

APPENDIX A

Application of Learning Matrices

Directions: In each matrix, write the name of each student (one per box) and answer the high-leverage question in the space provided. Use the completed matrices to reflect on your practice and plan next steps.

High-Leverage Question:

What do I know about [student's name] living conditions?

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Next Steps:				

High-Leverage Question:

What assets, strengths, or cultural funds of knowledge does [student's name] bring to the classroom?

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Next Steps:				

High-Leverage Question:**What do I expect [student's name] to accomplish this year?**

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Next Steps:				

High-Leverage Question:

Is [student's name] "school dependent"? If so, what does this student most need from school to level the playing field?

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Next Steps:				

High-Leverage Question:**What do I do when [student's name] doesn't learn something I have taught?**

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Next Steps:				

APPENDIX B

Learning, Unlearning, and Relearning Summary Table

Directions: Use this table to summarize and capture your thinking as you read through the book, as well as to support your planning for taking action in your classroom.

Chapter 2 A Poverty Primer		
Learning	Unlearning	Relearning
What conceptions did you hold about poverty before reading this chapter?	How, if at all, did the chapter challenge your beliefs or thinking?	How might this “challenge to your thinking” or new idea be beneficial or helpful to you?
Chapter 3 Disruption 1: Building Caring Relationships and Advocating for Students		
Learning	Unlearning	Relearning
What conceptions did you hold about teacher expectations before reading this chapter?	How, if at all, did the chapter challenge your beliefs or thinking?	How might this “challenge to your thinking” or new idea be beneficial or helpful to you?

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Chapter 4 Disruption 2: Holding High Expectations and Providing Needed Support		
Learning	Unlearning	Relearning
What conceptions did you hold about teacher expectations before reading this chapter?	How, if at all, did the chapter challenge your beliefs or thinking?	How might this “challenge to your thinking” or new idea be beneficial or helpful to you?
Chapter 5 Disruption 3: Committing to Equity		
Learning	Unlearning	Relearning
What conceptions did you hold about equity before reading this chapter?	How, if at all, did the chapter challenge your beliefs or thinking?	How might this “challenge to your thinking” or new idea be beneficial or helpful to you?

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Chapter 6 Disruption 4: Accepting Professional Accountability for Learning		
Learning	Unlearning	Relearning
What conceptions did you hold about professional accountability for learning before reading this chapter?	How, if at all, did the chapter challenge your beliefs or thinking?	How might this “challenge to your thinking” or new idea be beneficial or helpful to you?
Chapter 7 Disruption 5: Having the Will to Take Action		
Learning + Unlearning + Relearning = Action		
Look back upon the reflections you recorded on this summary table. How has your thinking changed? What actions will you take and why?		