Chapter 5 Reflection Questions

Use the following questions to help initiate faculty discussions and assist faculty to examine the potential of implementing programs that offset poverty's negative academic effects on students.

1. For any student, but particularly students living in poverty, one of the most important school functions is becoming a proficient reader by the end of grade 3. What research-based strategies can you initiate at your school or district to help low-achieving students achieve at accelerated rates in the early grades?

2. How can you offer mentoring and peer tutoring to provide support for low-achieving students in your school or district?

3. How do the following teacher-to-student communications facilitate a growth mindset?

    • "Your writing project was well organized, but you need to add descriptive language. Review yesterday's notes and add descriptive language in the places marked."

    • "Great job! Be prepared to share in class today how you were able to solve the problem correctly."

    • "You kept working on your project until you got it right. Congratulations!"

    • "I recommended you for a tutoring session during your intervention and enrichment period beginning tomorrow at 11 am. Bring your last test, and a tutor will help you prepare for reassessment."

4. How can the *I do it, we do it, you do it* language (Fisher & Frey, 2007) help teachers foster student responsibility for their own learning? What challenges does this model present with implementation?

Source: Fisher, D., & Frey, N. (2007). Implementing a schoolwide literacy framework: Improving achievement in an urban elementary school. The Reading Teacher, 61(32–45). Accessed at www .sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf on November 21, 2016.