Step Two – Anticipate Learner Variability – Get to Know Your Students

1. Find out what your students reading levels are, if they are in Special Education, ELL (English Language Learners), or have 504's. You will be able to find some of this data in school city, on student profiles in the portal or ask school counselors, administrators, reading specialist, ELL coordinator, or Special Ed coordinator for this data. The following information will help you with the programs that can help you find student data.

2. School City Instructions: (You will learn to use this at Great Beginnings Training)
http://safari.graniteschools.org/SAFARI/generated/embedlinks/584ef781a17c1a93a27fa88b546fb225.mp4

   and
http://safari.graniteschools.org/SAFARI/generated/embedlinks/cc2714a736c7477b7e8b7a6c1658889b.mp4

   and Reports
http://safari.graniteschools.org/SAFARI/generated/embedlinks/d14dda3ee4ac2022e63152ba7ad85bbc.mp4

   3. Log on to the Portal – Go to District Resources – Go to Student Profile

   Enter the Student Name and you will have access to Reading Scores (Dibels and SRI, SAGE, and Grades, Student phones numbers, if they are Special Ed, ELL and more.

4. Once you have your data – determine a code system and mark students that are currently Special Education students, ELL or are below grade level in reading on your seating chart or in your gradebook, so that you can provide instruction to meet the needs of these students. (Use a code you understand so that no one else sees this confidential information).
5. Work with your PLC to develop Common Formative Assessments to ensure students are learning the essential content.
6. Identify the available materials that can enhance student understanding and the manner in which they will be used. Instructional materials have clear academic value in enhancing the students' understanding of the content. Teacher is knowledgeable about ways that technology can support and enhance students' learning including the use of computers, calculators, internet, video…
7. *The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.*
8. Teacher engages in databased reflection with team and adjusts practice accordingly