

I.4 Consolidating Our Learning

CHALLENGE

By the end of this session, educators will...

Summarize how thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined.

GOALS

- 1. To reflect on refinements and changes in personal thinking about learning disabilities.**
- 2. To identify key learning points about how to best know learners.**
- 3. To propose the next steps for each individual's and the group's professional learning.**

SUMMARY

During this facilitated learning opportunity, educators will refine their ability to articulate what they have learned about learning disabilities and their ability to develop a learner profile for a student. They will reflect on their previous and current practices and develop important next steps.

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants (including whether or not they have previously participated in one or more of the other modules), and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.4: Consolidating Our Learning	Summarize how thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined	A. Share the goals of the session B. Reflect on how your thinking has changed C. Summarize your key learnings D. Develop important next steps	Appendix 27 <i>Reflecting on How My Thinking Changed</i>

SUGGESTED ACTIVITIES

A. Share the goals of the session

- Explain to educators that the purpose of this session is to consolidate and review what has been learned about learning disabilities and developing a robust learner profile.
- Display the criteria for a robust learner profile that the group generated earlier in this module (see I.0 Learning Launch). Invite participants to reflect on any changes in their thinking that has occurred during these sessions. Note that it may have deepened, shifted or enhanced their earlier beliefs and understandings.
- Share the session challenge: By the end of this session, we will summarize how our thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined.

B. Reflect on how your thinking has changed

- Invite educators to individually reflect on how their thinking may have changed over the course of the sessions. You may wish to have them note their reflections using a chart such as the one in Appendix 27.
- Once participants have had time for individual reflection, ask them to rate the extent to which their thinking has changed, deepened, or shifted on a scale of 1 to 5, where 1 is very limited change and 5 is substantial change. Invite them to share their rating and a brief explanation with a partner.

C. Summarize your key learnings

- Organize participants into two concentric circles: individuals on the inside circle face out and those on the outside circle face in, so that each person directly faces someone in the other circle.
- Explain that you will ask a question, which the facing pairs will have two minutes per person to discuss. When the two minutes are over, the people in the outside circle will move one position to the right (the people in the inside circle will stay put). The new facing pairs will discuss a new question. Lead the group through this sequence three times using the following questions:
 - What are the most important things you have learned about learning disabilities?
 - When you think about supporting students with learning disabilities, what is top of mind for you?
 - What routines or strategies will you use to better know and support your learners?

Consideration: Adapt or add questions that are appropriate for your group. You might wish to invite a few people to share what they discussed with their partners and / or to suggest what common themes emerged from their conversations.

D. Develop important next steps

- Consider whether to invite educators to determine next steps as individuals and / or as a group. Depending on your context, gather questions that are now arising or requests to pursue further learning.

Appendix 27

Reflecting On How My Thinking Has Changed

CHALLENGE

Reflect on how your thinking may have changed over the course of the sessions you have participated in. You may wish to reflect individually using a chart such as the one before, sharing your thoughts and ideas.

I used to think...	Now I think...
Next Steps:	

DISCUSSION

Once you have had time for individual reflection, rate the extent to which your thinking has changed (deepened, shifted or sharpened) on a scale of 1 to 5, where 1 is very limited change and 5 is substantial change. Turn to a partner and share your rating along with a brief explanation.