



MODULE III PRE-ACTIVITY

UNDERSTANDING THE FACTORS LINKED TO STUDENT LEARNING

LEARNING EQUATION ACTIVITY

This interactive activity will engage participants before they view the *Understanding the Factors Linked to Student Learning* presentation. It is designed to heighten participants' interest to discover what really matters and impacts student learning. At the conclusion of the activity, participants should be interested in how school factors can reliably predict student learning from year-to-year and eager to see how student demographic factors are not linked to student year-to-year learning.

Directions

1. On chart paper, write the following word list: *school leadership, student ability, student motivation, class heterogeneity, student prior achievement levels, student race, school climate, student socioeconomic status, class size and teacher quality.*
2. On a second sheet of chart paper, create two vertical columns, **school factors** and **student factors**.
3. Ask participants to choose the top three factors from the word list that have the most impact on student learning and to write one item on each of three sticky notes (one on each sticky note).
4. Ask participants to place their sticky notes in the appropriate column on the School/Student chart paper.
5. Group participants' answers together in like rows under either the school factor or student factor heading. All of the "class size" responses, etc. are grouped together.
6. After participants have posted their choices, begin a discussion by noting patterns of answers.
7. If most answers are in the student factor group, ask participants what their evidence was for these choices. Listen, without judgment, to the responses but mention at the end that these factors have now been challenged as to their influence on student year-to-year progress and more information will be provided in the Understanding the Factors Linked to Student Learning PowerPoint.
8. If most answers are in the "school factor" group, ask participants what their evidence was for these choices. Try to elicit systemic, objective or large-scale evidence that school factors reliably predict student learning. Note that the participants will find it difficult to share this type of evidence.
9. This activity segues into making the case for why value-added measures are needed.