

# Activated Learning Implementation Checklist

## Teacher Skill: Ability to identify and understand underlying EF challenges



Teacher can suggest EFs that may explain student behaviors

## Classroom Context:

### Specific, scientific, non-judgmental language to discuss learning



EF definitions and information about what EFs are is posted in room



Teacher regularly models own self-awareness and self-acceptance

## Use of Protocol:

### Whole class discussion of barriers and strategies, with notes posted\*

	1	Teacher states specific, measurable, agreed-upon, and achievable academic, behavioral, or social learning targets.		
	2	Teacher elicits student thinking about barriers to success of these targets		
	3	Teacher and students co-create strategies to be successful		
	4	Teacher instructs class to choose and use a strategy or strategies in their work.		
Frequency	1 x Per 2 Days	1 x Per Day	2 x Per Day	3 x Per Day (or more)

## EXAMPLE of USE OF PROTOCOL

Complete 4-page research essay in 2 working periods using our rough draft.

Barriers	Strategies
<b>Attention*</b> → Noticing repeated ideas. → Getting distracted and off-task. → Missing grammar mistakes.	→ Read essay out loud. → Number ideas → Headphones, quiet space
<b>Organization*</b> → Themes out of order in essay → Can't find materials	→ Peer-editor, read-aloud. → Print, cut up + sequence → Folders, enough space to work in

In this example, the children happened to be focused on attention and organization. They might have suggested other barriers that align with other EFs. Or, they might have suggested barriers that don't seem to align with EFs. All student ideas can be recorded.

## Assessment and Feedback:

### Emphasis on the value of student strategy work



Attention is paid to student use of strategy and feedback is given



Assessment notes made on student use of strategy (teacher/self/peer/etc)

\* Posted means written and displayed on any rubric, checklist, or board that students can refer to.