



## Reflective Process: Knowing and Valuing Students

To help you reach your instructional priorities, we offer this simple reflective process for the FFT's **Component 1b: Knowing And Valuing Students** that you can engage in individually or collectively as a school community:

### The Process

### Examples

Step  
1

Think of and state an *instructional initiative* at your school. *Name* specifically the *group of children* it seeks to positively impact.

We would like to provide **differentiated instruction** to better support our **multilingual learners**.

Step  
2

Review the initiative through the questions associated with each element of success:

#### **Respect for Students' Identities**

*How well do we know and respect our multilingual learners' intersecting identities?*

We engaged multilingual students in an identity map exercise at the start of the year. We can better use this to inform the differentiated texts we assign to students.

Step  
3

Use the answers to inform your professional learning goals and activities.

We need to model how to incorporate multilingual identities into text selection during January's pd.

Step  
4

Engage in this reflective practice every quarter to celebrate your growth and identify new opportunities to know and value students in support of your goals.

Let's review again in February and May.



## Reflective Activity: Knowing and Valuing Students

Whatever your educational priority may be, knowing and valuing students will help you reach your goals. Complete the worksheet below for your students and school community.

### The Process

### Your School

<p>Think of and state an <b>instructional initiative</b> at your school. <b>Name specifically the group of children</b> it seeks to positively impact.</p>	
<p>Review the initiative through the questions associated with each element of success:</p> <p><b>Respect for Students' Identities</b> <i>How well do we know and respect our multilingual learners' intersecting identities? How might we better respect their intersecting identities?</i></p> <p><b>Understanding of Students' Current Knowledge and Skills</b> <i>How well do we understand multilingual learners' current knowledge and skills? How might we better understand?</i></p> <p><b>Knowledge of Whole Child Development</b> <i>How well do we have knowledge of multilingual learners' language and whole child development? What new information might we need?</i></p> <p><b>Knowledge of the Learning Process and Learning Differences</b> <i>How well do we know the learning processes and differences within our group of multilingual learners?</i></p>	
<p>Use the answers to inform your <b>professional learning goals</b> and activities.</p>	
<p>Engage in this reflective practice every quarter to celebrate your growth and <b>identify new opportunities to know and value students</b> in support of your goals.</p>	