Learning Design Guiding Chart for Struggling Students
updated 1/27/14

Student(s) Profile
- Strengths, challenges.
- Interests
- Work habits, attitude, learning to learn skills/knowledge.
- Home support
- Concept/Content Skill Level

Program Timing
- Identify best learning times for high priority learning.
- Make the time as consistent as possible--same time each day.
- Enough time: make sure the child has the time chunks that work best for optimal learning. For example a child may have a 30-10-30 = 30 concept-10 break-30 practice model.
- Students at-risk should receive double time for priority concepts to make gains

Group
- Individual, small group, or whole class?
- Deliberate formation of a group to support social, emotional, academic needs of all members.
- Choose a group that works well together and supports one another.

Content/Pedagogy (Learning Design)
- A program that "pulls" rather than "pushes."
- Developmental program?
- Standards-based program?
- Priority standards?
- Program materials?
- Who will create/find materials?
- Concept? Practice?
- Tech integration?
- Cultural relevancy?

Teacher(s)
- skill level, high skill teachers for most at-risk students.
- teacher(s) who relate well to a student.
- number of teachers--too many can create confusion w/content, language, roll-out. Work towards consistency in this regard.

Feedback
- Consistency of feedback?
- What feedback motivates?

Assessment/Reflection
- What does assessment look like?
- How is it administered?
- Who is it shared with?
- How does it affect the learning design of the program?
- Opportunities for student self-reflection and student(s)-teacher reflection.

Home-School Communication
- Is there a point person?
- How do we empower this relationship?
- What can we do to enlist at-home community support?