing assignments, students need to proofread their work. However, if you just tell them, “You need to proofread,” they won’t do it. Before you accept student work (especially the challenges) students must take time in class to proofread and you should hold them accountable for doing

it. During the first meeting, proofreading or revising should be done as a One-to-One lesson with the student. You shouldn't be proofreading their work every time you meet, so take some time at the beginning to think about when the appropriate moments for this type of edits will happen.

When you have students proofread in class, you need to require students to mark the corrections on their rough drafts if they are giving you a hard copy and monitor their work as they do it. Or, if their work is online, make sure they are making corrections on the computer. (In general, for first drafts, it is best for them to print them out and make corrections by hand. On the computer it is much easier for the eye to quickly pass over a mistake. On hard copies you can also easily see the markings and corrections that a student makes.) It's best to give them some practice early in the term and then build on that throughout the course.

The best way for students to proofread is to read over their writing out loud. By doing this they can often detect the most important mistakes. **Though ideally we would like them to catch every error with punctuation or spelling, what really matters is that they are demonstrating growth in skill in line with the competency they are working on.** To avoid getting caught up correcting many small errors, it can help to take a step back, consider the larger skill the student is working on, and focus on a few key pieces of feedback that address the development of that skill. Most students' errors are due to haste and a lack of rereading what they wrote. When they revise, they can usually correct the most serious problems.

Another approach to proofreading written work is to have them read each sentence of a composition separately from the end of their paper back to the beginning. This process forces them to focus on what each sentence says individually and not get lost in the flow of their writing.

Strategy 7: Allow Students to Revise Their Assignments

Students should revise assignments and make improvements based on your feedback and their proofreading. This process not only helps students develop their expository skills, but also reinforces and augments their learning of the content. ***Having students revise assignments is an essential part of communicating your high expectations to students and having them internalizing your feedback to grow as a learner.***

When giving suggestions for revision it is important to focus on a few items or areas. **Too many corrections on an assignment can destroy a student's confidence in his or her writing.**

Modulate the amount of your feedback based on your knowledge of what works best for each student, but often focusing on one or two areas for students to fix mistakes is more effective than addressing all revisions at once. Although grammatical mistakes and spelling errors are often the most obvious, it's often more important to focus on major issues such as clarity, coherence, organization, and development.

Common Challenges within the Blended Model and Potential Strategies to Apply

Feedback	
Challenges	Potential Strategies
<ul style="list-style-type: none"> How can I help students view feedback as something useful and not necessarily negative? 	<ul style="list-style-type: none"> Use strengths-based language and approach to giving feedback (see Appendix B for examples). Be explicit about the revision process; conference with students about what is expected and why in advance. Work on growth mindset – feedback & revisions as evidence of high expectations that they can meet. Modify rubrics and add bullets so that they are customizable and easy for students to self-assess. Teach students how to assess their own work using the rubric. Have students give their own feedback; print out the rubric for them to evaluate their work.
<ul style="list-style-type: none"> How can I best work with students who overload / speed through tasks and then become overwhelmed by feedback on everything at once? 	<ul style="list-style-type: none"> Conference with students about pacing and communication. Give feedback in sections, spacing them out following the intended sequence of the project. This may be multiple conferences with the student, always revisiting the macro goals. Use a team of teachers to give feedback and support follow-up on feedback. Tape a calendar or chart of what they are doing

	<p>(sometime students don't refer to the to-do list throughout the day).</p>
<ul style="list-style-type: none"> • How do I best balance giving feedback on broad goals vs. specific elements of student work? 	<ul style="list-style-type: none"> • Prioritize feedback on objectives of task and focus competencies, and address items when aligned to those. • Spread feedback over multiple sessions if there are multiple items to address. • Use multiple forms of feedback to ensure students are connecting item feedback to more holistic goals (oral, written, on essay, and in Tracker).
<ul style="list-style-type: none"> • What happens when the pre-existing rubric doesn't match up with the differentiation needs of a student? 	<ul style="list-style-type: none"> • Use preexisting rubrics as a guide, but adapt the rubric as needed. Though adaptations should not change the fact that the competency should remain the main consideration through which you give students feedback and connect progress to macro-level goals. • Create project-specific bullet points that clearly indicate expectations.
<ul style="list-style-type: none"> • What do you do if students ignore or fail to integrate feedback? 	<ul style="list-style-type: none"> • Know the student and how they best receive feedback (all at once, spaced out, on paper, etc.) • Use the tracker to regularly indicate that feedback has not been integrated. • Follow up in person! • Use a team of teachers to give feedback and support follow-up on feedback.

Appendix A: Sample Weekly Facilitation Plan

Below is an example of a weekly facilitation plan used at BAHS.

Mini-Lessons & Group Discussions	Day and Time	Location (Push-In/ Pull-Out)	Students	Competency/ Learning Strategy/ Focus	Objective(s)	Assessment	Materials
#1 - Period 3 ELA	Mon., 10:30-11:30	Room 223	<u>Arena 1</u> Student 55, Student 51	Write a clear, well-organized, and well-developed... Use evidence to support a valid argument	SWBAT write a well-developed paragraph analyzing a claim about freedom of speech.	SW write a paragraph supporting TS about Westboro-Snyder case that includes 3 pieces of analyzed evidence and 3-5 transition words.	
#3 - Senior Portfolio	Tues., 12:45-1:15	Room 223	<u>Arena 6</u> Student 9, Student 8	Break down an idea, problem, etc.... Attend to accuracy and precision	SWBAT break down chosen competencies in rubric into specific indicators to demonstrate in project at proficient and exemplary level.	SW add bullet point indicators to competencies to indicate how proficient and exemplary levels in each will be measured.	<i>Student 13 and Student 5 - Student 9 late; Student 8 not here</i>
#3 - Coming of Age/ Love-Hate/ Period 3	Tues. 10:30-11:00	Room 223	<u>Arena 4</u> Student 39 <u>Arena 5</u> Student 52	Write a clear, well-organized, and well-developed...	SWBAT develop and evaluate strength of a topic sentence.	SW complete worksheet identifying topic and main point, evaluating pre-written TS's, and then write and evaluate their own.	
#4 - The Wire	Thurs. 11:00-11:30	Room 223	<u>Arena 2</u> Student 8, Student 55t <u>Arena 4</u> Student 49 <u>Arena 5</u>	Analyze how an author develops ideas, concepts, characters, or literary elements of a story or text.	SWBAT define "direct" and "indirect" characterization. SWBAT identify an author's use of direct and indirect characterization in a piece by citing specific examples. SWBAT evaluate the impact of specific uses of direct and indirect	SW complete exit ticket defining both types of characterization, completing a chart identifying and analyzing effect of direct and indirect characterization in "Lamb to the Slaughter."	<i>students not here</i>

Summary of priorities for the week

Arena 6

- Student 1 - revisions to C1; choose a novel and start reading
- Student 2 - revisions to C1; choose a novel and start reading
- Student 3 - full draft of essay - pull out for writing time
- Student 4 - revisions to Love-Hate C1
- Student 5 - complete Capstone template
- Student 6 - any ELA progress
- Student 7 - finish poem and poem tasks
- Student 8 - choose competencies; rubric
- Student 9 - ditto
- Student 10 - Graduate
- Student 11 - through Summarizing
- Student 12 -through Paragraph tasks

Arena 2

- Student 13 - capstone template
- Student 14 - revise 1.10 paragraph; theme and documents
- Student 15 - full draft of essay - pull out for writing time
- Student 16 - complete all tasks in Conformity C1 before essay
- Student 17 - outline for C2 essay
- Student 8 - finish C1 tasks
- Student 18 - finish revisions to C1
- Student 19 - additional reading log
- Student 20 - goals for The Wire; outline C1 essay for Period 3
- Student 21 - finish story
- Student 22 - reading for an hour each day that he's here

Arena 5

- Student 23 - 1-2 tasks in Wire
- Student 24 - do mock presentation
- Student 25 - through paragraph tasks
- Student 26 - rubric for Portfolio; complete rough draft of C2

Student 27 - complete C1 essay; through draft of C2

Student 28 - finish C1

Student 29 - read and outline for Capstone

Student 30 - finish essay?

Student 31 - Amlid intro mini-lesson; first few tasks

Student 32 - Challenge 1 essay for Utop/Dystop

Arena 7

- Student 8 - draft intro and 1-2 body paragraphs
- Student 33 - revisions to C2; action plan steps for Capstone
- Student 34 - through Paragraph Part 4
- Student 35 - Amlid 1.6-8
- Student 36 - C4 and most of action plan for Capstone
- Student 37 - goal setting review from mock
- Student 38 - TYPE CHALLENGE 2!!

Arena 4

- Student 39 - through paragraph tasks
- Student 40 - plot and characterization for All American slurp
- Student 41 - add other sources to support throughout Capstone essay
- Student 42 - draft of all body paragraphs citing
- Student 43 - 5 C2 tasks
- Student 44 - finish C2
- Student 45 - tasks in Amlid through starting to read
- Student 46 - finish speech
- Student 47 - task a day towards P3 research essay
- Student 48 - check on whether wants to do mini-lessons?
- Student 49 - start Wire

Appendix B: Strengths-based Feedback

The following are examples of strengths-based and growth mindset feedback on student work generated by BAHS staff.

- *“You did a really nice job pulling specific evidence to support your point throughout the essay. Now, we will focus on adding some analysis so that your reader can fully see the connection between your great evidence and your thesis.”*
- *“Strong organization throughout this piece! Clear and easy to follow thanks to your use of transition words. For this round of revisions, we now want to expand on each of your points of evidence, making them really specific and clear for an outside reader.”*
- *“You've demonstrated significant growth in your analysis! I can see how hard you worked on this. Very nice job clearly explaining each example and making a tie-back to your thesis. Now, just a few minor grammar edits!”*
- *“You have a strong sense of voice present throughout the essay. I can really hear you as you read, which is an excellent strength to have as a writer. Now, we want to work on bringing some more organization to your strongly voiced thoughts. See my notes below for suggestions on how to start.”*
- *“I know I'm holding very high expectations for this piece, but that's only because I know you can meet them.”*