This study guide is downloadable from the aha! Process website and designed to be used with the URL book. It also includes optional activities to be used after watching the URL DVD series.

Pre-Reading Activity

1. School as an Assessment Center or School as an Improvement Center

- Divide the room into two.
- Give each table a big sheet of paper and markers.
- Give half the tables this question on a note card:
  What happens in the place called "school" if it is an assessment center?
  (Examples: track kids, NCLB is stressed, compliance, teach to the test.)
- Give the other half of the tables this question on a note card:
  What happens in the place called "school" if it is an improvement center?
  (Ex: formative assessment stressed, growth is documented, all kids can learn culture.)
- Draw the under-resourced learner diagram from page 7 of this packet.
- Use words or symbols to fill the box labeled "school," and discuss what students who are under-resourced need to have at school or bring with them to school to leave as more resourced individuals.
- Post.
- Share out.
- Begin to set the conversation about *all student success and resourcing students.*

2. Situated Learning Activity
   a. Have each group fill out the chart below by using the phrases in the text box that follows.
   b. Discuss the completed chart.

	Just Plain Folks	Student	Practicing Individual or Apprentice
Reason with			
Act on			
Resolve			
Produce			

Source: Brown, Collins, & Duguid. (1989). "Situated Cognition and the Culture of Learning. "*Educational Researcher,18* (1), 32-42.

Well-defined problems	Situations	Symbols
Laws	Emergent problems and dilemmas	Casual models
Negotiable meaning and socially constructed understanding	Casual stories	Fixed meaning and immutable concepts
Conceptual situations	Negotiable meaning and socially constructed understanding	Ill-defined problems

Chapter 1: Assessing Resources

1. What does it mean to be under-resourced?
2. What are the nine resources identified in this chapter?
3. Rank the nine resources based on which ones you feel are most important for success in school and work. Explain why.
4. Complete an analysis of the resources you had as a middle school or high school student. Identify what or who helped you to develop resources and how.
5. Brainstorm other ways to assess student resources.
6. Do you plan for interventions based on the strength of resources? Do you use interventions based on the strength of resources? Do we involve the student in the planning for intervention?
7. Select one resource and describe the impact it has on school if it is missing; identify interventions that can be made to increase that resource.

Optional discussion and debriefing questions after watching URL DVD for Strategy 1

- Why is it beneficial for students to assess their own resources?
- What is the purpose of looking at resource bases?
- What are some examples of support systems? If a student is missing support systems, what are some behaviors a student might exhibit in school?
- Complete the "Steps to Follow" identified at the end of the DVD for a student or group of students.

Chapter 2: Relationships

1. What are the characteristics of relational learning?
2. Rate your campus on the seven characteristics of relational learning. What are your school's strengths and weaknesses?
3. What are the characteristics of mutual respect?
4. Consider a student you have in class or have had previously in class. What stage of the six stages of learning was s/he at when you first met him/her? How did s/he behave? What could you have done differently based on your understanding of the six stages of learning?
5. Identify ways to build mutual respect in your classroom and building.
6. Brainstorm activities that students can become involved in outside of school.
7. Describe methods for providing a safe environment.

Optional discussion and debriefing questions after watching URL DVD for Strategy 2

- Dottie Murdaugh shared a story about a student she had in class. Have you had any similar experiences with students?
- Debrief the vignette involving Maurice with a partner. Do you have a student who would benefit from having a similar conversation? ("What can I do to help you?")
- What are some methods you can use to help deal with students in difficult situations like the one in the fight vignette?
- Develop a building-/campus-wide plan to address the "Steps to Follow."

Chapter 3: Teach Formal Register and Story Structure

1. Identify another example for each of the five registers of language.
2. Explain the importance of casual register.
3. Explain the importance of formal register and its impact on student achievement.
4. Describe a situation that you witnessed or were involved in which register of language affected the outcome.
5. List examples of casual register that students use in your building and translate them to formal register.
6. Practice "Nonfiction Plan and Label" (explained on page 46 with a practice text on page 47).
7. Identify at least five vocabulary words/terms that are in formal register and are important to understand in your content area/discipline. Develop a strategy for teaching these words to students.

Optional activities
Words that make you cringe
- Give participants note cards and tell them to list words that make them cringe. (Give participants two minutes.) Examples: *fart, shut up, hate, chick,* etc.
- Ask the question, "What if you didn't have another word for that cringe word?" That is what it is like to have only casual register.
- Identify alternative ways to express this in formal register.

Formal/Casual Register: Personal Assessment (separate worksheet; see page 8)

Discussion and debriefing questions after watching URL DVD for Strategy 3

- Why do we need language? What is language used for?
- Explain what Dr. Payne meant when she said, "Specificity of language is linked to experience."
- What did you notice happened in the vignette when Dr. Payne approached Oscar in a friendlier style?

Chapter 4: Teach Tools for Negotiating the Abstract Representational World

1. Why is an understanding of the "paper world" imperative for students in order to be successful in the world of school and work?
2. What does the research on situated learning teach us about learning in our schools?
3. Explain what is meant by, "The more complex the process an individual is involved in, the more parts of that process need to be at the level of automaticity" (page 60).
4. What are some examples of mental models you use in your discipline/content area?
5. Explain why mental models are imperative in helping students learn.
6. Develop a list of question stems you could have students use to write questions.

7. Identify three ways you can modify the way you teach to help students learn based on the information in this chapter. Or, based on the information in this chapter, identify three instructional changes you will make that will have a greater impact on student learning.
8. How can you modify your content to make it more readily available for your students?

Optional activities

Content Area Abstract Review (separate worksheet; see page 9)

Revisit recent learning

- Have teachers meet in groups based on content area and discuss how they currently have students relearn learning targets/standards that are scored at less than proficient. Have groups share out.
- Then have groups brainstorm innovative ways they could engage students in the relearning. Have groups share out to learn new ideas.

Discussion and debriefing questions after watching URL DVD for Strategy 4

- Explain why people who want to be tailors first must learn how to iron.
- Give an example of mediation including the what, why, and how.
- How can your school building/campus address content availability?
- Discuss ways that you can immediately implement the "Steps to Follow" in your classroom/building.

Chapter 5: Teach Appropriate Behaviors and Procedures

1. Identify procedures you currently use in the classroom by completing the chart on pages 78–81. Highlight three or four areas that could use improvement.
2. Reflect on the voice you use most often in the classroom and your interactions with others.
3. Identify a situation in which you used the child voice; how did it help or hinder your getting what you wanted?
4. Identify a situation in which you used the positive parent voice and a situation in which you used the negative parent voice. Describe the impact.
5. Identify several phrases in the adult voice you can use in your interactions with others.
6. Identify ways to encourage appropriate responses to your interactions with students.
7. Brainstorm a plan for direct teaching appropriate behaviors and responses.

Optional activities

What does a safe environment look like?

- Give each table a big sheet of paper.
- Groups divide each paper into three sections.
- Have participants draw "safe" from the perspective of the student.
- Have them draw "safe" from the perspective of the family.
- Have them draw "safe" from the perspective of the community.
- Make sure many different colors of markers are available. Colors will provide another way to express "safe."
- Ask these questions:
    o   Do your children come to a safe school?

o Do parents send their children to a safe school?
o Does the community support a safe school?

"Box It Up"

- At the beginning of the session, teach the skill of "boxing it up" (reframing).
- Ask participants to write down three issues/distractions/thoughts that they are currently dealing with that will keep them from being engaged learners.
- Give each participant an envelope. Have them address the envelopes to themselves.
- Put the distraction papers in the envelopes.
- Ask the participants if they are willing to put all those things in the box. Tell them they can have them back at lunchtime.
- Have them physically put the envelopes in a box. Put the box on a shelf. Return the envelopes at lunchtime.

Optional discussion and debriefing questions after watching URL DVD for Strategy 5

- Explain what is meant by a "systems approach to discipline." Give examples of how you can develop a systems approach.
- Identify some of the most effective phrases Dr. Ruby Payne and Dr. Rita Pierson used to demonstrate the adult voice in the vignette.
- Identify some of the effective phrases Dr. Payne and Dr. Pierson used to demonstrate the positive parent voice.
- What is the purpose of using the positive parent voice?

Chapter 6: Six-Step Process

1. What is meant by the "effect-cause-effect" method?
2. Complete a grid for your class list using the grid on page 98 as a model.
3. After reviewing the curriculum calibration chart on page 102, record your thoughts and reactions to the research. Consider how much of your curriculum is on grade level.
4. Review the Marzano chart on page 103. Identify which strategies you use frequently in class and which ones you should use more often.
5. What forms of assessment do you currently use and why?
6. How can you use student artifacts to monitor your instruction?
7. Consider a student you currently have in class or have had in class previously. Answer the questions on page 107 and identify several interventions that may be (or may have been) effective with that student.
8. Identify which of the six processes discussed in this chapter are being used effectively in your building. What changes are needed to be more effective? How can you embed the six-step process in your building?

Optional discussion and debriefing questions after watching URL DVD for Strategy 6

- Explain the difference between assessment and accountability.
- Discuss how using the six-step process can help you:
  o keep track of students

- o increase student achievement
- Why is it important and beneficial to monitor individual students?
- What are some techniques Dr. Payne recommends for monitoring high-quality instruction?
- Explain what Dr. Payne meant when she said, "Grades don't tell us whether students are learning against standards." Do you agree or disagree? Why?
- Review the "Steps to Follow" with your colleagues. Discuss how they can be applied to your current situation.

Chapter 7: Build Relationships of Mutual Respect with Parents

1. Why is it so important to work with parents?
2. How can you involve support systems to help students be successful?
   a. Identify five suggested strategies from the list found on pages 112 and 113 that you will use. How will you implement the strategies?
3. Review the chart on pages 119 and 120 that identifies subgroups and ideas for involvement. Identify three ways to help meet the needs of all subgroups.
4. What are two new things you learned from this chapter that you will try with parents this year?
5. Review the scenarios on pages 129–134. Identify clues that are appropriate indicators of what is driving parent behavior. Identify appropriate questions to ask parents based on parents' identified motivation, then identify appropriate interventions based on this information.

Optional discussion and debriefing questions after watching URL DVD for Strategy 7

- According to Superintendent Jerry Chabot, how were home visits implemented in his school corporation?
- According to Dr. Payne, why is it important to engage parents in helping create a supportive environment for the school?
- Dr. Payne describes the three main styles of parenting. In your own words, explain the three styles and their approaches to choices, consequences, and parameters.
- What impact do choices, consequences, and parameters have on behavior and achievement?
- Discuss the vignette about Kelly and Darryl. Identify several effective phrases that Kelly, the principal, used to defuse the situation.
- Identify the key points from the "Next Stop: Harvard" vignette. What methods did the parent use, and how did the principal respond?
- Identify various approaches you can use at your campus/building to involve parents.
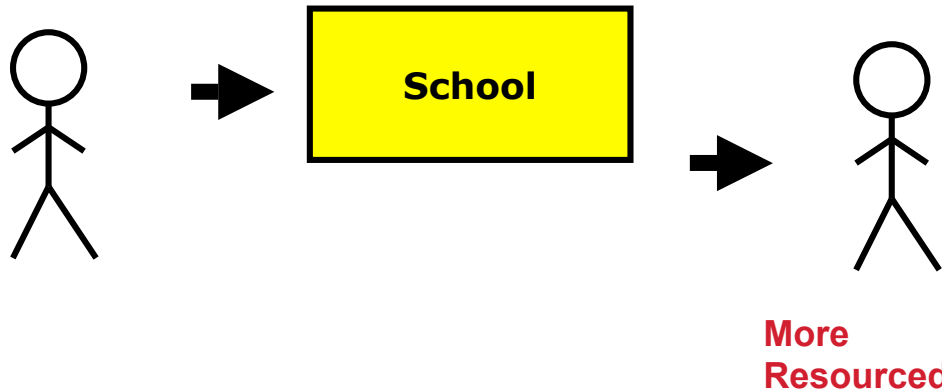
Chapter 8: Developing Community Collaboration Models to Address Under-Resourced Situations

1. After reading each of the three models for collaboration, explain why the models are effective.
2. Identify ways to incorporate strategies from these models in your own community and school district. Identify the key people who would need to be involved.

Optional discussion and debriefing questions after watching URL DVD for Strategy 8

- Identify core issues that may make a student unavailable to learn.
- According to Heather Conway, what impact has *Collaboration for Kids* had on communities?
- Identify one word or phrase that summarizes the comments Wendell or Marcia shared as they discussed the work taking place in their community with Menominee Indian School District. Explain your choice.
- Explain the importance of people in transitioning out of poverty.
- Agree or disagree with the statement that community sustainability is the most pressing issue in today's society.

Under-Resourced Student

School

More Resourced

Formal-Casual Register
Personal Assessment

1. If three positive comments to one negative comment is the goal, how am I doing with my students?

   _____

   _____

   _____

   _____

2. What am I doing to expand my students' knowledge of formal register?

   _____

   _____

   _____

   _____

3. Am I respectful of the casual register students bring to our classroom?

   _____

   _____

   _____

   _____

4. How do I discipline for poor word choice at school?

   _____

   _____

   _____

   _____

Content area	What's abstract?	How did I teach it?	How could I teach it?
Example: Math			