

## **Workshop 7 Dossier Activities:**

- \_\_\_\_\_ Look at Strand B template questions and answer those that you can.
- \_\_\_\_\_ Choose 2 students for Strand B and write reasons as to why these students were chosen (Explanation of Student Learning. A). Use the template
- \_\_\_\_\_ Write goals for each of these students (Introduction). Decide on how you will show a starting point from which you will show growth (test data, formative assessments, etc.)
- \_\_\_\_\_ Plan on how you will meet (specific interventions) the goals written for each student.
- \_\_\_\_\_ Read Criteria for Success for Strand B for your Level pg. 23 in Requirements and Guidelines.
- \_\_\_\_\_ Begin working on template questions for Strand C.

### **Student X:**

- \_\_\_\_\_ Begin interventions that are specific to student X and will help student X meet his /her learning goals. Interventions should not be the same for the different students. Document and keep records of these interventions.
- \_\_\_\_\_ Analyze Student X's work to determine what it shows you about his/her learning. Make notes on papers, highlight, or otherwise show the reviewer what you are seeing when you look at his/her work and how this helps you determine what you will do next with this particular student.
- \_\_\_\_\_ Begin to identify up to four resources that you feel were relevant to Student X's understanding of the skill, concepts and/or understanding that was listed for each student. Keep copies of resources used.
- \_\_\_\_\_ Collect evidence (3-5 work samples) of what the student is learning in reference to the skill, concept or understanding that you identified for this student. Date and organize work chronologically. Label it with a brief description of the assignment (or attach a copy) that generated each piece of work. Work samples should show progress of achievement and reflect diverse ways of learning. Remove any identifying information. These work samples will be referred to in your writing.
- \_\_\_\_\_ Identify details, changes and patterns in student work that illustrate your explanation of how the student is learning. Write notes on how this work compared with other students in his/her class.
- \_\_\_\_\_ Periodically discuss student X's work with both the student and his/her parent. Look for factors that may be influencing their work and intervene accordingly. Keep records of these interactions.

### **Student Y:**

- \_\_\_\_\_ Begin interventions that are specific to student Y and will help student Y meet his/her learning goals. Interventions should not be the same for the different students. Document and keep records of these interventions.
- \_\_\_\_\_ Analyze Student Y's work to determine what it shows you about his/her learning. Make notes on papers, highlight, or otherwise show the reviewer what you are seeing when you look at his/her work and how this helps you determine what you will do next with this particular student.
- \_\_\_\_\_ Begin to identify up to four resources that you feel were relevant to Student Y's understanding of the skill, concepts and/or understanding that was listed for each student. Keep copies of resources used.
- \_\_\_\_\_ Collect evidence (3-5 work samples) of what the student is learning in reference to the skill, concept or understanding that you identified for this student. Date and organize work chronologically. Label it with a brief description of the assignment (or attach a copy) that generated each piece of work. Work samples should show progress of achievement and reflect diverse ways of learning. Remove any identifying information. These work samples will be referred to in your writing.
- \_\_\_\_\_ Identify details, changes and patterns in student work that illustrate your explanation of how the student is learning. Write notes on how this work compared with other students in his/her class.
- \_\_\_\_\_ Periodically discuss student Y's work with both the student and his/her parent. Look for factors that may be influencing their work and intervene accordingly. Keep records of these interactions.