# Practical Strategies for Elementary School Inclusion

Forms, templates, information, and references to help make your inclusion classroom succeed. 

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SURVEY OF SCHOOL’S INCLUSION READINESS

Answering the following questions will help you prepare for successful inclusion.

1. What position do school administrators take regarding inclusion? To teachers? to students? to parents? Is this position written? spoken? assumed?

2. What official notification has there been about inclusion to the staff? the PTA? the community? the student body?

3. How does the ancillary staff (cafeteria workers, bus drivers, secretaries, custodians, security guards, etc.) treat special education students?

4. What does your school handbook say about special education and inclusion?

5. What inclusion workshops or other staff development opportunities are available in your district or county?

6. What videos or other support resources are in your school or professional library?
7. Who are the school or district psychologists? What hours or periods during the day are they available? Where are their offices? What are their phone numbers?

8. What position does the health office or nursing staff take in regard to distributing medication to students? What procedure is suggested to the teacher who has a student taking medication?

9. What is your school crisis plan for students exhibiting violent behavior or abuse? What steps are you expected to take?

10. What resource staff (guidance counselor, psychologist, social worker, nurse, dean of students) are available for emergency assistance to students during the class period? What is the recommended procedure for arranging an emergency visit by a student?
COLLABORATIVE TEACHING
DECISION-MAKING GUIDE

The following questions are meant to be a guide for your coteaching experience. How you and your coteacher respond is important to the everyday functioning of your class. First, answer the questions silently. Next, discuss your answers and determine collaboratively how you will proceed.

Communication issues

1. Which of you will be the “master of ceremonies” and introduce you both to students and parents?

2. How will you explain to students and parents the reason for the coteaching situation? (Caution: Check on how your administration is reporting inclusion in the student handbook and to parents. Adjust your answer accordingly.)

3. Who will communicate with parents?

4. How often and in what manner (letters, phone calls, visitations, emails, Web page on school web site) will you communicate with parents?

5. Who will take responsibility for communicating inclusion needs and successes to administration and colleagues, and how will these be conveyed?

6. When and how often will monitoring and evaluation of the collaborative effort take place (e.g., orally, at weekly planning session)?

Logistical Issues

1. How will the room be arranged for students—desks in rows, circle, groups?

2. Where will coteachers work and keep their professional and personal belongings?

3. How will teacher space be shared?

4. What materials will be used? Where will they be stored?

5. What space will be used for providing extra help or small group work?

6. Who will be responsible for clean-up of the shared space at the end of each class or day.
POSSIBLE ROLES IN COLLABORATIVE TEACHING

The following roles have generally been assumed by general and special educators. It is my belief that as the coteaching team develops collaboratively, there will be less definite assignment and assumption of responsibility and more blurring of roles. Both teachers will become more knowledgeable and proficient at working with all students.

<table>
<thead>
<tr>
<th><strong>General educator</strong></th>
<th><strong>Special educator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>High stakes exam expert.</td>
<td>Expert at dealing with aberrant behavior.</td>
</tr>
<tr>
<td>Supervisor of class routines.</td>
<td>Innovative with strategies and curricular development.</td>
</tr>
<tr>
<td>Aware of time constraints.</td>
<td>Recognizes potential behavioral conflicts.</td>
</tr>
<tr>
<td>Knowledgeable about subject matter, assignments, guidelines.</td>
<td>Knowledgeable about modifying instructional materials, tests, homework assignments.</td>
</tr>
<tr>
<td>Familiar with text and resources.</td>
<td>Knows support staff and their helping capabilities; is prepared to seek help as needed.</td>
</tr>
<tr>
<td>Cognizant of evaluation techniques for subject areas.</td>
<td>Coordinates CSE meetings, pupil personnel meetings and parent contact.</td>
</tr>
<tr>
<td>Aware of behaviors considered “normal.”</td>
<td>Expert on special needs students’ IEPs, BIPs, test modifications and regulations for implementation.</td>
</tr>
<tr>
<td>Has a repertoire of strategies and activities to promote academic success for mainstream students.</td>
<td>Good at developing and personalizing relationships with students.</td>
</tr>
<tr>
<td>Knows department personalities and operating procedures.</td>
<td>Ready to individualize assignments as needed.</td>
</tr>
</tbody>
</table>
HOW HOME AND SCHOOL CAN WORK TOGETHER

Family-school collaboration strengthens the school experience. Students who know that parents and school staff are working together are less likely to cause problems and more likely to get appropriate and timely assistance should problems arise.

Ways to reinforce positive behavior at home and school

1. Obtain and read a copy of the school behavior code with your child. Obtain and read a copy of the teacher’s classroom rules. Discuss with your child the rules and the consequences of infractions.

2. Work with your child to establish home rules aligned with the school rules. Keep them short, simple and easily enforced.

3. Be consistent and fair. Give immediate consequences, preferably after discussion with your child.

4. Promote your child’s independence and responsibility by encouraging involvement in making rules and determining consequences.

5. Maintain your sense of humor.

6. Listen to your child’s complaints and suggestions. Be objective in discussing them. Try to act on those with merit.

7. If there is a difficulty at school, first collect information from your child. Then, call the adult involved and listen to the school view. Attempt to reinforce the school code. Try not to bad-mouth the school or teacher. Most children immediately sense disharmony and use it to undermine a unified discipline effort.

8. If you disagree with the school consequence, arrange a conference to discuss your views in an objective manner. Be specific. Be open to alternative views.

9. If you have serious concerns about the disciplinary environment in the school, arrange to visit for a day. Note your concerns prior to scheduling a meeting with the appropriate school personnel.

10. Keep the focus on your child’s safety and development of positive social behavior.
HOW TO HELP YOUR CHILD STUDY

Parents or guardians are invaluable in encouraging and supporting their child’s academic growth. The following tips have been found to enhance study effectiveness and improve student success:

1. Encourage your child to use an assignment pad or calendar for writing homework assignments for each class. Check it nightly (or as needed).
2. Encourage your child to keep a notebook organized by subject area.
3. Check with the teacher to find out what the homework policy is.
4. Arrange a regular time to read, study and do homework assignments.
5. Establish a study spot—a quiet place at a table or desk with good light.
6. Have materials available (pen, pencil, ruler, compass, calculator, dictionary, computer if possible). Have a convenient storage area for work in progress or resources (could be as simple as a box).
7. Establish that homework time is a distraction-free time—no TV, phone calls, games, loud music, etc.
8. Be available for help or discussion. Show an interest in assignments and class work. Try to discuss school subjects during the normal course of conversation.
9. Be a good role model. Read or do quiet work while your child studies or does homework.
10. Discuss the instructions for assignments to ascertain that your child will be on target. Monitor work toward completion of assignments.
11. Contact the teacher if your child is having difficulty completing assignments or if the work seems too hard or too easy.
12. Check long-range assignments; monitor progress. Help your child establish goals and intermediate steps.
13. Make a habit of regular library use for research and pleasure reading.
14. Discuss how to improve study habits. Encourage a nightly review of notes and assignments. Ask your child if you can give an oral quiz.
15. Use the television as a learning tool. Check listings for programs that will enhance studies.
16. Review procedures for making up missing assignments due to absence from class.
17. Give lots of encouragement.
18. Give lots of praise whenever appropriate.
WARNING SIGNS OF ACADEMIC FAILURE

As the school year progresses, you may notice some early warning signs that a problem is developing. They may help you decide whether your child may be at risk for failure. Be alert. Be supportive. Be ready to intervene. Be certain to contact your child’s teacher regarding your specific concerns. Warning signs include the following:

1. Generalized depressed attitude.
2. Lack of interest and involvement in school courses or activities.
3. Poor or failing test grades or class work grades.
4. No papers brought home; books or homework not shared with you.
5. Refusal to share information about classes and grades; annoyance when asked.
6. School reports of behavior problems involving your child.
7. Difficulty focusing on written or reading assignments.
8. Does not seem to study or know how to study for exams.
9. Bored—claims subject matter is too difficult and will never master it, or claims already knows it.
10. Little attempt to do homework or study regularly; does not carry books or notebooks to and from school.

Your child may demonstrate several of the above behaviors and not be at-risk for academic failure. But you know your child better than most. If the signs are recurring and pervasive, your child may have a problem that you need to address ASAP!
INTERNET RESOURCES FOR PARENTS

Ample research underscores the high correlation between parental involvement and student achievement. The Internet is a quick, efficient and inexpensive method of accessing parenting resources to support home-school learning. If you do not have a computer, your public library probably has computers for your use as well as someone to help you learn how to use the Internet. The following sites are suggested by the National Parent Information Network:

- Parents Guide to the Internet

- The Children’s Partnership: Overview
  http://www.childrenspartnership.org/bbar/ctech.html

- TEAMS Educational Resources
  http://teams.lacoe.edu/

- The National Parent Information Network
  http://npin.org/

- Family Involvement in Children’s Education: Successful Local Approaches
  http://www.ed.gov/pubs/ [Search family involvement]

- North Central Regional Educational Laboratory
  Parent Involvement: Literature Review and Database of Promising Practices
  http://www.ncrel.org/sdrs/pidata/pi0over.htm

- SafeKids.Com
  Child Safety on the Information Highway
  http://www.safekids.com/child_safety.htm

- Family TLC
  Family parenting tips, activities, articles on child development.
  http://familyTLC.net

- Kids Can Learn!
  http://www.kidscanlearn.com/

- Dealing With Tough Issues Series: QuickTips® for Parents
  http://www.parent-institute.com

- Helping Your Child With Homework

- Parenting TIPS: Timely Intervention Parental Strategies
  http://www.drjunestride.com
ESTABLISHING A CLIMATE FOR PRODUCTIVE PARENT-TEACHER CONFERENCES

A few minutes preparation before a conference will go a long way in building a collaborative relationship that will help students, parents and you. How prepared are you?

Yes  No

1. Do you know the correct relationship of the student and the adult you are meeting (parent, stepparent, foster parent, relative, guardian)?

2. Are you prepared to greet them with their correct name and title?

3. Is the person legally responsible for the student? If not, what is your school policy about sharing information?

4. Do you speak the primary language of the parent or guardian? If not, do you have a translator available?

5. If the parent has to bring children, do you have a place for them to sit, work or play?

6. Do you have available current samples of the student’s work, tests and projects, as well as your grade book?

7. Can you make at least two positive statements about the student (e.g., about academic work, motivation, participation, cooperation, behavior)?

8. Have you established uninterrupted time for the conference?

9. Do you have a comfortable, quiet and fairly private location (i.e., appropriate size chair, table for both of you in the back of your room)?

10. Are you ready to greet them with a smile?

11. Have you some questions to ask them about ways you can work more effectively with their child?

12. Do you have a notebook or log to jot down helpful information, contact addresses and phone numbers?

13. Do you have specific suggestions about how the parent or guardian can support academic growth or positive behavior?

14. Are you ready and willing to listen openly to their concerns, needs and critical comments?

15. Do you have a follow-up plan to ensure ongoing collaboration?

16. Are you prepared to thank them for their attendance?
WEEKLY TEACHER-PARENT EMAIL

QUOTE FOR THE WEEK
“All children can learn! Nothing is so powerful as an idea whose time has come!” Victor Hugo

STUDY SUGGESTION FOR THE WEEK
Students who have their own designated place and time for quiet study and homework tend to develop the habit of work. Keep necessities, such as reference books and supplies appropriate to the student’s age and grade level, handy. (Pencils, paper, eraser, calculator, markers and highlighters can be stored in a shoebox.)

HOMEWORK FOR THE WEEK
Monday: Read
Tuesday: Write
Wednesday: Calculate
Thursday: Construct
Friday: Interview

LOOKING AHEAD TO CLASS PROJECTS
1. In-depth study of our local environment. Preliminary pictures and observations presented on ___________.
2. Small group research on specific topics to begin _____________.

LOOKING AHEAD TO EVENTS
September 8: Parent/guardian Visitation and Orientation
October 2: Back to School for Parents

KEEP IN TOUCH
Use return email or phone (888-888-8888 after 3:30) for your comments or questions.
WHO’S WHO IN OUR CLASSROOM

Use your camera. Insert photos and names. Post on bulletin board.

Our teachers

Our students
WHO’S WHO IN OUR SCHOOL

Use your camera. Insert photos and names. Post on bulletin board.

<table>
<thead>
<tr>
<th>Our principals</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our secretaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our nurses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our custodians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our cafeteria workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our security guards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our guidance counselors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our psychologists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our librarians</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHO’S WHO IN OUR SCHOOL DISTRICT

Use your camera. Insert photos and names. Post on bulletin board.

Our superintendent

Our assistant superintendents

Our human resource director

Our special education directors

Our finance director
SAMPLE CLASSROOM RULES

1. Be in your seat on time.
2. Raise your hand for permission to speak or to leave your seat.
3. Always have your schoolwork supplies.
4. Bring your homework.
5. Talk respectfully.
7. Do your best work.
8. Ask for help when you need it.
# CLASSROOM EXPECTATIONS

Students need to know what you expect. Make your expectations clear and give them examples.

<table>
<thead>
<tr>
<th>Situation</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>How should papers be headed?</td>
<td>Always put your heading ______________________________.</td>
</tr>
<tr>
<td></td>
<td>(location)</td>
</tr>
<tr>
<td></td>
<td>Include ___________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>(information)</td>
</tr>
<tr>
<td>What should I do with papers that are returned to me?</td>
<td>Have your parent or guardian sign test papers and then put them in the appropriate subject area of your 3-ring binder.</td>
</tr>
<tr>
<td>What kind of supplies should I have?</td>
<td>You will need _______ spiral notebooks, a 3-ring binder, pencils, pens, highlighters, ruler, eraser, calculator and assignment pad.</td>
</tr>
<tr>
<td>What should I do if I am absent?</td>
<td>Bring a note explaining the reason for your absence. Check the homework chart to find out what you must make up. See me about when and where to get help with missing class assignments.</td>
</tr>
<tr>
<td>What should I do if I need to use the restroom? get a drink of water? go to the nurse?</td>
<td>Raise your hand to get a pass.</td>
</tr>
<tr>
<td>Can I bring water or soda to drink in class?</td>
<td>No food or drink is permitted in the classroom for health reasons.</td>
</tr>
<tr>
<td>What should I do with make-up work?</td>
<td>Put all make-up work in the bin on my desk marked “MAKE-UP WORK.”</td>
</tr>
<tr>
<td>How will I know what the homework is?</td>
<td>The homework is always posted on the homework chart located ______________________________________________________________________________.</td>
</tr>
<tr>
<td>When can I get extra help?</td>
<td>Extra help is available __________________________________________________________________________.</td>
</tr>
<tr>
<td>Can I bring my cell phone to class?</td>
<td>Our classroom policy on cell phones is the same as the school policy which says that ____________ ______________________________________________________________________________.</td>
</tr>
<tr>
<td>Can I do my homework on my computer?</td>
<td>Yes! If you need help learning how to use the spell-check, please see me!</td>
</tr>
<tr>
<td>What do I do if I have to take medication?</td>
<td>All medication must be given to you by the ______________________________________________________________________________.</td>
</tr>
</tbody>
</table>
**COLLABORATING TEAM WEEKLY EVALUATION**

We suggest that collaborating team members evaluate progress weekly to continually improve efforts. Use this form as a guide to help you objectively discuss your work.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The inclusion lessons were well planned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Instruction in the class was agreed on collaboratively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. | The coteaching styles worked well together.  
   Why? Why not? When? |   |   |   |   |
| 4. | Special education and regular education students benefited from the instruction. If not, why not?  
   What could have been done differently? |   |   |   |   |
| 5. | The special education teacher modified instruction to meet student needs. |   |   |   |   |
| 6. | The special education teacher modified materials to meet student needs. |   |   |   |   |
| 7. | Modifications and planning were appropriate to all students. |   |   |   |   |
| 8. | Communication with students was fair, appropriate and effective. |   |   |   |   |
| 9. | Rules were enforced and discipline was handled consistently.  
   We all worked together on classroom management. |   |   |   |   |
| 10. | The general and special educators communicated differences and concerns in a constructive manner. |   |   |   |   |
| 11. | Team members were flexible in adjusting assignments, planning curricula and developing instructional strategies. |   |   |   |   |
| 12. | The team projects a positive feeling about inclusion. |   |   |   |   |

- What are the strong points of our collaborative effort?
- What are the weak points of our collaborative effort?
- How can our team better prepare and accomplish curricular objectives?
- What can we do more effectively?
PREFERRED TEACHING STYLE INVENTORY

Consider the manner in which you teach. Divide the circle below into tenths. Label each segment to indicate the time during an average class period you spend on the following:

1. Lecture
2. Note-taking
3. Group work
4. Demonstrations
5. Reading (silent, oral)
6. Lab work or independent work
7. Audio-video presentation
8. Computer work
9. Worksheets
10. Group discussions

Compare your circle with that of your coteacher. Make adjustments for optimal collaboration, considering the students with special needs.
COLLABORATING TEAM
SCHOOL READINESS SURVEY

Be aware of the potential for inclusion support in your school. The National Information Center for Children and Youth with Disabilities (NICHCY) recommends components for successful inclusion. Rank the readiness of your school. (Keep your included students in mind as your frame of reference.)

1. A method for evaluating student progress—academic, social and behavioral. □  □  □
2. A method for evaluating the inclusion program and its effectiveness. □  □  □
3. A program to develop and promote school-wide awareness of disability needs and to encourage an atmosphere of acceptance. □  □  □
4. A general education student body that is informed, aware and accepting of inclusion. □  □  □
5. High expectations for all students. □  □  □
6. Ongoing staff training in inclusion. □  □  □
7. Classroom support in terms of resources, planning time, space, supplementary aids and devices, and additional staff as needed. □  □  □
8. Access to assistive technology, including up-to-date computers. □  □  □
9. Rules enforced consistently, with everyone working together on classroom management. □  □  □
10. Adaptations to the curriculum to promote participation of the included students. □  □  □
11. A fair, consistent discipline policy for all students. □  □  □
12. A planning team to maintain coordination of efforts, to troubleshoot, to promote effective school-home communication and to solve problems creatively. □  □  □

Who can support our efforts to make positive changes?
COLLABORATING TEAM CLASSROOM GUIDE

We often assume that students, coteachers and paraprofessionals know the classroom rules, regulations and expectations. Not so. Collaborating team members should agree on how students should handle the following situations. Next, review them, as appropriate, with the students. (Use this guide with substitute teachers so classroom continuity will be assured.)

Here’s a guide and contract of expectations for this class. As we review procedures, complete the phrase at the left by finishing the sentence in the box at the right. Please sign and have your parent or guardian sign to signify that the procedures are understood.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I enter class, I should . . .</td>
<td></td>
</tr>
<tr>
<td>2. After I have completed the above (#1), while I wait for the teacher to begin the class, I should/may . . .</td>
<td></td>
</tr>
<tr>
<td>3. If I am late to class, I should . . .</td>
<td></td>
</tr>
<tr>
<td>4. If homework is due, I should . . . (Include where, when and how it should be submitted.)</td>
<td></td>
</tr>
<tr>
<td>5. If I have to use the restroom, I should . . .</td>
<td></td>
</tr>
<tr>
<td>6. If I have neglected to complete a class assignment or homework, I should . . .</td>
<td></td>
</tr>
<tr>
<td>7. If an emergency requires me to leave the classroom, I should . . .</td>
<td></td>
</tr>
<tr>
<td>8. My work will be graded on the following . . .</td>
<td></td>
</tr>
<tr>
<td>9. I will know my homework assignment because . . .</td>
<td></td>
</tr>
<tr>
<td>10. If I want to hand in a makeup assignment or extra credit work, I should . . .</td>
<td></td>
</tr>
<tr>
<td>11. If I am absent for a test, I should . . .</td>
<td></td>
</tr>
<tr>
<td>12. If I need extra help, I should . . .</td>
<td></td>
</tr>
</tbody>
</table>

Date: ___________________ Student signature: ________________________________________
Parent/guardian signature: __________________________________________________________

Please feel free to write any questions or comments!
CRITERIA FOR COLLABORATIVE HARMONY

Small everyday courtesies or irritations can make or break a coteaching team. Below are some items that are important to consider. Two columns have been provided, one for each coteacher. Take time to reflect before responding. Answer honestly, and then share and discuss with your coteacher.

<table>
<thead>
<tr>
<th></th>
<th>Coteacher 1</th>
<th>Coteacher 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When do you arrive to class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Early.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. At the beginning of class or school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Usually a little late.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Other. Explain.</td>
<td></td>
</tr>
<tr>
<td>2. How would you describe your preparedness for the day’s lessons?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Knowledgeable and ready to begin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Fuzzy about the subjects but ready to wing it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Haven’t a clue what the lessons are about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Other. Explain.</td>
<td></td>
</tr>
<tr>
<td>3. To what extent do you take charge of the situation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. I am always in charge.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. I am flexible and take charge when necessary or appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. I do not take charge.</td>
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</tr>
<tr>
<td></td>
<td>d. Other. Explain.</td>
<td></td>
</tr>
<tr>
<td>4. To what extent do you smile and demonstrate courtesy to your coteacher?</td>
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<tr>
<td></td>
<td>a. I make a point of greeting my coteacher with a smile and speaking politely.</td>
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<tr>
<td></td>
<td>b. I am usually too rushed but I try to.</td>
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<tr>
<td></td>
<td>c. I mean to, but I forget.</td>
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<tr>
<td></td>
<td>d. Other. Explain.</td>
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<tr>
<td>5. How would you describe the manner in which you interact with your coteacher in front of students?</td>
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<tr>
<td></td>
<td>a. Professionally and with humor and courtesy.</td>
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<td></td>
<td>b. The period often goes by without any interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. I don’t think about it.</td>
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<tr>
<td></td>
<td>d. Other. Explain.</td>
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<tr>
<td>6. How would you describe your attendance?</td>
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<tr>
<td></td>
<td>a. Infrequently absent.</td>
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<td></td>
<td>b. Absent once or more a month.</td>
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<tr>
<td></td>
<td>c. Absent frequently.</td>
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<tr>
<td></td>
<td>d. Other. Explain.</td>
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</table>
COLLABORATING TEAM SELF-EVALUATION

The following items are meant as a guide for effective collaboration. Please take a few minutes for self-evaluation. If you feel comfortable, you may share your responses with your collaborators. If not, be certain to speak up about any concerns you have regarding the collaborating efforts, especially any feeling of lack of trust.

Yes  No

1. I arrive to class prior to the bell.
2. I greet my coworker and students with a smile.
3. I follow and encourage students to follow the class rules.
4. I know what is expected of me each period.
5. I am able to follow my coworker’s nonverbal cues.
6. I feel free to communicate my concerns, ideas and comments.
7. I can identify and assist those students in need of specific academic or behavioral help.
8. I guide students rather than provide answers or do the work for them.
9. I am aware of classroom operating procedures and can answer student questions about them.
10. I support my coworkers disciplinary efforts and guidelines.
11. I maintain confidentiality in regard to students’ personal and academic history.
12. I help daily to enhance the academic instruction of the class.
13. I feel comfortable asking for explanation or assistance from my coworker.
14. Students seem to be accepting and respectful of me.
15. I feel comfortable working with my coworker.
16. I feel comfortable helping all students.
17. I would like to discuss this self-evaluation with my coworker.
18. I would like to take part in and provide input into my professional evaluation.
19. I have read student IEPs and abide by them.
20. I know if a student has a BIP and what is stipulated in it.

One question that I want answered is . . .
If I could change one thing, it is . . .
I could be a more effective member of this collaborating team if . . .
PARAPROFESSIONAL SKILL-COMFORT CHECKLIST

Working with others collaboratively can be more effective and comfortable when team members recognize their skills and talents while accepting those areas that are not within their comfort zone. Please respond to the following, indicating your level of comfort. Your additional comments are appreciated.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Very comfortable</th>
<th>Fairly comfortable</th>
<th>Unsure</th>
<th>Uncomfortable</th>
<th>Very uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing one-on-one instruction.</td>
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<tr>
<td>2. Reading passages or instructions.</td>
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<tr>
<td>3. Rewording or simplifying passages and instructions for ease of comprehension.</td>
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<tr>
<td>4. Providing small group instruction (using teacher instruction and guidance).</td>
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<tr>
<td>5. Refocusing and redirecting off-task students.</td>
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<tr>
<td>6. Assisting students with specific disabilities.</td>
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<td>7. Understanding or speaking a second language.</td>
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<td>8. Reinforcing previously taught concepts.</td>
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<tr>
<td>9. Using a computer for word processing.</td>
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<tr>
<td>10. Using a computer for research (Internet skills).</td>
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<td>11. Using a scientific calculator.</td>
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<tr>
<td>13. Helping with disciplinary issues and affirming class rules.</td>
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<td>14. Relating to and working with ED students.</td>
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<td>15. Maintaining a calm attitude even if provoked.</td>
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<td>16. Accepting constructive criticism.</td>
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<tr>
<td>17. Giving constructive criticism.</td>
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<td>18. Assisting with group projects.</td>
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<tr>
<td>19. Reading nonverbal cues.</td>
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<td>20. Sharing responsibility for instruction.</td>
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<td>21. Helping provide specified testing modifications.</td>
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<td>22. Encouraging students toward independence.</td>
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<tr>
<td>23. Following collaborator’s guidelines and lessons.</td>
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<td>24. Making materials (modifying, copying, etc.).</td>
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<tr>
<td>25. Assisting with emergency evacuation plans.</td>
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</tbody>
</table>

- My special skills and talents:
- Ways I can be most effective:
COLLABORATING TEAM
COMMUNICATION NOTICE

Daily communication enhances relationships and instruction. You are in a position to strengthen the team’s effectiveness. When you have valuable information, kindly use the form below for conveying it. Place the comments [in our mailbox, on the desk or other specified location]. If you feel a sense of urgency about something, please be certain to share it immediately!

1. Today I heard, saw or felt the following that I think it is important for you to know:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

2. I have a concern about . . . _______________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

3. I am pleased that . . . __________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
How does your school stack up when it comes to establishing and maintaining a safe, positive learning environment? Use the following survey to determine the extent to which your school is helping or hindering your classroom management efforts.

1. The school is clean, cheerful and orderly in appearance.
2. Staff speak to and treat all students respectfully.
3. Staff report to school and classes in a timely fashion.
4. Students report to school in a timely fashion.
5. Staff report to duty assignments in a timely fashion.
6. The disciplinary code is clearly defined and understood by staff, parents and students.
7. Teachers are supported in disciplinary efforts by administration and ancillary staff.
8. School staff work together to maintain discipline.
9. Staff dress and behave in a professional manner.
10. Professional staff presence is obvious between classes and before and after school.
11. Students have a sense of ownership and pride in their school.
13. Staff have a sense of ownership and pride in their school.
14. There is a clearly defined and available chain of command to handle serious disciplinary issues.
15. Administration is readily available to assist staff with emergencies.
16. Administration is readily available to assist students with disciplinary issues.
17. Students and staff feel no threat of violence.
18. The school is free of gang or drug-related incidents.
19. Staff are aware of school, community and parenting resources for supporting students.
20. Effective training for violence de-escalation is provided to staff.
21. Coordinated services and programs for student support and involvement are available and widely known.
22. School teams work on behavioral, social and academic problem solving.
23. Ongoing, effective training provides staff with skills to handle maladaptive behavior.
24. There is a school-wide discipline approach concerning noncompliance, unacceptable behaviors and disruptive behaviors.
25. There is ongoing, meaningful evaluation of instruction, remediation and extracurricular programs as well as staff and administration.
DISCIPLINE PREPAREDNESS SURVEY

Rate yourself. The higher your score, the lower your chances for management problems from your students.

Yes  No

1. I greet students with a smile. I treat all students respectfully.
2. I am purposeful in starting the class, following my objectives and completing work at the end of day.
3. I have discussed and posted the class rules.
4. I treat offenders proactively, quietly, in a timely manner and with respect.
5. Consequences for misbehavior are appropriate to the rule infraction and are prosocial in nature.
6. I make an effort to help students avoid rule infractions and self-monitor and self-correct.
7. I clearly establish that rules and consequences are in place to ensure a safe environment for learning.
8. I role-model respectful behavior and adhere to class rules and standards.
9. I make an effort to downplay difficulties and to focus on the academic business of the class.
10. I avoid backing angry, upset students into an emotional corner.
11. I am open-minded in dealing with student suggestions and complaints and try to act on those having merit.
12. I make it obvious that I am there to support and help all students.
13. I have established a repertoire of prosocial consequences for inappropriate behaviors.
14. I know and have practiced an emergency plan in case of violent behavior.
15. I do not hold a grudge. I focus on the positive rather than the negative.
16. Students recognize that the class is a safe place and that I deal fairly and firmly with serious infractions.
SUGGESTED ALTERNATIVES TO PUNISHMENT

Consequences for nonviolent rule infraction that have been determined with student involvement have a better chance of positively altering behavior than does the use of punishment. Allowing students some choice allows them some power and possibly the chance to benefit from the consequence. The following alternatives may help as you develop your age-appropriate repertoire of alternatives:

1. Student writes a poem, short story or rap about subject matter or misbehavior.
2. Student prepares and presents a comedy scene showing a positive alternative to misbehavior.
3. Student agrees to attend one after-school session for extra help.
4. Student agrees to attend one school extracurricular function.
5. Student shares with the class a brainteaser, riddle or puzzle or develops a motivating, fun activity related to subject matter being studied.
6. Student agrees to clean up classroom, put books away, file papers, etc.
7. Student draws a picture, develops a graph or creates some other material related to the subject matter to share with the class.
8. Student agrees to sing a selected song in front of the class.
9. Student agrees to assist the teacher in helping another student in a teacher-determined manner or tutor a student after demonstrating mastery of the subject matter.
10. Student brainstorms for three positive alternatives to how the situation might have been handled better.
11. Student devises a self-monitoring procedure and agrees to use it in attempting to positively change behavior.
12. Student agrees to develop a contract with the teacher that focuses on diminishing or eliminating the negative behavior and replacing it with a positive one.
13. Student agrees to write a paragraph explaining why he was the cause of the rule infraction and what he intends to do differently. Student agrees to date and sign it for placement in student’s file folder for future reference.
14. Student agrees to brainstorm to develop a list of five ways that the misbehavior impacted negatively on self, peers and teacher.
15. Student agrees to work with the teacher to develop a list of triggers that encourage misbehavior and a personal signal or code to indicate frustration and the need for assistance in averting a potential problem.
16. Student agrees to read a lesson or text assignment on tape for students who are absent or reading disabled.
LIFESTYLE SURVEY

Lifestyle decisions may be the result of family circumstances, habit, choice or unconscious motives. They can impact on relationships and performance. Please take a few moments to respond to the following questions. There is a place to add comments, if you so choose. (Teachers may elect to do this activity as an oral survey for math or science class, especially for younger students. Results can be tabulated and graphed.)

1. About how many hours of TV do you watch daily?
2. About what time do you go to bed?
3. How many hours of sleep do you normally get?
4. How would you describe your energy level during the day?
5. What do you usually eat for breakfast?
6. What do you normally have for lunch?
7. How many glasses of water do you usually drink a day?
8. Who prepares the meals in your home?
9. Who shops for the food?
10. Where do you usually eat dinner?
11. With whom do you usually eat dinner?
12. Are you a junk food freak? If so, what is your preferred junk food and how frequently do you eat junk food?
13. How many servings of fruits and vegetables do you usually have a day?
14. How many hours do you spend on school work daily?
15. Where do you do school work?
16. What type of physical exercise do you do daily?
17. About how long do you exercise daily?
18. What is one thing you feel you should change about your health habits?

Comments: ________________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
**Academic accommodations**  The Committee on Special Education determines if a special needs student requires modifications or accommodations to level the playing field for class work or exams. If so, the specific modification or accommodation will be written into the student’s Individualized Educational Plan (IEP). The accommodations may include such things as a scribe, use of a spell checker, directions read, tests read, extended time, use of a calculator or word processor, and perhaps a special location. If accommodations are written into the IEP, they must be granted and provided by all school staff.

**Agenda**  Individual student plan for activities and tasks to be completed by a specified time. Students may or may not have similar agendas.

**Choice board**  Posterboard or similar material with many pockets holding color-coded task cards. Students select cards of a particular color (which may reflect different ways to access or respond to curricular tasks).

**Compacting**  Preassessment of student knowledge and skills allows students to work on alternative learning projects so that able students do not continue on already mastered work.

**Complex instruction**  The use of more challenging materials and tasks, open-ended questions and probing study with teacher-supported small group work.

**Cues**  Verbal or visual prompts that provide a hint for the student to recall information.

**Differentiated learning**  Tiered instruction offers students learning experiences appropriate to individual learning needs. Generally, three or four options or pathways are provided for learning a subject or topic.

**Successful differentiated learning**  Always begins with assessment. The teacher recognizes that rarely will two students learn alike and that the readiness, learning styles, experiences, talents, skills and interests of students must be considered when presenting content, planning activities, determining the product and making decisions about the learning environment.

**Entry points**  Students explore a given topic through such different approaches as narration and deductive reasoning. (This term was made popular by Howard Gardner of multiple intelligence fame.)

**Mnemonic**  Memory enhancers or devices used to assist the student to recall facts or ideas. Rhymes (raps), rhythms and music can also be employed as memory tools.

**Multimodal instruction**  Recognizes that learning styles are as different as ability and motivation levels, and reaches out to learners through different modalities. Teachers may lecture, demonstrate, use a visual, show a video clip, use an audio clip, discuss, use
dramatization and employ a variety of work techniques such as independent learning, computer assisted instruction, peer instruction and partner or small group learning.

**Orbital instruction**  So named because it allows a student to focus on independent work that revolves around some aspect of the curriculum being studied. Ideally, students select a topic and teachers guide and support the study.

**Problem based learning**  Students become actively involved in problem solving, such as learning the skills necessary to price carpeting for a new home.

**Scaffolded instruction**  Instructional technique that builds on what students already know to develop confidence and understanding. Master teachers often encourage students to become more independent learners, using these scaffolding techniques:

- Model lesson and then ask that it be performed by the class, a small group or partnership and, finally, an individual.

- Give feedback and promote self-evaluation. Encourage and promote frequent and quick success to avoid a cycle of failure.

- Give ample assistance while teaching new or difficult skills or content; decrease support as students demonstrate mastery.

- Promote independence; diminish dependence.

- Tailor assistance to student needs through cues, modeling, discussing, prompting, etc.

- Know when to say “enough” once mastery has been demonstrated.

Certainly some talented students do not need scaffolding for lesson or skill development. Clearly, intuition, monitoring and assessment will be the guide for providing scaffolding to those students in need and only for those times when they need it.

**Scientifically based research**  The NCLB federal legislation raises the bar for selection of materials, programs and instructional methods to promote academic success for all students. Repeatedly we read that teachers must use research based methods of teaching. Increasingly, federal funds for the purchase of materials, textbooks and programs are limited to those that show scientifically based research and results.

Wrightslaw.com reminds us that the legal definition of scientifically based research is research that “applies rigorous, systematic, and objective procedures to obtain valid knowledge . . . and employs systematic, empirical methods that draw on observation or experiment, rigorous data analyses and has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

**Standards based learning**  Instruction and evaluation of student mastery are referenced to clearly established standards. The intent of standards based instruction is to improve the performance of students so that they can better compete in a global marketplace.
The Master Teacher on PARENTScount.net informs us that standards based learning is not all that new. By 1998 forty-nine states had adopted educational standards in an effort to establish student learning goals and teacher accountability for student success in reaching them. Nonetheless, it is probably fair to say that many teachers and parents do not have a clear understanding of their state’s educational standards and progress toward them.

Check out Quality Counts 2005 website (http://www.edweek.org/qc05), sponsored by Education Week, for an annual report on the state of our nation’s schools. The report includes an executive summary, state report cards, state data tables and other important state educational information. [WEB ADDRESS NOT VALID]

**Stations**  Teachers set up a variety of learning environments where students can work on different assignments using different materials and methods.

**Strategy instruction**  The NCLB legislation has refocused educators’ attention on tools, plans and methods that increase student learning or improve social skills. For many years, certain strategies (cues, outlining, highlighting, questioning, mapping, visualization, self-monitoring, mnemonic devices, etc.) have proven effective in improving the learning of special needs students. The increased pressure for schools, teachers and students to meet higher proficiency standards has driven the use of strategy instruction into the mainstream to raise the performance levels of all students.

**Strategic learners**  Students who have had deliberate instruction in cognitive strategies and have mastered these strategies tend to be more responsible and confident in their learning ability. They are reported to be able to recognize more than one way to learn and begin to develop a personal study and work process.

**Tiered instruction**  Lessons are constructed so that the core instructional objectives are met using different avenues for learning and demonstration of mastery, enabling the more able and the less able to be engaged in the learning process.

For example: A science lesson on the earth’s structure may have an introductory minipresentation by the teacher introducing key concepts and vocabulary, followed by exploratory options. These might include independent or small group in-depth research using primary resources or Internet searching, exploration using an audio book with visuals, or a traditional textbook assignment involving reading and responding to questions. Demonstration of mastery might involve a multimedia presentation, an oral report, a drawing explained by a written summary or perhaps an oral discussion with opportunities for question and answers.

**Self-regulation**  Students are taught how to monitor and regulate their own learning and behavior. They learn to take responsibility for doing things on their own when possible, for performing routines without reminders and for using learning strategies that have been taught. This independence in learning is self-motivating and time saving while promoting responsibility for personal success.
Transitions  Transitions involve changes in place, time, subject, routine or procedures. Effective teachers learn many tools to optimize transitions to save time, enhance learning, refocus attention, encourage on-task behavior and provide for positive energy release, thereby reducing behavioral problems. An encouraging outgrowth of productive transitioning is consideration for the rights of others and the responsibility to respect those rights.

4MAT  Teachers break down a given topic into four learning preferences to allow students to approach the topic in a variety of modes to enhance learning.

(Adapted from Tomlinson, 1999.)
ACADEMIC SUCCESS SURVEY

This self-survey can be quickly administered to students during the opening weeks of school as part of a focus activity or closing activity. (It can be read orally and filled in by individual students.) Results for the group (not individuals) could be shared and discussed with the class to generate suggestions on how to modify instruction to maximize strengths and compensate for weaknesses.

Preferably, arrange individual conferences with interested students to discuss personal strengths and weaknesses. Encourage students to suggest personal options; subsequently, discuss other available options for assistance or compensation.

We all have learning strengths and weaknesses. Write an “E” in front of those areas below that are easy for you. Write a “D” in front of those areas that are difficult for you.

_____ Speaking up in class; participating in class discussions
_____ Volunteering an answer
_____ Reading out loud
_____ Reading silently
_____ Finding the main ideas
_____ Outlining
_____ Maintaining an organized notebook
_____ Taking notes or copying notes accurately
_____ Performing mathematical computation
_____ Graphing
_____ Studying for tests
_____ Remembering facts
_____ Taking tests
_____ Working independently
_____ Staying on task, completing work
_____ Working with a partner or in a small group
_____ Writing complete sentences or paragraphs
_____ Staying focused
_____ Remembering material presented orally
_____ Recalling information you have read
_____ Making an oral presentation
_____ Following directions
_____ Learning from demonstrations
_____ Doing independent research
_____ Using appropriate language
_____ Reading and recalling subject area vocabulary

Other strengths or difficulties that I have: ____________________________________________

_________________________________________________________________________________
IMPROVING STUDENT FOCUS CHECKLIST

Many of today’s children have irregular eating and sleeping habits as well as uncertain study habits, making it difficult for them to maintain attention to academic work. The following may help you maintain their focus.

Check each technique that you have tried and found successful:

☐ Using videodisc for audio/visual subject matter presentation.
☐ Using audiotape or video clips to enhance lessons.
☐ Using large, colorful, interesting visuals; computer graphics; videos; overheads; tables; graphs.
☐ Using student name in questioning or affirming an answer.
☐ Dividing class period into segments that are multimodal; reducing teacher talk time.
☐ Using team games for review and test preparation.
☐ Using student-conducted review and student-constructed questions to review for test.
   Allowing students to present special projects or make videos or tapes to help others.
☐ Giving concrete, simple directions.
☐ Reducing extraneous classroom audio and visual stimuli. Using bulletin boards for current topics; removing old displays.
☐ Developing “specials”—short lessons or units of high interest with varied activities.
☐ Reinforcing the importance of accuracy over speed.
☐ Preteaching unit or lesson. Having students brainstorm vocabulary and concepts they feel relevant. Giving a pretest to determine appropriate follow-up activity.
☐ Encouraging and checking note taking and notebook organization.
☐ Giving positive encouragement. Rephrasing answers and acknowledging students for appropriate answers.
☐ Pausing after asking questions, allowing students to reflect before answering.
☐ Modeling appropriate forms and assignment completion. If possible, showing samples.
☐ Being open to student questions, ideas and criticism.
☐ Using flash cards, charts, tables and graphs to review major concepts.
☐ Using rhyme, rap, song and mnemonics to assist in fact retention.
☐ Making extra credit projects available to extend learning or improve grades.
☐ Making extra help easily accessible and available on a regular basis.
☐ Experimenting with level of lighting (may be too bright or too dark.)
☐ Experimenting with seating arrangements. Avoiding long-term permanent seats.
   Telling students that seats will be changed regularly (giving you latitude to change as necessary).
## DOS AND DON’TS FOR INCLUSION GRADING

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
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<tbody>
<tr>
<td>Offer mandated testing modifications in the least intrusive and obtrusive manner possible.</td>
<td>Call attention to those students in need of testing modifications.</td>
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<tr>
<td>Give positive feedback when possible. For example: “Great job on the writing part of the test. You gave four important facts.”</td>
<td>Post grades or read grades aloud.</td>
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<tr>
<td>Encourage oral presentations (formal or informal).</td>
<td>Penalize the unsure or quiet student who prefers not to or refuses to participate.</td>
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<tr>
<td>Use multiple assessment techniques.</td>
<td>Use only one measure for determining grades.</td>
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<tr>
<td>Encourage creative ways to demonstrate mastery.</td>
<td>Expect all students to perform well on pencil and paper tests.</td>
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<td>Give several shorter or less extensive tests more frequently.</td>
<td>Give one long, intensive and extensive test.</td>
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<td>Grade papers yourself or have students grade their own papers.</td>
<td>Have students grade another’s work.</td>
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<td>Grade notebooks or folders for completion and neatness.</td>
<td>Fail to expect that notebooks be kept up-to-date.</td>
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<td>Include bonus questions for all and challenge questions for those more able.</td>
<td>Give tests constructed at a single level of challenge.</td>
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<tr>
<td>Consider a fun question to reduce test-taking stress.</td>
<td>Administer handwritten or poorly formatted exams.</td>
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<td>Review before the test day. Construct tests from study outlines of concepts and terms.</td>
<td>Use tests made by peers that do not reflect your teaching.</td>
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<tr>
<td>Answer subject matter questions prior to disbursing tests.</td>
<td>Introduce any new material on test day.</td>
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<tr>
<td>Use tests as teaching tools for unit or high stakes exams.</td>
<td>Use grades as threats.</td>
</tr>
<tr>
<td>Allow for retake of test in an alternate format. Allow students to correct and resubmit test items. Consider giving partial credit for corrected items.</td>
<td>Use tests as an end rather than a means to improve learning.</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Give an open notebook or take home test.</td>
<td>Make personal negative comments about grades or test scores.</td>
</tr>
<tr>
<td>Allow students to practice devising test items and answering them.</td>
<td>Give unclear directions on tests or imprecise information about grading policy.</td>
</tr>
<tr>
<td>Allow time to practice using new test formats prior to the testing day.</td>
<td>Make tests cumbersome and confusing as to how or where to answer questions; require students to transfer information from one paper to another.</td>
</tr>
<tr>
<td>Maintain a quiet, nonthreatening testing environment.</td>
<td>Talk or allow others to talk during testing.</td>
</tr>
<tr>
<td>Accept and encourage critical suggestions about grading techniques and policy from students and parents.</td>
<td>Be rigid, positional or defensive about grading techniques and policy.</td>
</tr>
<tr>
<td>Provide opportunities for small group work, e.g., everyone brainstorms a problem, one records, one reports to the class.</td>
<td>Rely on individual work.</td>
</tr>
</tbody>
</table>
STUDY SKILL TIPS
FOR UPPER ELEMENTARY STUDENTS

Grades can be improved. Scores on tests can go up. Test taking stress can be reduced. Try the following and chart your progress!

1. Organize your notebook into sections. Always date your notes and put them in order (most recent either in the front or in the back of the section).
2. Listen carefully during class. Ask questions any time you don’t understand something.
3. Take complete notes. Keep study guides or photocopies handed out by your teachers. If you are absent, get and copy the notes from a good student or the teacher.
4. Spend the first moments of each class reviewing previous notes. Develop a habit of daily rereading your notes from class. Plan ahead. Set aside time over the weekend to review the week’s notes, vocabulary and main concepts.
5. Jot down new vocabulary words and terms. Keep a special section with subject area terms. Include meanings.
6. Use a highlighter. Highlight only the most important information.
7. Make flashcards for vocabulary words and/or main concepts. Study them whenever you have a few free minutes (on the school bus, in waiting rooms, etc.).
8. During study time before an exam, make a checklist of important things you should know. Cross them off the list as you study them.
9. Get in the habit of jotting down questions you want answered by your teacher. Write down questions you think might be on a test; be sure you can answer them.
10. Think about a study buddy, but only if the person is serious about learning. Establish a time for study and goals for what you intend to cover. Do not waste time or talk about nonstudy topics. Work together on a regular basis to review notes, vocabulary, concepts and worksheets. If you find that time with your study buddy is not productive, discontinue it and study on your own.
11. For textbook assignments: Pre-read textbook readings by scanning the assignment, looking at the pictures and reading the captions. Use a 3 x 5 inch card held directly below your reading place to focus attention on the selected passage. Look at all the topic headings. Read any questions at the end of the assigned material. Ask yourself “What is this chapter trying to say?” Read the chapter with a questioning mind, looking for who, what, when, where, why and how. Reread and try to summarize the main topics in your own words. Make flash cards or take notes of vocabulary and important concepts.
12. Study at the same time and place daily. Develop the habit.
STRATEGIES FOR HIGH STAKES TEST TAKING
FOR UPPER ELEMENTARY STUDENTS

- Do not talk to others about the test on the day of the test. Clear your desk except for the required tools (pen, pencil, highlighter, ruler, calculator, etc.)
- Listen carefully to instructions. Read them carefully. Highlight what you must do to answer the question. Highlight choices or vocabulary that can help you in your answer.
- Note how much time you have. Scan the test format and the point structure for each section. Decide how you can best use your time to get the most points.
- Before you begin, write down any memorized study hints, formulas and facts in the margins.
- Look through the test and highlight terms or ideas that might help you.
- Do not spend time on a question about which you are unsure. Circle it or make a notation in the margin and return to it later. You may recognize the answer in another question.
- After you have finished, go back over the entire test to make sure you have answered every question.

Multiple choice tests

- If two answers are similar, pick the one you feel is best. Avoid answers with phrases including always or never.
- Select an answer that uses grammar correctly.
- Place answers in the correct location on “bubble sheets” or answer sheets.
- Read the question and answer it in your own words before looking at the choices. Find the answer that corresponds.
- If you have to guess from a wide range of numbers, pick one in the middle.
- Try to eliminate two choices. Select the best remaining answer.

Tests with written responses

- Highlight or underline exactly what is asked of you. If there are several parts to the question, number them so you answer all parts.
- Highlight verbs that tell what you are to do. If you are to compare items, do not list; if you are to describe, do not compare.
- Make a brief outline before beginning to write your answer in sentence form.
- Make certain you give key concepts and enough information to answer the question.
- Get to the point. Consider using the wording of the question in your answer.
GUIDELINES FOR HOLISTIC RUBRIC DESIGN

The more effective your rubric (rating scale), the more effective the evaluation of student work (process or product). There are two types of rubrics: Holistic and analytic.

A holistic rubric considers the whole project or process. It is easier to construct and use but normally does not yield as much feedback as an analytic rubric.

Sample Holistic Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Self-assessment</th>
<th>Teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All parts are included; demonstrates a clear and complete understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Key parts are included; demonstrates understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some key parts are missing; demonstrates partial understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Many key parts are missing; does not demonstrate understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Did not attempt project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GUIDELINES FOR ANALYTIC RUBRIC DESIGN**

The analytic rubric requires that process or product be broken into discrete steps or parts to evaluate the extent to which the criteria are met. Analytic rubrics are helpful in allowing teachers and students to distinguish between a superior and inferior product or process.

Analytic rubrics include the clearly defined and stated important steps of the product or process, preferably in order of occurrence. They can be time consuming but provide excellent feedback, especially when students are involved in the construction and evaluation process.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Superior</th>
<th>Student assessment</th>
<th>Teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Step</td>
<td>Precise description of one important aspect of performance or product.</td>
<td>Description of fundamental level.</td>
<td>Description showing movement toward proficiency.</td>
<td>Description showing proficiency in performance.</td>
<td>Description showing superlative performance.</td>
<td></td>
</tr>
<tr>
<td>2nd Step</td>
<td>Precise description of another important aspect of performance or product.</td>
<td>Description of fundamental level.</td>
<td>Description showing movement toward proficiency.</td>
<td>Description showing proficiency in performance.</td>
<td>Description showing superlative performance.</td>
<td></td>
</tr>
<tr>
<td>3rd Step</td>
<td>Precise description of another important aspect of performance or product.</td>
<td>Description of fundamental level.</td>
<td>Description showing movement toward proficiency.</td>
<td>Description showing proficiency in performance.</td>
<td>Description showing superlative performance.</td>
<td></td>
</tr>
<tr>
<td>4th Step</td>
<td>Precise description of another important aspect of performance or product.</td>
<td>Description of fundamental level.</td>
<td>Description showing movement toward proficiency.</td>
<td>Description showing proficiency in performance.</td>
<td>Description showing superlative performance.</td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from Mertler, 2001; Stride, 2004)