

Standard III **Element A**

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced above in Element A will be students who are able to understand their learning needs. By developing an understanding of how they learn best, students are able to advocate for their learning needs, apply new ways of learning, and evaluate the impact of new and different ways of learning to refine their knowledge of what works best for them.

STUDENTS:

5 *Advocate for their learning needs*

“Characteristics of Self-Advocacy

Students with disabilities require self-advocacy characteristics and skills for a successful transition from high school to post-secondary education. The process of developing self-advocacy skills should begin while the students still attend high school. It is important for students with exceptionalities to be aware of their rights and how to present themselves responsibly. Furthermore, students with disabilities are not exempt from such policies however they will need to learn how to **assertively** advocate for their needs without being aggressive.”

<https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/>

“Every day we added 10 more words — if I forgot, he reminded me. Every night, Riley practiced all of the cards until he had a vocabulary of 800 or 1,000 words and could put the words together. This isn’t an approach that works for most kids, but it boosted Riley’s confidence; by the end of the school year he was reading our fifth-grade texts and reading for his own enjoyment.”

<http://www.gettingsmart.com/2018/02/empowering-students-to-understand-and-advocate-for-their-own-learning-differences/>

6 *Communicate the value of new and different ways of learning.*

“Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to instructors, memorizing assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Implementation Ideas:

- Ask students to present their work to the class.
- Give students concrete, real life situations to analyze.
- Ask students to summarize similarities and differences among research findings, artistic works or laboratory results.
- Model asking questions, listening behaviors, and feedback.
- Encourage use of professional journals.
- Use technology to encourage active learning.
- Encourage use of internships, study abroad, service learning and clinical opportunities.
- Use class time to work on projects.”

http://www.crlt.umich.edu/gsis/p4_6

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



COLORADO
Department of Education

7 **Apply new and different ways of learning.**

By Larry Ferlazzo

“Transfer of learning” is the term used to describe applying what one has learned in a particular situation to another in a different context. This kind of extension could take place during a school year within an individual class when applying what is learned about one problem to another, to different and future classes, to home situations, and to a workplace situation (now and in the future) .

https://www.washingtonpost.com/news/answer-sheet/wp/2015/03/24/the-real-stuff-of-schooling-how-to-teach-students-to-apply-knowledge/?noredirect=on&utm_term=.dd27f4c41f38

Classroom Examples

Kindergarten: Students are working on Colorado Academic Standard 3: Emotional and Social Wellness in Health, Grade Level Expectation 3—Exhibit understanding that one’s actions impact others.

A kindergarten teacher notices his students are having difficulty understanding how their actions affect their classmates’ feelings. As part of Morning Meeting, he teaches a lesson on feelings using the video <http://www.youtube.com/watch?v=Eu-Ztd0XMUo> based on the book, *I Feel* by Tessa Court. He focuses on the emotion of “mad” to help his students understand when they and their classmates have this feeling. As part of the lesson, he provides students with role-play cards based on scenarios that have occurred in the classroom. He has each student explain why a classmate’s action might make them feel mad and how their friend can make them feel better. Throughout the day, he asks students what their friends may be feeling and how they can help them feel better. *(Plans lessons that reflect the relationship of intellectual, physical, social, and emotional development of students. Engages students in: Developmentally-appropriate learning.)*

Refer to this external resource for additional information:

- Website: “ESL-Kids”
<http://esl-kids.com/flashcards/feelings.html>
Website provides downloadable feeling flash cards.

Middle school reading, writing and communicating: Students are working on Colorado Academic Standard 1: Oral Expression and Listening, Grade Level Expectation 2—Small and large group discussions rely on active listening and the effective contributions of all participants.

A 7th-grade teacher implements numerous strategies in her classroom to promote collaboration and communication among students. *(Plans lessons that reflect the relationship of intellectual, physical, social, and emotional development of students.)* She teaches students the meaning of perspective and engages students in class discussions in which students are free to share their opinions and beliefs. To support students in working respectfully and collaboratively, the teacher models expectations for student dialogue by teaching students to use phrases, such as, “I agree or disagree with you because ...”, “I hear what you’re saying, but I wonder if this idea might work.”, “Can you explain that more for me?,” etc. She explains to students that although they may not always agree with a peer’s perspective, they can still demonstrate respect for another’s ideas. The sentence starters are displayed in the classroom for students to reference and build on as they develop their own examples of respectful dialogue. *(Engages students in: Developmentally-appropriate learning.)*

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



COLORADO
Department of Education

Planning/Coaching Questions

- How did you plan lessons that reflect the relationship between the intellectual, physical, social, and emotional development of my students?
- How do you benefit from the expertise of colleagues to improve your instruction?
- How will you use knowledge of students to engage them in developmentally appropriate learning?
- How will you provide opportunities for students to make choices about the resources and materials they will use?
- How did you engage students in creative learning experiences?
- How will you support students in identifying how they learn best?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)