

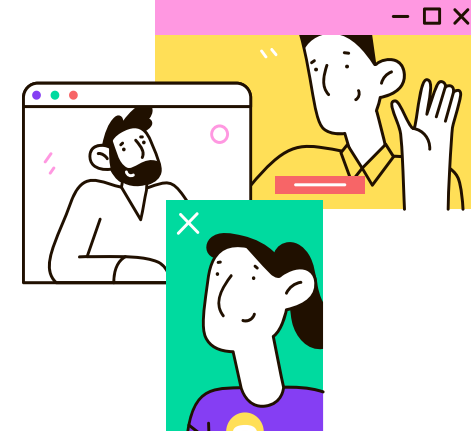
# Impact Student Learning

Choosing the best learning path for your student

by: Eduardo Sanchez

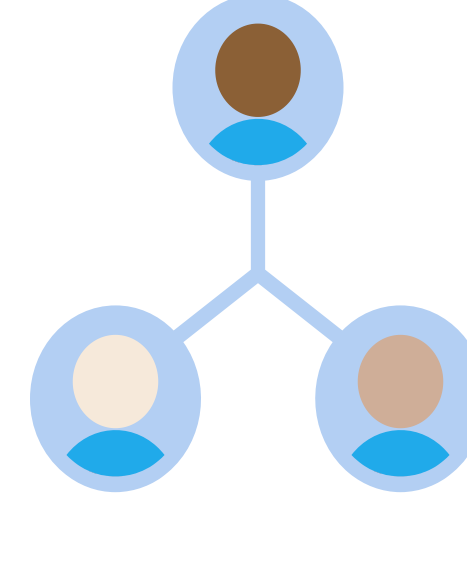
## Early Intervention

The sooner the student is identified as needing help the better the long term effect will be. When learning disabilities and/or difficulties are addressed later in a student's learning path they might already be compounded and more difficult to address.



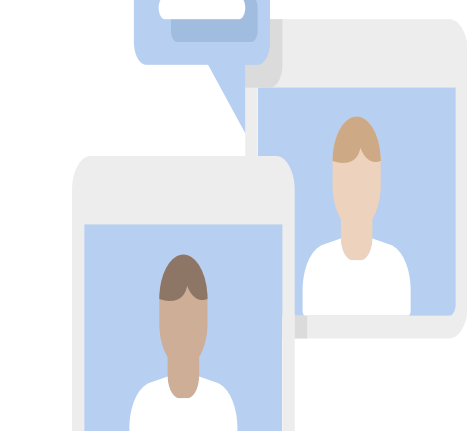
## Support

### Group Support



Identify the key stakeholders on the student's learning path.

Allow student to be involved in the decision making.

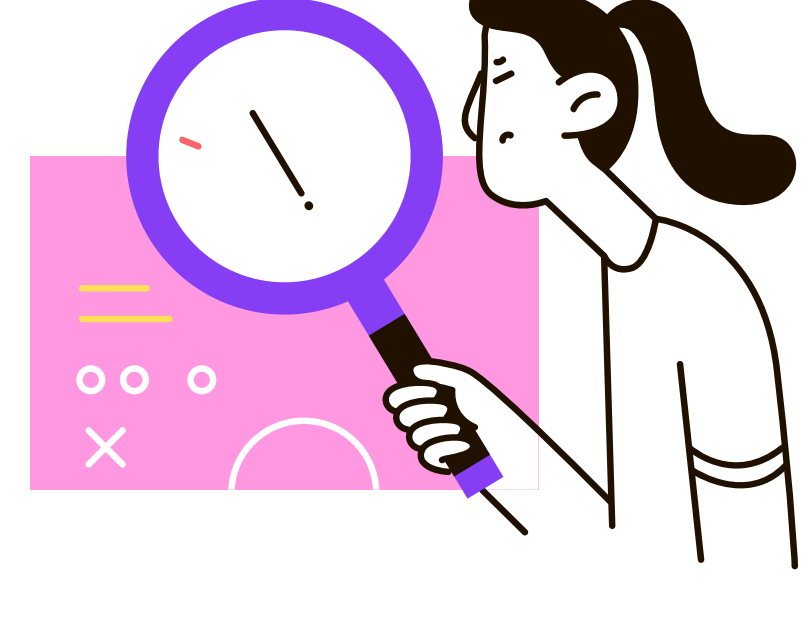


Meet regularly to check on student progress and emotional status.

## Plan

### Impact Strategy

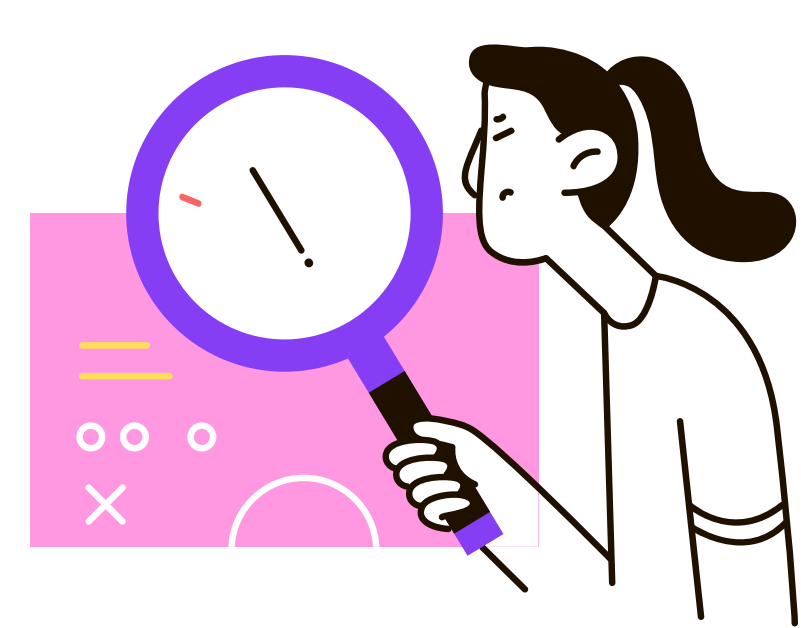
Use John Hattie's Influence on student achievement chart to decide what learning strategy better suits the student.



## Action

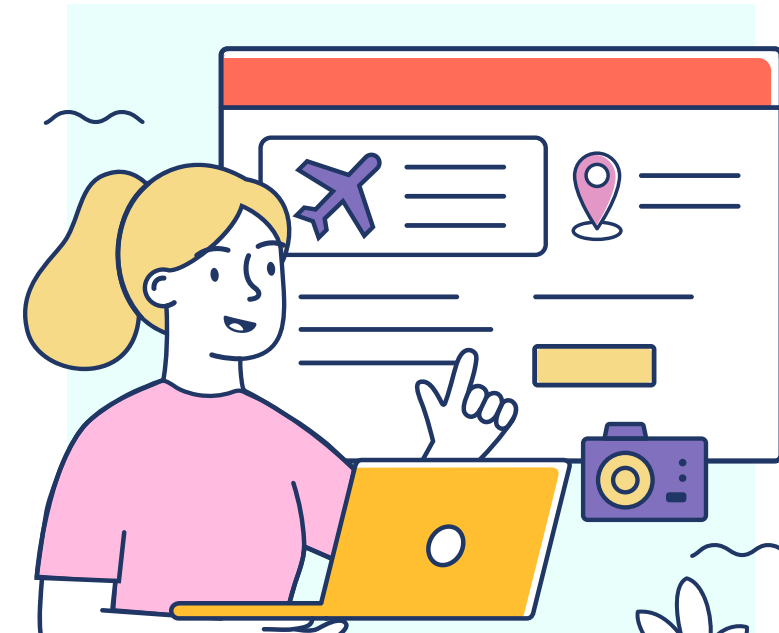
### Example: Strategy to integrate with prior knowledge (.93)

Hattie's research tells us that if a student is able to make connections to prior experiences in relation to what is being taught then "stronger comprehension and improved recall" is achieved.



## Student Autonomy

Give the student the opportunity to decide how to best showcase the knowledge learned.



## Engagement

### Student Interests

An engaged student will find where, who and how they learn best.



## Collective Teacher Efficacy

School leaders should dedicate some of the already allotted teacher's professional development time for interviews where the goal will be to identify data that shows: "a year worth of growth from a year's worth of input."



## School Recommendation

## Teacher Recommendation

### Ask yourself these questions:

What I want students to know, do and care about?

What are the barriers that will not allow students to reach that goal?

With YOUR answers build a UDL Classroom that will eliminate the barriers and help chose the best learning path for the students to reach that goal

### Learning strategies

Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

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