Student Experience Model

Orientation

- Rapport and Support Building
- Program and Student Information Sharing
- Diagnostic Testing
- Goal-Setting/ILP
- Student Registration Form Completed

Follow-up (as required)

Monitors Student Performance

- Assessment and Evaluation of Student Performance
- Regular Review of Progress
- Adjustment of Goals and/or ILP
- Student Progress Form Completed

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.
### Preparing

<table>
<thead>
<tr>
<th>Students Should:</th>
<th>Teachers Should:</th>
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<tbody>
<tr>
<td>• Participate in formal and informal assessments.</td>
<td>• Work with the student to determine the student’s goals and prior knowledge.</td>
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<tr>
<td>• Create long-term goal(s).</td>
<td>• Take into consideration the student’s background.</td>
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<tr>
<td>• Become familiar with program policies, expectations and services.</td>
<td>• 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.</td>
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<tr>
<td>• Become familiar with standards-based education.</td>
<td>• Identify the standard(s) that will help the student achieve his/her instructional goals.</td>
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<tr>
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<td>• Identify a shared goal or purpose when working with groups of students and, as with individual students, determine the appropriate standards and benchmarks.</td>
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### Planning

<table>
<thead>
<tr>
<th>Students Should:</th>
<th>Teachers Should:</th>
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<tbody>
<tr>
<td>• Develop Individual Learning Plan.</td>
<td>• Work with students to select curriculum and activities that align with Ohio’s standards and benchmarks and that are at the appropriate instructional level.</td>
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<tr>
<td>• Select short-term goal.</td>
<td>• Select authentic activities as learning opportunities.</td>
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<tr>
<td>• Choose steps and activities to accomplish goals in alignment with Ohio’s standards and benchmarks, appropriate learning styles and strategies.</td>
<td>• Select learning activities that match students’ learning styles.</td>
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<td>• Determine end product to be used for assessment (evidence).</td>
<td>• Set up a method for maintaining student portfolios and recording progress.</td>
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<td>• Ensure that the learning environment is not only safe but also conducive to learning.</td>
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<td>• Produce written lesson plans to guide instruction.</td>
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ABLE Portfolio Instructional Process

### Teaching/Learning

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</table>
| • 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

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| • 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

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</thead>
</table>
| • Evaluate and reflect on how 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. |