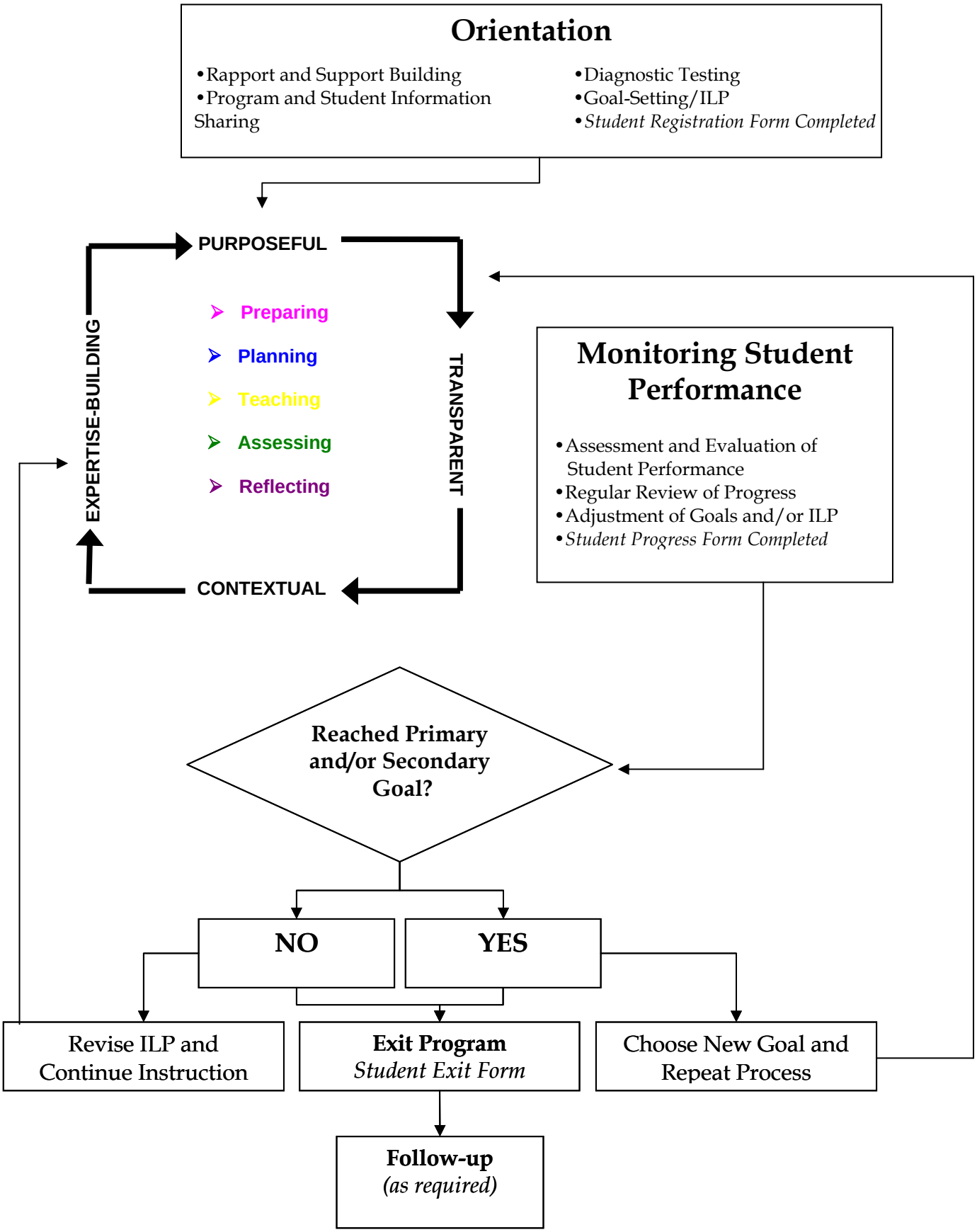
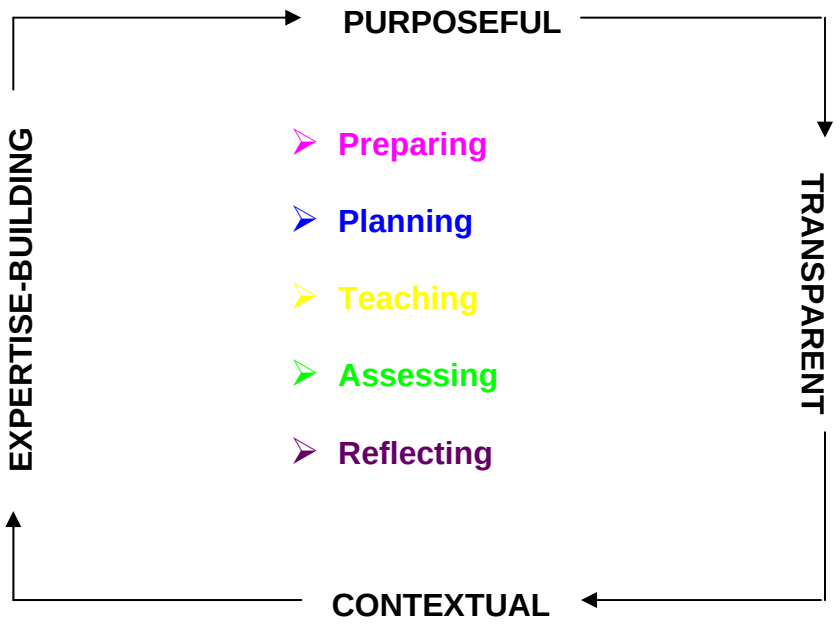
Student Experience Model



Revised 3/13/03 JF



Student Experience Model (SEM)
Instruction Component

- **Preparing**
  - *If working individually*
    - Determine learner's goals or purposes and prior knowledge about the area of interest.
    - Identify the Standard that will help the learner achieve his/her goals and the learner's prior knowledge about the Standards.
  - *If working with a group*,
    - Determine a shared goal or purpose and determine group's prior knowledge about area of interest.
    - Identify the Standard that will help the group achieve their shared goal and the group's prior knowledge about the Standards.

- **Planning**
  - Design a learning activity to address real-life concerns of the learner(s).
  - Identify or develop a method of assessment to capture evidence and report learning.

- **Teaching**
  - Carry out the learning activity.

- **Assessing**
  - Capture evidence according to the plan and report learning.
  - Observe and document evidence of performance of the standard by using the benchmarks.

- **Reflecting**
  - Evaluate and reflect on how what was learned is transferable to real-life situation.
  - Determine with the learner(s) next steps to help learners meet their goals.

ABLE Portfolio Instructional Process

Preparing	
Students Should:	**Teachers Should:**
• Participate in formal and informal assessments. • Create long-term goal(s). • Become familiar with program policies, expectations and services. • Become familiar with standards-based education.	• Work with the student to determine the student's goals and prior knowledge. • Take into consideration the student's background. • Consider the results of standardized tests, diagnostic assessments, learning style inventories and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student. • Identify the standard(s) that will help the student achieve his/her instructional goals. • Identify a shared goal or purpose when working with groups of students and, as with individual students, determine the appropriate standards and benchmarks.
Planning	
Students Should:	**Teachers Should:**
• Develop Individual Learning Plan. • Select short-term goal. • Choose steps and activities to accomplish goals in alignment with Ohio's standards and benchmarks, appropriate learning styles and strategies. • Determine end product to be used for assessment (evidence).	• Work with students to select curriculum and activities that align with Ohio's standards and benchmarks and that are at the appropriate instructional level. • Select authentic activities as learning opportunities. • Select learning activities that match students' learning styles. • Set up a method for maintaining student portfolios and recording progress. • Ensure that the learning environment is not only safe but also conducive to learning. • Produce written lesson plans to guide instruction.

ABLE Portfolio Instructional Process

Teaching/Learning	
Students Should:	**Teachers Should:**
• Participate in a variety of multi-sensory learning activities. • Seek help as needed. • Create end products (work samples) for assessment.	• Utilize a variety of teaching modalities—textbooks, authentic activities and supplemental materials. • Employ multi-sensory instructional activities. • Model learning strategies that will help students to become more strategic and independent learners. • Maintain a supportive, non-threatening instructional environment. • Offer instructional adaptations and accommodations to students whose learning would be assisted by them.
Assessing	
Students Should:	**Teachers Should:**
• Adjust strategies based on feedback from instructors and other students. • Evaluate what (knowledge or content) has been learned.	• Provide students with ongoing feedback on their progress. • Follow guidelines for monitoring student progress discussed in the *Assessment* and *Monitoring Student Performance* sections of the O-PAS Manual. • Follow instructions in test manuals for testing procedures and providing testing accommodations.
Reflecting	
Students Should:	**Teachers Should:**
• Evaluate and reflect on <u>how</u> what was learned is transferable to real-life situations. • Determine next steps.	• Determine which instructional activities were most effective in helping students achieve their goals. • Obtain students' perspectives of what activities were most useful to them in and outside of the classroom. • Determine, with the student, the next steps in his/her learning plan. • Consider what professional development opportunities would enhance effectiveness as an instructor.