

NORTH EAST SCHOOL DISTRICT

INDUCTION PROGRAM

Welcome

The North East School District is proud to present to you the Teacher Induction Program. The purpose of this program is to increase student achievement and maintain retention by creating a culture of effective teaching. The induction program shall promote teacher collaboration, effective classroom management, and reflective practices of highly qualified teachers. The program includes orientation, mentoring, and PLC components.

The material in the following pages will introduce you to the North East School District; however, we encourage you to visit and explore the resources available to you in each of the district's facilities and website to become acquainted with the NESD.

Best wishes for a successful school year.

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NORTH EAST SCHOOL DISTRICT TEACHER INDUCTION PLAN

STATEMENT OF PURPOSE

The North East School District Induction Plan is designed to provide a schedule of opportunities, activities and experiences that will ensure a successful entry into the teaching profession. Participation in the program is mandated by the state. The induction program is mandatory for all first year teachers as well as full year permanent substitute teachers. Professional staff transferring to a different building within the North East School District will be expected to complete an adapted version of the induction program to be determined by the building principal. Professional staff transferring to the North East School District from another school district will be expected to complete an adapted version of the North East School District Professional Employee Induction Program. The objectives of the program are:

- A. To provide inductees the opportunity to acquire and develop the knowledge and skills associated with distinguished professional performance;
- B. To provide a multiple source support system for inductees;
- C. To assist inductees with the mastery of instructional delivery skills including communication skills, material selection, classroom management, effective teaching techniques, curriculum planning, effective assessment practices, data analysis, and reflection;
- D. To familiarize inductees with district policies and procedures including special education, gifted students, and 504 plans;
- E. To establish a collegial relationship between the inductee and a supportive mentor teacher as well as faculty and staff;
- F. To provide leadership opportunities and professional development for experienced teachers.

PROGRAM STRUCTURE

The North East School District Induction Plan consists of four basic components. They are:

- 1. Orientation program;
- 2. Mentoring by an experienced teacher and supported by Professional Learning Communities (PLCs)
- 3. Classroom visits and observations by mentor,
- 4. Staff development activities
 - a. Professional Reading
 - b. Continuing Education
 - c. Participation in District In-service Trainings

Each inductee will participate in all phases of the program and maintain a log of induction program experiences.

ORIENTATION

All teachers new to the district will be required to attend an orientation program prior to the regularly scheduled teacher in-service. This orientation will be planned annually by the administration.

The orientation program has the following general objectives: (1) to familiarize all new teachers with employee benefits, personnel procedures, and professional teacher organizations, 2) to introduce inductees and mentor teachers and to help initiate a collegial relationship, 3) to review the teacher observation/evaluation process, 4) to inform new teachers of available curriculum and support services, and 5) to orient new teachers to the North East community.

MENTORING

Inductees and mentors will discuss and explore ways the inductee's teaching effectiveness can be improved by adhering to the PA teacher effectiveness domains:

- Planning and Preparation,
- Classroom Environment,
- Instructional Delivery,
- Professionalism.

CLASSROOM VISITS

Mentor – Mentor will receive up to but no more than 4 days of release time for the purpose of visiting the inductee's classroom during instructional time.

Inductee – Inductee will be encouraged to visit other teachers' classrooms *as per the mentor's recommendation*.

STAFF DEVELOPMENT

Each inductee will participate in the district's regularly scheduled staff development activities. These will be scheduled for at least two work days each year and will emphasize instructional improvement as well as specific building and district initiatives.

Inductees are expected to engage in professional reading and continuing education opportunities appropriate to their subject and grade level. The pursuit of a graduate level degree is strongly encouraged.

DOCUMENTATION

A record of program participation will be maintained as a part of the personnel record of each teacher certified June 1, 1987 or after. In addition, each inductee will maintain an Induction Program Activity Log (see attached). The log is to be submitted to the Office of the Superintendent upon completion of the inductee's program with the signatures of the inductee, mentor, building principal, and superintendent/designee affixed verifying the accuracy of the information on the log. This log is designed to provide a permanent record of the activities accomplished as part of the induction program. The log will be tentatively submitted to the building principal at a scheduled meeting in late April or early May. Successful completion of the induction process will result in the issuance of a certificate of completion to be filed at the central office.

**NORTH EAST SCHOOL DISTRICT
EVALUATION OF INDUCTION PROGRAM – NEW TEACHER/MENTOR /ADMINISTRATOR
2015 – 2016 (Due at the end of 1st and 2nd semester)**

1. Did the program provide the support that you needed to make a successful transition into the North East School District? Please explain.

2. What things would you suggest to be added to assist an inductee?

3. What changes in the program would you recommend? Please be specific as possible.

4. To what extend were the following objectives met by the program?
(5=very well; 1 needs improvement)
 - A. To provide an orientation to the district Strategic Plan, policies, procedures and programs.
5 4 3 2 1

 - B. To provide an orientation to building personnel, policies procedures and programs?
5 4 3 2 1

 - C. To provide assistance in classroom management and instruction.
5 4 3 2 1

 - D. To provide assistance in understanding the classroom observation process.
5 4 3 2 1

 - E. To provide assistance in problem solving for school related issues.
5 4 3 2 1

 - F. To provide a support system including the use of a Mentor teacher.
5 4 3 2 1

**NORTH EAST SCHOOL DISTRICT
TEACHER INDUCTION PROGRAM
MENTOR LOG SHEET**

INDUCTEE _____ ASSIGNMENT _____

MENTOR _____ ASSIGNMENT _____

INTERCLASSROOM VISITS (List dates and classes - at least 1 per term)

MENTOR OBSERVATIONS (At least 2 per semester - to include conference - list date and lesson description)

MENTOR CONFERENCES (As appropriate - list dates on back)

COLLEGE STUDY (List courses and attach grade slips)

PROFESSIONAL READING (Attach bibliography)

OTHER ACTIVITIES:

SIGNATURES:

TEACHER INDUCTEE _____ MENTOR _____

BUILDING PRINCIPAL _____ SUPERINTENDENT/DEISIGNEE _____

PA/ETEP

STATE WEBSITE VISIT: WWW.EDUCATION.PA.GOV

- Teachers and Administrator tab
- Educator Effectiveness

LOCAL WEBSITE VISIT: WWW.NESD1.ORG

- Under District News
- PA/ETEP

BUDGET FORMS ARE ON THE WEBSITE

[NESD1.ORG](http://WWW.NESD1.ORG)

GO TO:

RESOURCES

STAFF RESOURCES

FREQUENTLY USED FORMS

BUDGET FORMS (DUE IN JANUARY)

STAFF/STUDENT TRAVEL FORMS

**AUGUST/SEPTEMBER
MONTH ONE**

Survival Checklist for the New Teacher

Before the First Day - Survival Checklist.

That's right! **Before** that busy first day of teaching, check this list of activities that can make a big difference in how that first day/week/year will go for you in your new teaching position. A little time spent in advance will bring big returns. Call your school and ask if you may drop by. Then do it!

A. Be sure to find:

- Library
- Lunchroom
- Counselors (He/she is usually around before opening day.)
- Teacher's lounge and restroom
- Principal's Office
- Your room(s) if that's decided. Don't be upset if this decision isn't made until late! Remember, it's a rugged job for the building administrator to do and he/she cannot foresee inevitable last minute changes in circumstances.
- Storage Area
- AV materials
- Faculty parking lot
- School Nurse Office
- Auditorium
- Custodian's Office

B. Be sure to meet

- Mentor teacher
- The principal (This meeting may/may not be part of the hiring process. Have questions regarding discipline policy ready.)
- Assistant principal (A few minutes with this key person can get you off to a good start.)
- Department chairperson (Make a list of questions you need to ask this key person. You might use this checklist.)
- Secretary
- Custodial staff
- Librarian (Check out the materials for your area and sign them up for your use.)
- Your neighbors in classrooms nearby
- Cafeteria staff
- Your local association president, building representative
- Your local association president, building representative

C. Do you have: (Availability may differ in each school setting.)

- Course of study applicable to your assignment (curriculum guide, planned course)
- Copies of textbooks you will be using
- Student handbook (Important! You need to know the rules of school, too!)
- Teacher's handbook (Spend some time with this! There are lots of bookkeeping procedures with which you need to become familiar fast!)
- Keys
- Class list
- Attendance forms
- Extra pencils, paper
- PSEA's professional portfolio

Opening Day - Survival Checklist

Have you thought about:

- Opening Day Procedures. These will be explained in faculty meetings, but the sooner you can become familiar with them, the more relaxed you can be. **Listen to the experienced teachers.** They can often offer supplemental explanations and alert you to potential problems.
- Role modeling? How you dress, speak and behave will be models to students. This represents a serious responsibility for you!
- Classroom Climate? This will be the result of the decisions you make about:
 1. Classroom rules of conduct
 2. Think about:
 - A. How much teacher-talk and how much student-talk (group discussion) you want in your classroom
 - B. How much you will socialize with your students
 - C. What you will tell them about yourself
 - D. How much input students in your classroom will have in goal-setting, rule making, etc.
 - E. The degree of formality/informality in your personal style in relationships.
 - F. How you will handle make-up work
 - G. How you will handle homework
- Discipline. The district has guidelines on this and you should become very familiar with these. Additionally, the building administrator is responsible for setting discipline and will have suggestions on how discipline can be handled smoothly. Think about some possible solutions to tardiness, rudeness, truancy, fighting, etc. What will you do?

Suggestions for the Beginning Teachers

There are many facets of teaching that seldom seem to be taught in college. These suggestions may be helpful.

1. Wear comfortable but neat clothes. If you want children to respect you, dress so they can.
2. Be a little stern and a little “distant” at first. We all know there are students who will attempt anything, and “familiarity breeds contempt.” You can “ease up” when you know more about your class.
3. Form your opinions. You will react to a person, a situation, or a directive differently.
4. Never hesitate to ask a more experienced teacher for help. Experience is something that no college curriculum has been able to incorporate.
5. Carefully correct every assignment yourself that you intend to send home. This can usually curb much criticism from parents. It is perfectly permissible to have a child correct his own paper, or his classmate’s paper, but please do not send those papers home unless you have reviewed them!
6. Every assignment should be corrected by someone. There is nothing more discouraging to a child than to do an assignment with the knowledge that it may not be corrected.
7. Make every lesson a lesson in English, spelling and writing. Expect the best of children and they will usually give you their best.
8. Be tolerant of a child’s shortcomings. Life has not treated all children equally.
9. Children usually respond much more quickly with a positive approach to their shortcomings. Nagging a child about his shortcomings or faults usually has a reverse effect.
10. Be cautious about making your private life too public. Some people like to make themselves look taller by tearing others down. Don’t give them that opportunity.
11. Think twice before talking once. As a professional person, you are an authority. Therefore, you are subject to be quoted and misquoted.

12. If you make a mistake, admit it. Both children and adults will admire you for your courage.
13. Allow your principal the courtesy of reading any controversial notes you send home to parents. What you thought you said and what parents think you meant can be two entirely different things. If you have trouble, your principal is your first line of defense. If your principal has reviewed your note, he/she can strengthen the school's position.
14. All of us make mistakes in grammar. However, as teachers, we cannot afford the luxury of making too many mistakes. Please be careful about your grammar and spelling on any school paper that find its way home.
15. Beginning teachers usually have trouble right after the first marking period. This is the result of a combination of two factors. First, they don't have an accurate conception of what the average or typical child can accomplish; and second, they are not adequately acquainted with the marking philosophy of the school. To protect yourself, and the teachers who have had your class before you, check their previous grades on the cumulative record card.
16. Do not condemn every new idea. Alexander Pope once observed, "Be not the first by whom the new is tried, nor yet the last to lay the old aside." This is good advice for teachers.
17. Don't procrastinate. A wise man once observed that the road to "the hottest place you can think of" is paved with good intentions. Some say the road to poor teaching is too. If something has to be done, do it. Tomorrow will bring new challenges.
18. Be very careful about making rules and threats. Never make a rule or threat you cannot enforce.
19. Do not post poor papers on bulletin boards.
20. Show a genuine concern for your children. Your fellow teachers will respect you, and the children and parents will love for it.

THINGS TO DO BEFORE THE FIRST DAY OF SCHOOL

- ⇒ SECURE A PLEASANT PLACE TO LIVE.
- ⇒ LEARN ALL YOU CAN ABOUT THE COMMUNITY.
- ⇒ EXAMINE THE COURSE OF STUDY.
- ⇒ FAMILIARIZE YOURSELF WITH THE TEXTBOOKS YOU ARE GOING TO USE.
- ⇒ TAKE A LOOK AT YOUR NEW CLASSROOM.
- ⇒ LOOK OVER PLAY SPACE AND EQUIPMENT.
- ⇒ FIND OUT WHAT SPECIAL EQUIPMENT, SUCH AS PROJECTORS, ARE AVAILABLE.
- ⇒ LEARN THE LOCATION OF RESTROOMS, LUNCH ROOM, AND EXITS.
- ⇒ GET PAPERS, PENCILS, CRAYONS AND CHALK READY FOR THE FIRST DAY.
- ⇒ PLAN A VARIETY OF EASY SCHOOLWORK.
- ⇒ LOOK OVER THE CLASS ROLL. FIND OUT HOW TO PRONOUNCE ALL THE NAMES.
- ⇒ IF POSSIBLE, MEET THE PARENTS.
- ⇒ DECIDE HOW YOU WILL SEAT THE CHILDREN.
- ⇒ LEARN ROUTINE SCHOOL POLICIES AS SOON AS POSSIBLE.
- ⇒ MAKE THE ROOM ATTRACTIVE. ARRANGE A PICTURE DISPLAY.
- ⇒ BRING IN SOMETHING GROWING AND ALIVE.
- ⇒ ARRANGE A TENTATIVE DAILY SCHEDULE.

- ⇒ INQUIRE ABOUT YOUR EXTRA DUTIES.
- ⇒ ARRANGE FOR RELAXATION PERIODS, ESPECIALLY INDOOR GAMES.
- ⇒ FIND OUT WHAT UNITS YOUR CHILDREN HAD LAST YEAR.
- ⇒ EXAMINE THE CHILDREN'S RECORDS. NOTE PHYSICAL DEFECTS.
- ⇒ FIND OUT WHAT TESTING AND COUNSELING SERVICES ARE AVAILABLE.
- ⇒ FIND OUT WHICH CHILDREN HAVE SPECIAL NEEDS.
- ⇒ GET PLENTY OF REST THE NIGHT BEFORE.
- ⇒ INTRODUCE YOURSELF TO ALL SUPPORT STAFF

THINGS TO DO DURING THE FIRST WEEK

- ⇒ ARRIVE EARLY EACH MORNING.
- ⇒ GREET THE CHILDREN PLEASANTLY
- ⇒ BE SURE THE CHILDREN KNOW YOUR NAME. PUT IT ON THE WHITEBOARD OR SMARTBOARD.
- ⇒ PRONOUNCE IT FOR THEM AND REPEAT OCCASIONALLY.
- ⇒ MAKE A POINT TO WELCOME NEW STUDENTS.
- ⇒ BE SURE YOU HAVE EACH CHILD'S CORRECT ADDRESS.
- ⇒ ARRANGE A SEATING PLAN TO BE FOLLOWED THE FIRST WEEK AND CHANGE LATER AS SEEMS ADVISABLE. ADJUST THE SEATS.
- ⇒ EXPLAIN, OR REVIEW WITH THE CHILDREN, THE SCHOOL FACILITIES.
- ⇒ SUGGEST NECESSARY PUPIL COMMITTEES AND DRAW NAMES SO EACH CHILD IS ON ONE ROUTINE - SHARPENING PENCILS, ETC.
- ⇒ HANDLE PARENTS COURTEOUSLY BUT DO NOT LEAVE THE CHILDREN AT LOOSE ENDS.
- ⇒ ENCOURAGE CHILDREN TO PLAY WITH THE GAMES AND TOYS IN FREE MOMENTS.
- ⇒ HAVE THE CHILDREN HELP YOU LIST THINGS THEY REMEMBER STUDYING LAST YEAR.
- ⇒ ASK WHAT THEY WOULD LIKE TO STUDY THIS YEAR.
- ⇒ READ A GOOD STORY ALOUD.

- ⇒ INVITE VOLUNTEERS TO TELL ABOUT HOBBIES, PETS, AND SUMMER VACATION. SOME MAY DRAW PICTURES INSTEAD.
- ⇒ TO USE PENCILS AND PAPER, TRY SOME EASY REVIEW QUESTIONS.
- ⇒ IF AT ALL POSSIBLE, GIVE EACH CHILD A BOOK HE HAS NOT SEEN BEFORE. (KEEP A RECORD OF ALL BOOKS GIVEN OUT.)
- ⇒ A QUIZ SHOW IS GOOD FOR COMBINING FACTS AND FUN THE FIRST DAY.

Suggestions for Working with Parents

Parents are an important part of any educational Program. It is extremely important to keep them informed of what is going on in your classroom. For this reason, we have listed on this page some suggestions for working with parents.

1. Share your discipline plan with parents. Emphasize that the discipline plan was established in the best interest of the students. Then, review the consequences, both negative and positive. Note that if a student chooses not to behave, he/she chooses to receive the negative consequences.
2. Send positive notes home when your students are well-behaved. (Use awards; they are quick!)
3. When the opportunity arises, thank parents for their support.
4. When talking to parents about discipline, assert yourself! Have your goal and objective in mind and be sure you can document the student's discipline problems.
5. Keep accurate records of behavior problems.

Source: Lee Canter

Sample Discipline Plan Letter to Parents

Dear Parent:

In order to guarantee your child and all the students in my classroom the excellent learning climate they deserve, I am utilizing the following Discipline Plan starting today.

My Philosophy:

I believe all my students can behave appropriately in my classroom. I will tolerate no student stopping me from teaching and/or any student from learning.

My Class Rules

1. _____
2. _____
3. _____
4. _____
5. _____

If a Student Chooses to Break a Rule

- 1st consequence: _____
2nd consequence _____
3rd consequence _____
4th consequence: _____
5th consequence: _____
Severe disruption: _____

Students Who Behave Will Earn

It is in your child's best interest that we work together in relationship to his/her schooling. I will thus be in close contact with you regarding your child's progress in my classroom. Please sign the tear-off and have your child bring it with him/her to school tomorrow. If you have any questions or comments, please feel free to call me or write them on the tear off.

Sincerely,

Dear _____:

I have read and understand the Discipline Plan for your classroom.

PARENT PHONE CALL WORKSHEET

Initial Phone Call about a Problem

Teacher _____ Grade _____

Student's Name

Name of Parent(s) or Guardian

Phone number(s)

Date of call

Brief description of problem _____

Write down important points you will cover with parents.

1. Begin with a statement of concern.
2. Describe the specific behavior that necessitated your call.
3. Describe the steps you have taken to solve the problem.
4. Get parent input.
5. Present your solutions to the problem (what you will do; what you want that parent to do).
6. Express confidence in your ability to solve the problem.
7. Tell parents that there will be follow-up contact from you.

Notes:

By addressing these points you will find that your phone conversation will be both informative and effective. Most discipline problems can be solved through this first phone call. Let's take a closer look:

1. Begin with a statement of concern.

Your introductory statement will set the tone for the entire conversation. Remember, even though you're calling about a problem, you can still project a positive, sensitive attitude. Keep in mind that you're not calling to place blame or to complain. You're calling because you care about your student. Through your words, let the parent know that the welfare of his or her child is your utmost concern. When a parent hears this concern-and not an accusation-he or she will be much more receptive to you.

Which of these opening statements would you rather hear if you were the parent?

"Mr. Tuttle (Mrs. Duink, etc.), I'm calling because:

- I'm not at all pleased with Joan's progress in reading."
- Linda's behavior in class is getting worse and worse."

or

Mrs. Allen, I'm calling because:

- I'm concerned about how little work Tom is doing."
- I'm concerned about how Kate gets along with the other students."

Notice that the statements that specifically express concern for the student and state the problem are more positive and inviting than the ones that do not.

2. Describe the specific behavior that necessitated the call.

Tell the parent in specific, observable terms what their child did or did not do. An observable behavior is one that you can watch going on, such as not following directions, talking out, not turning in assignments, or hitting a classmate. Always mention the specific behavior and the number of times the problem has occurred.

“The reason I’m concerned is”:

- “Seth shouted out in class seven times today.”
- “Lawrence refused to do any of his work in class for two days now.”
- “Nicole had two fights today with other student.”

These specific, observable statements tell the parents exactly what happened. Avoid making vague statements that do not clearly communicate:

- “He’s having problems again.”
- “She’s just not behaving.”
- “Her attitude isn’t good.”

Comments such as these don’t give parents any real information at all. In fact, they may miscommunicate and give the parent the impression that you do not like their child and are picking on him or her. Uninformative, negative comments will only serve to make parents defensive.

In addition, avoid making negative, judgmental comments such as:

“The reason I’m calling is”:

- “Your child has a bad attitude.”
- “Your child is mean.”
- “Your child is lazy.”

Again, statements such as these give no valid information and will immediately alienate a parent.

3. Describe steps you have taken to solve the problem.

It's important that parents recognize that you have already taken appropriate action to deal with the situation-that you're not calling them in lieu of attempting to solve the problem yourself. Be specific. Tell them exactly what you have done.

"I discussed your child's behavior with him and reviewed the rules of our classroom discipline plan. In accordance with these rules, and the consequences for not following them, he has been last to recess twice. In addition, I have given him extra praise and positive attention when he is behaving."

"When Lynne refused to do her work in class I had her stay in my room during lunch to complete the assignment. In addition, I have spoken with her on three occasions regarding how she needs to complete her assignments. To further encourage her, I give her a point whenever she does her work. When she earns five points she can have extra free time."

"I had a conference with your son about his fighting. He was sent to the principal's office when he continued to fight, and the principal and I had a conference regarding how to help him."

4. Get parental input.

Ask the parent if there's anything he or she can add that might help solve the problem. Listen carefully to what the parent has to say. This is the time to listen for roadblocks and, if necessary, move the parent past them.

Is there anything you can tell me that might help us solve this problem?"

5. Present your solutions to the problem.

Be prepared to tell the parent exactly what you are going to do, and what you would like the parent to do. In an initial phone call about a problem, the most important thing you can ask the parent to do is let the child know that you called, and that you and the parent both are concerned about the problem.

"Here's what I will do at school. I'll continue to give Gary plenty of positive support when he does turn in homework on time. When he doesn't, he will have to complete it during detention. But most important, here's what I'd like you to do: Please tell Gary I called, and that I am concerned that he isn't turning in his homework. Tell him that you are concerned also. I want Gary to know that both of us are working together to help him do better in school."

6. Express confidence in your ability to solve the problem.

Whenever there is a problem, parents may become anxious. They need to know that they are dealing with a skilled teacher who has the confidence and the ability to work with their child to eliminate the problem. Keep the pediatrician analogy in mind. When a child is ill, a parent wants to hear the doctor say, “Don’t worry, I know how to solve this problem. It will be taken care of.” The last thing a parent wants to hear is, “I don’t know how to handle this, but I’ll do my best.” Let parents know that you know what to do. Emphasize that with the parents’ support you know you will get results. Your tone and attitude during this conversation should help express your confidence.

Make statements such as:

“Mr. Welsh, I’ve worked with many children like your Tom. Don’t worry. Together we will help him.”

“Mrs. Beardsley, I’ve had a lot of experience with young people who have the same problem as Greg. I know that by working together we will get results!”

“Mrs. Rhodes, it’s going to be just fine. Don’t worry. I know how to handle children. I know how to motivate children like Jim and I know that together we will get results.”

7. Inform parents about follow-up contact from you.

When you tell parents that you will follow up on this conversation, you are promising that something is going to happen, that the problem is not going to be swept under the rug. Follow-up contact is vital if parents are going to believe in your commitment. It is also vital for positioning yourself to enlist their support in the future. Before ending the conversation, tell parents when they can expect to hear from you again.

“I will contact you in two days and let you know how things are going.”

“I’ll call you tomorrow and tell you about David’s success!”

*** Be sensitive and alert.**

Your phone call should not be a one-sided conversation. You are building a foundation for future cooperative efforts with the parent. Be sure to ask for parental input at comfortable, appropriate intervals. Don’t push parents, but open the door a little for them to add any comments they may have. Then take the time to really listen to any concerns or comments they may express. Always put yourself in the parent’s position and approach him or her in the manner you yourself would like to be approached. Listen for any roadblocks that might appear and help the parent move past them.

Sample Initial Phone Call About a Problem

Here's a conversation that incorporates all of the points discussed. Notice that the teacher not only gives the parent specific information but also shows plenty of professional confidence.

The teacher begins with a statement of concern and then describes the specific behavior that necessitated the call.

“Mr. Welsh, this is Mrs. Newara, Joe’s teacher. I’m calling because I’m concerned that Joe has not been turning in his homework assignments. Last week he failed to turn in three math assignments and two social studies exercises. Today I did not receive another math assignment.”

CLASSROOM SURVIVAL MANUAL

Suggestions For Improving Classroom Management and For Handling and Preventing Student Disciplinary Problems:

Basically, the responsibility for good classroom discipline rests with the classroom teacher. Most authorities agree that without a comfortable disciplinary situation, the teacher's job becomes frustrating and even unbearable, and as a result little teaching or learning will take place. It is very important that you establish clearly and immediately the behavior pattern to be followed by the pupils in your classes. Actually, students welcome reasonable discipline and have respect for teachers who follow a consistent policy. Here are some suggestions for better classroom discipline:

1. Make sure your students know and observe the regulations established for the school.
2. Outline and discuss the basis on which a pupil's grade is to be decided. They must understand this procedure.
3. Use a definite seating arrangement.
4. Provide enough work to keep students busy, but not so much that they are overwhelmed.
5. Establish a reputation for being businesslike, firm, and fair with your students.
6. Prepare for your classes. Students respond to teachers who know what they are doing.
7. Do not use sarcasm or try to belittle the pupil publicly. The teacher cannot be the winner in this type of situation.

The following pages contain suggestions and pointers for handling and preventing disciplinary problems in your classroom.

1. Classroom Organization and Management

A. Establish a seating arrangement immediately.

1. Do it according to student's choice or alphabetically (to be objective).
2. Use strategic seat changes when necessary:
 - a) to break up cliques.
 - b) to defuse potential discipline problems.

B. Learn the names of students quickly.

1. Use them to give students an increased sense of well-being at being identified in person.
2. Calling a student by name also generates within the pupil feeling of responsibility for his conduct and behavior.

C. Establish behavior standards with your class.

1. Rules should be established through class discussion and accepted by all students. When the students and teacher jointly formulate the rules of behavior for the class, these regulations gain peer acceptance.
2. Keep classroom rules short, simple, meaningful, and positive. For example, these four rules are succinct, yet can be applied to almost any classroom situation:
 - a) be prompt
 - b) be prepared
 - c) be neat
 - d) be considerate
3. Require students to write the classroom rules into a notebook or hand out a mimeographed sheet, so that all students are aware of and understand the classroom rules.
4. Have a definite "clearing house period" to discuss problems that affect all members in order to develop or re-re-establish a better learning environment.
5. Let the class relax occasionally, but they should return to your required behavior when asked.
6. Enforce your rules:
 - a) consistently
 - b) fairly
 - c) impersonally

- D. Announce your expectations of the class.
1. Inform students about what you will require them to do in class.
 2. Over prepare the lessons for the first few days to impress upon your pupils that in your room class work is business.
 3. Let students know your expectations to reduce student's anxieties.
 4. Make some of the first lessons challenging and interesting so that students feel involved immediately.
- E. Have a regular order of procedure.
1. Attendance should be taken at the beginning of the period.
 2. Have some preliminary ("pre-class") work on the chalkboard or xeroxed.
 - a) Pre-class work encourages students to settle down.
 - b) It provides you with time to take roll or perform other essential routine matters.
 3. Begin class work readily in a businesslike manner. Stress that students are responsible for work that begins promptly.
 4. Discuss the day's work and answer questions raised by students.
 5. Always have work prepared for the entire period. By working until the end of the class period rather than stopping *five* minutes early, you have *fifteen additional hours* of instruction each school year.
 6. Establish a consistent order for distributing materials to avoid confusion.
- F. Manage class movements and transitions.
1. You should handle classroom activities with "smoothness" and "momentum."
 2. Smoothness (anti-jerkiness) means to avoid sudden starts and stops during the transition from one subject or activity to another or during an ongoing recitation. These mistakes in smoothness have a negative effect on student behavior:
 - a) changing a topic or goal for some insignificant item for a noticeable amount of time.
 - b) interrupting suddenly pupils' activities with an order, statement, or question.
 - c) lacking poise or sensitivity to group readiness to receive a message.
 - d) leaving an activity hanging or incomplete.
 - e) mixing two unrelated activities.

3. Momentum means to avoid slowdowns or behaviors that actually make the pace of activities or recitations slow or draggy, for example:
 - a) dwelling on an issue or point which most or all students understand.
 - b) fragmenting materials, that is, unnecessarily breaking down an activity into subparts when it could be done as a single unit.

G. Be alert and observant.

1. Develop the ability to always see or know what is going on in your classroom.
2. Convey your alertness and attentiveness to the students.
3. "Overlapping" or taking care of two necessary functions almost simultaneously communicates to pupils an alertness that makes for better discipline:

H. Schedule a variety of activities.

1. Design activities that allow students to release suppressed energy and emotions.
2. Vary activities to reduce boredom and enhance student interest.

I. Arrange your room attractively and efficiently.

1. The chalkboard should be neat and understandable.
2. Have definite places for materials, chairs, and tables.
3. Use the bulletin board and displays effectively.

II. The Teacher in the Classroom

The teacher is the first line of authority in the classroom and the school. How the new teacher presents him/herself on the first day determines much of his/her future control. The following suggestions allow you to check your own behavior in the classroom:

A. Attitude

1. Be warm, kind, and friendly, but never familiar.
 - a) Do not be a pal.
 - b) Do not ingratiate yourself with students.
 - c) Keep certain distances.
2. Develop a warm sense of humor.
 - a) Enjoy a joke, but end joke time quickly.
 - b) Judge carefully when the time is right for using your sense of humor in a given class.
 - c) Do not allow wise or personal remarks.
3. Do not lose your temper *often*.

4. Refrain from criticism of other teachers or administrators, and do not permit it from students.

B. Firmness

1. Insist of being addressed as Mr., Mrs., Miss, or Ms.
2. Be definite.
3. Be relatively firm at the beginning of the year, then relax, slightly, but without losing control of the class.
4. Be consistent so that students know what to expect of you.
5. Set limits in your class.
 - a) Expect students to operate within these limits.
 - b) Realize that setting limits gives pupils a sense of security.

C. Teacher-Student Relations

1. Welcome a new student.
2. Be courteous and demand courtesy to you and to other students.
3. Do not embarrass a student.
4. Be fair and grade fairly. Refrain from favoritism and “flirting” with the opposite sex.
5. Praise a student. Recognize appearance, performance, friendly manners, etc.
6. Value your students’ confidence.
7. Keep pupils alert.
 - a) Maintain eye contact.
 - b) Stand and move around the classroom while you teach
8. Assign punishment impersonally and justly.

D. Openness

1. Be approachable.
2. Be friendly.
3. Be willing to listen.

E. Appearance

1. Avoid noticeable mannerisms.
2. Watch your voice.
 - a) Your voice should be clear, firm, and pleasant.
 - b) Vary its tone and intonation.
 - c) Do not talk continually.
 - d) Your voice can advertise your insecurity.
3. Watch your own appearance.
 - a) Dress neatly and attractively.
 - b) Avoid distracting or provocative clothes.

F. *You do have to be an example.*

III. The Teacher As an Adult Leader

1. Know your students in order to establish a firm and meaningful foundation on which to develop rapport. Learn names quickly to demonstrate your concern for each individual.
2. Be concerned for all students. Warm student response and wholesome pupil demeanor are largely a result of the degree of positivism the teacher shows the students.
3. Try to maintain an atmosphere in which pupils are free to do the right thing because they are secure in their position in the class and their knowledge of what they are to accomplish.
4. Try to direct matters so that students make the right decisions, but if they do not, it is your responsibility to set them right. Remember your role as an *adult* leader. They may resist at times, but they expect leadership from you.
5. Do not force your opinions. Skillfully guide thinking by raising the right questions at the right time.
6. Make a habit of encouraging all definite effort, even if result are not exactly as you expect them and want them to be.
7. Be impersonal when discussing misdemeanors with a pupil.
8. Be personal when discussing the interests, aptitudes, and accomplishments of your students.

IV. Attitudes To Be Expected from Students

A young teacher cannot expect all students to have or maintain desirable attitudes towards the teacher. The teacher must insist on:

1. respect for the teacher.
2. confidence in that teacher.
3. loyalty for the teacher and school.
4. friendliness to the teacher.
5. students being corrected when they are out of line.
6. policies being followed and rules being obeyed.
7. students belonging to the class by feeling secure in their status within the class.
8. courtesy to teacher and pupil.
9. cooperation with all.

V. Cause of Discipline Problems

A. In students themselves:

1. inability to read or work on a level with age group.
2. language difficulties or barriers.
3. lack of previous success in school.
4. unsatisfactory relationships with parents.
5. attempts to meet their own emotional needs in the classroom situation.

6. previous conditioning of various sorts:
 - a) poor listening habits.
 - b) poor study habits.
 - c) no real interests.
 - d)
- B. In their nonschool environment:
1. lack of parental interest.
 2. irresponsible parents.
 3. unstable home life.
 4. family financial and economic problems.
 5. inadequate diet and improper nutrition.
 6. overcrowded families and/or poor housing.
 7. television violence.
 8. drugs and alcohol.
 9. gangs and weapons.
 10. lack of church leadership.
 11. apathy and lack of community concern.
- C. In the atmosphere of the classroom:
1. lack of class organization.
 2. no opportunity for pupil initiative and responsibility.
 3. no opportunity to participate in planning and in setting goals in a teacher-dominated classroom.
 4. unclear goals, purposes, or assignments:
 - a) Teacher cannot be heard.
 - b) Teacher uses imprecise or indefinite language.
 - c) Chalkboard directions are not understandable.
 - d) Insufficient orientation for an assignment - has not been thoroughly discussed.
 5. no organized plan for handling supplies and distributing papers.
 6. atmosphere of tension and competition where students feel insecure.
 7. rigid requirements that are the same for every pupil in the class.
- D. In the attitude of the teacher who is:
1. cold, and unfriendly.
 2. inconsistent in assignments and requirements.
 3. unjust in decisions.
 4. frequently angry.
 5. a cause of pupil discomfort.
 6. always "right" and settles everything.
 7. lacking firmness.
 8. lacking understanding of pupil needs as human beings.
 9. prone to biting sarcasm or other ways of humiliating a student in front of other students

VI. Prevention of Discipline Problems

A. Know your students

1. Know the characteristics of the age group and what is regarded as normal behavior.
2. Do not judge by adult standards.
3. Do not take small matters too seriously yourself, but take care that kindly reminders keep small matters from growing into large ones.
4. Know your students as individuals by consulting available records:
 - a) Learn and use names at once.
 - b) Examine:
 - 1) previous school record.
 - 2) intelligence rating.
 - 3) reading score.
 - 4) family background.
5. Know your pupils better by drawing them out in conversation, letters of introduction, etc. to discover interests, aptitudes, and attitudes.

B. Realize that your class is composed of individuals.

1. Do not require the same response of every pupil.
2. Allow for various abilities as well as interest in making assignments.
3. Satisfy the need of individuals to make a satisfactory contribution to the group.
4. See that each pupil gets a chance to feel important and useful by performing some constructive service for the teacher or for the group, preferably both.
5. Let each pupil feel your interest in him/her. The teacher must be genuine about this or it will not work.

C. Learn to recognize the situations which lead to discipline problems.

1. Tardiness to class:
 - a) Insist on promptness. Do not be lenient.
 - b) Recognize the student who is late through design or carelessness.
2. Disorder in a classroom:
 - a) Teacher should be in room promptly.
 - b) Class must settle to work when the bell rings. If not, quick drill lessons or short tests at the beginning of the period will encourage application toward quickly. Take roll promptly.
3. Disobedient and insolent students:
 - a) Ask him/her to leave the room immediately, but be definite as to whether the pupil is to wait outside the door for your or report to the counselor or principal.
 - b) Maintain your own pose and continue with class. Do not permit a student to break up a class by quarreling with him/her or by forcing an issue. Never argue with a student. Correction of problem must be completed before student returns to classroom

4. Teacher-pupil conferences:
 - a) The clown, show-off, or interrupter should be corrected audibly in class. The pupil's attitude can be controlled by an impersonal attitude on the part of the teacher who holds consistently to the classroom standard of good conduct.
 - b) Some students should be corrected quietly in confidence. If poor conduct persists, take him/her into the hall or ask for a conference after school.
 - c) Permit a pupil the opportunity to talk. You may find the reason for his/her behavior.

D. Refer certain cases to the counselor or principal.

1. Those whose misbehavior is repeated after many conferences should be referred.
2. If too many discipline problems appear in one class, this may justify regrouping and distributing offenders.

Good classroom discipline should not be thought of merely as being strict, but as a cause-and-effect relationship. The student should be made aware that certain types of behavior will cause unpleasant results, while others will elicit teacher recognition and praise. If you use this cause-and-effect approach, then *most* students will naturally develop good behavior attitudes and responses. In summary, you can achieve good classroom control, acceptable student conduct, and real student achievement *if* you are firm, fair, friendly, consistent, and prepared.

TOPIC: The Professional Organization

Suggested Activities: An inductee will:

1. Receive a copy of the professional contract.
2. Meet the organization's officers and committee chairperson.
3. Become familiar with the services provided by the professional organization.
4. Be invited to attend representative council meeting.

Materials: A new-member packet. (Received at new teacher in-service day.)

Time Line: To be completed by the end of the school year.

Initiator: Mentor Teacher

Support Staff: North East Education Association Personnel

Log Notes:

Topic: Philosophy of North East School District / In-Building Routines

Suggested Material: An inductee will:

1. Receive a copy of the building's Teacher Handbook.
2. Read the copy of the building's Teacher Handbook.

Materials: Specific building's Teacher Handbook

The inductee will explore building policies concerning but not limited to:

1. Attendance record keeping
2. Time structure of school day, week and year
3. Audio Visual material
4. Class record books/plan books
5. Discipline
6. Accident reports
7. Faculty meetings
8. Emergency exit drills
9. Homework policy
10. Leave days

Time Line: To be completed within the first month of school.

Initiator: The Mentor Teacher

Support Staff: The Mentor Teacher and the Inductee

Log Notes:

TOPIC: Professional Responsibility

Suggested Activities: An inductee will:

Explore the following, but not exclusive, issues:

1. School Code for teacher dismissal (Building Administrator)
2. Student-teacher relationships (Wong & Wong pages 35 - 69)
3. Assigned responsibilities (Building Administrator)
4. Tenure (Building Administrator)
5. Professional appearance (Wong & Wong pages 50 – 59)
6. Code of Conduct for Educator (following page)

Materials: “The First Days of School – How to be an effective teacher” by Wong & Wong

Time Line: September and October

Initiator: Induction team

Support Staff: Building Administrator, North East Education representative

Log Notes:

Ch. 235 CODE OF CONDUCT FOR EDUCATORS

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Sec.

- 235.1. Mission.
- 235.2. Introduction.
- 235.3. Purpose.
- 235.4. Practices.
- 235.5. Conduct.
- 235.6. Legal obligations.
- 235.7. Certification.
- 235.8. Civil rights.
- 235.9. Improper personal or financial gain
- 235.10. Relationship
- 235.11. Professional relationships.

Authority

The provisions of this Chapter 235 issued under section (9)(a)(10) of act of December 12, 1973 (P.L 397, No.141)(24 P.S. 12-1255(a)(10), unless otherwise noted.

Source

The provision of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa B. 3176, unless otherwise noted.

235.1 Mission.

The Professional Standards and Practices Commission is committed to providing leadership for Improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

235.2 Introduction.

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in the Commonwealth, a Code of Professional Practice and Conduct (Code) for certified educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. 12-1251-12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. 12-1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

235.3 Purpose.

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principals. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

235.4 Practices.

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. 1-101-27-2702), other school laws of the Commonwealth, sections 1201 (a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. 1101,1201(a)(1), (2) and (4) and (b)(1), (2) and (4) and this chapter.
 - (2) Professional educator shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discriminations not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

235.5. Conduct

- 1) Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

235.6 Legal obligations.

- a) (a)The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P.S. 12-1251-12-1268), known as the teacher Certification Law.
- b) (b)The professional educator may not engage in conduct prohibited by:
 1. The Public School Code of 1949 (24 P. S. 1-101-27-2702) and other laws relating to the schools or the education of children.

2. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883 No. 170) (65 P. S, 401-413), known as the Public Official and Employee Ethics Law.
- c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross Reference

This section cited in 22 Pa. Code 235.5 (relating to conduct)

235.7. Certification

The professional educator may not:

1. Accept employment when not properly certificated, in a position for which certification is required.
2. Assist entry into or continuance in the education profession of a person.
3. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross Reference

This section cited in 22 Pa. Code 235.5 (relating to conduct).

235.8.

Civil rights.

The professional educator may not:

1. Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
2. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Cross References

This section cited in 22 Pa Code 235.5 (relating to conduct)

235.9. Improper personal or financial gain.

1. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
2. Exploit a professional relationship for personal gain or advantage.

Cross References

This section cited in 22 Pa. Code 235.5 (relating to conduct).

235.10. Relationships with students.

1. Knowingly and intentionally distort or misrepresent evaluations of students.
2. Knowingly and intentionally misrepresent subject matter or curriculum.
3. Sexually harass or engage in sexual relationships with students.
4. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section..

Cross References

This section cited in 22 Pa. Code 235.5 (relating to conduct)

235.11. Professional relationships.

1. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Knowingly and intentionally distort evaluations of colleagues.
3. Sexually harass a fellow employee.
4. Use coercive means or promise special treatment to influence professional decisions of colleagues.
5. Threaten, coerce or discriminate against a colleague who in good faith reports or disclosed to a governing agency actual or suspected violations of law, agency regulations or standards.

TOPIC: Student Record Keeping

Suggested Material: An inductee will:

1. Review a teacher's record system.
2. Develop a record keeping system in the classroom
3. Review the files of a special education student.
4. Discuss record keeping

Materials: Provided by mentor

Time Line: End of first twelve weeks

Initiator: The building principal

Support Staff: Mentor Teacher, Principal, Secretary, and Counselor

Log Notes:

SEPTEMBER NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**OCTOBER
MONTH TWO**

TOPIC: Teacher Observation/Evaluation

Suggested Activities: An Inductee will:

1. Discuss observations/evaluation procedures with the building administrator.
2. Be familiar with the form and rating code for observation/evaluation
3. Review the criteria for effective teaching

Materials: Policy manual, evaluation forms, and NESD Teacher Evaluation Program Manual

Time Line: Observation end of first six weeks.
 Evaluation end of first semester.

Initiator: Principal/Mentor Teacher

Support Staff: Building Principal and Mentor Teacher

Log Notes:

PROFESSIONAL RELATIONS/COMMUNICATIONS

COMMUNITY RELATIONS

Teachers: Teachers shall bear in mind that good community relations depend upon the nature of daily life in the school. They and other school employees should seek the following objectives as they have opportunity in their respective fields of service.

1. Acquaint citizens with the work of the schools.
2. Give courteous and thoughtful consideration to all inquiries and complaints. Make parents feel welcome in the school and at appointed hours in the classroom.
3. Cooperate as fully as practicable with parent-teacher groups and with other organizations seeking information or offering assistance to the schools.
4. Maintain all pupil relations with firmness, intelligence, and sympathy so as to command the respect and enlist the cooperation of the home.
5. Develop inter-staff relations which merit the respect of the community.

TOPIC: Parent/Teacher Communication and Conferencing

Suggested Activities: An inductee will:

1. Identify the importance for communication between inductees and parents regarding the academic progress of their children.
2. Become aware of district expectations pertaining to parental communication.
3. Become aware of the need for positive conferences, as well as the need for improvement of conferences with parents and students.
4. Identify procedures to follow in order to have a meaningful and successful parent-inductee conference.

Materials: Steps for an effective parent conference.

Time Line: By the end of the first six week's period.

Initiator: Building Principal or Mentor Teacher.

Support Staff: Building Principal and Mentor Teacher.

Log Notes:

FIVE PHASES OF THE PARENT-TEACHER CONFERENCE

1. The Warm-Up

When a parent comes for the Parent-Teacher Conference, you are usually meeting him or her for the first time. Each of you brings pre-conceived ideas about the other, valid or not. There may even be the feeling that you are natural adversaries.

You want the Warm-Up to dispel that feeling and to establish rapport. If you know one of the parent's activities, express genuine interest in it; ask open-ended questions that may identify a common interest. Using direct eye contact, you might use an opening like one of these:

"I understand you moved here last year. How do you like this part of the county?"

"Shelley told me that you have a house at the lake - what a nice way to spend vacations!"

"Jacob is quite a ballplayer. Did he learn from you?"

Keep the Warm-Up brief: Remember the reason for the parent's visit.

2. Positive attributes of the Student

Every child at some time demonstrates a positive attribute. Discuss the positive attributes of the student first. This will get your conference off to a good start and reinforce the rapport you established in the Warm-Up. Problems should be handled in the fourth phase of the conference.

There are positive attributes to be found in even negative behaviors. A child who is a discipline problem might be described as "assertive"; the leader of the "gang" is exhibiting leadership qualities. An important part of teaching is recognizing and channeling the positive parts of undesirable behavior into positive actions. In your conference, you want to let the parent know that you recognize the positive qualities of the child - at the same time, you may be helping the parent to recognize those qualities.

Among the positive attributes you might identify are:

exhibits leadership	listens well
is cooperative	follows directions
works independently	makes good use of time
works well with others	completes work on time
has good self-discipline	is neat
accepts responsibility	works beyond expectations
is courteous	is assertive
respects other	is independent

Notice in the examples that the approval areas are as specific as possible. Approval is given for specific tasks - lending more substance to the approval.

You might phrase your approval statements something like these:

"Kaity did our bulletin board. She worked very cooperatively with Jimmy and Angela. She accepts responsibility very well."

"Tom did this science display. He demonstrated a great deal of concentration and perseverance."

3. Presentation of Growth: Folder

Prior to the conference have students arrange their work in individual folders. Review the papers in the folders and staple together any that show improvement. At this point in the conference, go over the folder contents with the parent. Show how far the student has come and point out areas where there is opportunity for improvement.

Using these samples of growth, you might say something like:

“Here are two compositions - we can see how much Greg has improved in spelling.”

“I know Jenny loves Math. Here are two papers that show her ability to solve problems.:

“Here are two samples of Sue’s science work - notice the improvement in her writing. She has the opportunity on each paper to express abstract concepts in clear sentences.”

4. Areas in Which the Parent and Teacher Can Work Together.

This phase can be very important if it is successful. You benefit when you can get the parents to work with you - it can make the job of teaching a little easier. The student also gains from the additional support.

The first three phases of the conference will help you to know if you can expect such a commitment from the parent. Your request must be within the parent’s capabilities. If a parent has an eighth grade education, it might be unreasonable to ask him/her to help with new Math homework.

You can begin this phase with questions such as these:

“How do you feel Alex is doing in school?”

“Do you see any areas where you’d like to see improvement in Lucas’s work?”

Or, you can take another route:

“Susan sometimes hands in incomplete work. I see an opportunity for us to help her complete her tasks. Are there ways we can work together?”

Go after only one or two well-defined, attainable goals, rather than a “laundry list” of problems. You’re much more likely to gain the parent’s cooperation, and this phase can be most successful.

5. Conclude on a Positive Note

The parent should leave the conference with positive feelings. Both you and the parent should feel that the meeting was worthwhile. Emphasize your certainty that your joint efforts will be productive.

If you were unable to establish much rapport or enlist any help, end by saying something positive about the student. Thank the parent for his/her time. Recognize the importance of the parent’s coming to the conference.

Here are some sample closings:

“I’m sure we’ll see immediate improvement since you’ll be reading with Glen at night.”

“Please feel free to call me, Mrs. Smith, if you would like to talk about Tom’s work.”

Take a moment or two between conferences to note any promises you made that may need to be followed-up on at subsequent conferences or by phone calls.

Listening to Parents of Children with Disabilities

Linda Davern

Interviews with parents of mainstreamed children shed light on building effective school-home partnerships.

A growing number of children with disabilities are becoming members of general education classes. As someone involved in teacher preparation, I am particularly interested in what teaching teams can do to build productive alliances, or strengthen existing relationships, with the parents or caregivers of these children.

To explore this issue, I conducted a series of in-depth interviews with 15 families (21 parents) whose children were fully included in general education programs—mostly at the elementary level. Many of these children needed a great deal of support and modification to participate successfully in general classes. Overall, these parents were extremely pleased with the impact that inclusion had on their children. They also offered suggestions for improving the quality of home-school relationships.¹ The following recommendations to teaching teams come from an analysis of these parents' perspectives.

- Convey a clear, consistent message regarding the value of the child. How school personnel talk about children in both formal and informal interactions early in the school year has a significant impact on the development of relationships with their families. Several parents in this study valued the ability of teachers to see different aspects of a child's personality aside from academic achievement. As Gail put it, For teachers to say to me, "I really like your kid," or "You know, he really has a great sense of humor"... lets me know that they really care about him as a person.

These parents also commended personnel who focused on the individual child's progress, rather than using other children as a reference for comparison. As Anna said:

"So our child's not going to be the top of her class in gym. We understand that. Just take her for who she is. Find space for her."

Members of the teaching team need to convey clear, consistent messages that they are happy to have this child in the classroom and that they hold high expectations for the child's achievement.

- Put yourself in the shoes of the parent. The parents I interviewed valued the efforts of school personnel to try to understand what it is like to have a child with a disability—for example, to have to negotiate both the general and special education bureaucracies in order to gain access to classes, accommodations, and support services. Several of these parents felt that some staff did not understand their anger and frustration with educational systems. While one mother felt more strongly than others I spoke with, she expressed the sense of detachment experienced by families of children in special education:

Parents hate special education
Parents hate it because the kids hate it....
They hate the isolation of it.

Parents often felt they were viewed as impatient. They wanted staff to better understand their frustration with the slow pace of school improvement efforts related to inclusive practices. School staff who attempt to understand the parent's frame of reference are less likely to assume the judgmental attitudes that can be damaging to the home-school relationship.

- Expand your awareness of cultural diversity. Building an awareness of cultural diversity will strengthen school personnel's ability to teach as well as connect successfully with families. Marguerite believed that "a lot of teachers have never had ... training in multiculturalism or diversity." Through effective staff development, schools can help personnel examine "the cultural base of their own belief system" in relation to children and families (Harry 1992, p. 23), and how these beliefs affect relationships.

Harry and colleagues emphasize that cultures are greatly influenced by generational status, gender, social class, education, occupational group, and other variables (1995, p. 106). Such an approach to professional development will help personnel be aware of the cultural lenses through which they make judgments about children and families.

- See individuals, challenge stereotypes. A few parents felt that some teachers made assumptions about them and their parenting skills simply because their child had a disability. Doria saw some of these attitudes arising from a lack of understanding of some types of disabilities such as emotional disturbance. Marguerite felt that school personnel frequently "lumped parents together"—working from inaccurate assumptions about single parents and parents who were not of European heritage. School personnel need opportunities to explore the impulse to stereotype, and encouragement and support to challenge this tendency in themselves as well as their colleagues.

- Persevere in building partnerships. While federal law requires school teams to invite parents into the planning process for their children with disabilities, the collaborative outcome envisioned by the legislation does not always materialize. Several parents thought that schools gave up too soon—that personnel were quick to dismiss parents who didn't attend meetings, and were cynical about the possibilities for change. Parents felt that building partnerships took commitment and vision over the long term. As one father stated, "The first year you make a decision to team with parents, maybe you're not going to get all the parents ... but give it a little time, nurture it along."

Parents suggested looking at how schools share information with parents, using more flexibility in setting up meeting times with them, and assisting parents in connecting with

other parents who might share child care responsibilities to free one another to attend planning meetings.

- Demonstrate an authentic interest in the parent's goals for the child. A first step in establishing dialogue is to connect with parents as individuals. Participants in the study commended some staff as very skilled in diminishing the psychological distance between parents and professionals. These teachers were able to create an atmosphere where parents did not feel that they had to "watch their p's and q's," as one parent put it. Staff did this through their choice of language, as well as their interaction styles. Their interest in parents' ideas felt authentic.

Parents also mentioned interactions that they viewed as evidence of an "expert syndrome." In these cases, parents felt that the attitude coming from staff was, "You couldn't possibly know what you're talking about." One parent described a critical distinction between those personnel who talk with parents as opposed to those who talk at them. Teachers can maintain their expertise as educators while fully acknowledging the information and insights held by parents. The interplay of these complementary roles can greatly enrich the outcome for students.

- Talk with parents about how they want to share information. Successful collaboration requires effective ongoing communication between home and school. Some participants thought that having one school person as the primary contact would be helpful. Several parents in this study did not want their primary contact to be a special educator, for fear that this would lessen the feelings of ownership on the part of the general educator for the child's progress. Yet consistent communication with a person who really knew the child and his or her unique learning characteristics was important.

Teachers need to ask parents which school representative they would like to communicate with, how frequently, and through which means (for example, combinations of meetings, phone calls, and written communication). Moreover, parents' preferences for involvement may change over time given a variety of factors such as the child's age and the family's circumstances.

Several families found home visits by school staff very helpful. Parents felt that opportunities to visit with children in their homes might give staff insight into children's capabilities that had not been demonstrated at school.

- Use everyday language. Parents often felt excluded from the planning process when professionals used unfamiliar educational terms when discussing test results, staffing patterns, and ways of organizing and identifying services. One parent referred to this practice as "blowing all that smoke." As another put it:

"What does it mean "30 minutes three times a week," "one plus one," "parallel curriculum"?...When you do that stuff you just close out the parent. As soon as you use language that's exclusive of parents, they're gone."

It is an unfortunate irony that in order to graduate from many teacher preparation programs, pre-service teachers must master a professional lexicon that ultimately creates significant barriers to being effective in their professions.

- Create effective forums for planning and problem solving. Yearly review meetings, mandated by law, are held for each child with an Individualized Education Plan (IEP). During these meetings, school personnel and parents (and students at the secondary level) review assessments, make placement decisions, determine children's services, and identify individual goals. The parents I interviewed described these formal meetings as some of the most difficult interactions they experienced during the year. They used such phrases as "very intimidating" to describe them, adding that they felt at times like token participants in discussions about their children.

In contrast to these formal yearly reviews, at least six of the children involved in this study were the focus of regularly scheduled team meetings, composed of teachers, parents, related service providers, and occasionally teaching assistants. Although evaluations of these meetings varied greatly, parents indicated that, compared to the formal meetings, they felt more comfortable discussing their children in an atmosphere that recognized achievements, friendships, interesting stories, and humorous anecdotes.

As one mother put it,

When we go to team meetings, a lot of times it is a celebration. That's how it feels.
By George, we're doing something right here—it's working!

The literature offers direction for districts interested in developing their expertise in the arena of team planning for individual children (Giangreco 1996, Giangreco et al. 1993, Thousand and Villa 1992).

- Build long-term school wide plans that offer full membership to all children. Several of the parents I interviewed had advocated extensively for a general class placement for their child. Schools will not become proficient in building alliances with these families until general class membership, with adequate supports, is the norm for children with disabilities. These findings reinforce calls from parents and others in the educational community for districts to develop long-term school wide plans to offer full membership to all students, not just set up programs for children in response to the requests of individual parents (Gartner and Lipsky 1987, Stainback and Stainback 1990). Teachers can actively support such restructuring (with appropriate safeguards to ensure adequate resources). Such efforts will result in inclusive

settings becoming available to those children whose parents are not in a position to pursue such extensive advocacy actions.

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COMMUNICATE STANDARDS TO PARENTS

If you expect parents to support you, you must communicate to them the classroom standards you want them to support.

One of the key skills that effective teachers' possess is the ability to clearly and firmly communicate to parents what support is needed. These teachers communicate with parents on the first day of school by sending home a letter outlining the rules and consequences of their discipline plan. Such a letter states in very straightforward and specific terms how they manage their classroom and what help they need from parents.

TIP

Educational experts have conducted studies to determine how parents judge competency in teachers.

The studies show that two of the leading qualities of master teachers according to parent are:

The ability to discipline.

The desire to work with parents.

Communicating Standards to Parents

Keep these guidelines in mind when you write the letter to parents:

- State your philosophy of education. “Every student has a right to learn and no student will prevent another student from learning.”
- Express your expectations of student (behavioral and/or academic) in specific terms. “I expect all students to be ready to work when the bell rings.”
- Explain how you will deal with students who misbehave. “Students who choose to break the rules will miss recess.”
- Describe the positive feedback you will provide for students who do behave. “If students follow the rules they will be rewarded with praise, free time, etc.”
- Communicate to parents that you need their support. “In order for your child to have the optimum learning experience, I will need your support.”
- Provide a space on the letter for parents to write comments to you about their children.
- Ask parents to sign the tear-off portion of the letter and return it to you.

TIP

Keep the signed tear off in the child’s folder to verify that parents are aware of and support your discipline efforts.

Communicating Standards to Parents

TIP

Do not limit the letter to discipline standards. Include your academic expectations too.

“There will be a homework assignment every night and spelling test on Friday”

Parents need to know what work their children are expected to do at home in order to supervise them properly.

If you have a conference with a parent about a child’s poor work habits and question the lack of supervision at home, the parent cannot claim ignorance of the assignments. You have the signed letter to prove the parent has been informed of your policy.

IMPORTANT: Some parents may not agree with your educational philosophy and refuse to sign the letter. In such cases, suggest a meeting with the parent and include the principal. Explain that you cannot adequately do your job without parental support and the child will not receive the optimum educational opportunity.

If the parent still refuses to sign, he or she must be made aware that whether or not the letter is signed, the child is still subject to the same rules and consequences as the rest of the class.

REMEMBER: Parents appreciate receiving a letter the first day of school. It shows them that:

- You’re committed to the job of educating their children
- You’ve already done a great deal of planning for this class
- You have strong disciplinary code

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Establish Positive Communication

Parents are accustomed to hearing from the school only when their child has misbehaved or is doing poorly. It's not surprising, then, that some parents have a negative view toward teachers and the school system. You can change that attitude by providing consistent positive feedback and establishing a positive atmosphere in your classroom from the very beginning. This positive approach will also increase your probability of gaining parental support when problems do arise.

Our experience tells us that:

- Parents are more apt to support teachers who have a positive attitude toward students.
- Parents view the ability to praise students as an important quality of a competent teacher.

Therefore, begin to positively reinforce students immediately. And have some fun with it! We in education are often bogged down by rules, deadlines, reading scores, accountability and countless other serious issues, forgetting about the lighter side of education – the side that probably made us choose this profession in the first place – that we enjoy being with kids and receive satisfaction from educating them.

TIP

Make it a habit to send home two positive notes a day and to call one parent per week.

Establish Positive Communication

So the next key skill we present to you is the one that will stimulate smiles and good feelings – that is: **PROVIDE STUDENTS WITH POSITIVE FEEDBACK FOR A JOB WELL DONE.**

Effective teachers use a wide variety of ways to reward students who behave or do good work. They have an endless supply of positive notes, stickers, stars, stamps and prizes, as well as words of praise, positive gestures and symbols. To use this skill most effectively, you must go out of your way to find students who are following the rules. In other words **CATCH THEM DOING SOMETHING GOOD.** This is especially easy at the beginning of the school year when most students are on their best behavior.

TIP

Prepare notes ahead of time for each student. Pre-address envelopes too. Then as you catch your students following the rules, just put the notes into the mail.

Once you see a student doing something right and reward them, carry it one step further and include the parents in on the good news. What a treat it will be for the parents to receive some positive words for a change. Either send home a quick note for a student's good behavior or academic work, or set aside a few minutes after school or in the evening for a few short phone calls.

TIP

When writing notes, address the parents by name, and mention the student's name too. Keep the notes brief and to the point.

Establish Positive Communication

TIP

Look through last years records for students who are known to have problems. Catch them doing something good immediately and let their parents know, it may prevent any problems from occurring at all!

REMEMBER: Positive feedback increases the probability that students will not misbehave. In a classroom situation children look for an adult's attention. If they don't get it for doing the right thing, they are bound to do the wrong thing!

Establish Positive Communication

Sample Notes

Dear Dr. and Mrs. Robbins,

It is my pleasure to tell you that Donna received an A on her first chemistry quiz. If she keeps up the good work, she will do very well this year.

*Sincerely,
Mr. Ellis*

Dear Ms. Arnold:

I am pleased to have Jackie in my class. She completed all of her work this week and was very well behaved. You should feel proud!

*Sincerely,
Ms. Harrison*

Dear Mr. and Mrs. Smith,

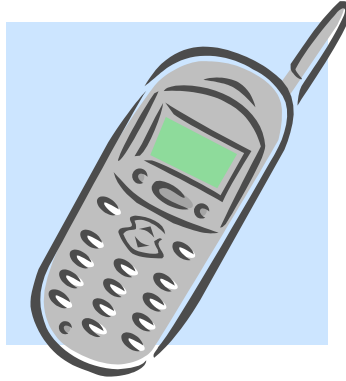
Larry puts away all of his toys at cleanup times. He follows the classroom rules and plays nicely with other children.

He is a lovely boy.

*Sincerely,
Mrs. Linden*

Establish Positive Communication

Sample Phone Conversation



Teacher: Hello, Ms. Kelly. This is Ms. Jones, Mike's teacher.
Ms. Kelly: What did he do wrong?
Teacher: Mike didn't do anything wrong. As a matter of fact, I'm calling to tell you that he's done very well this first week of school. He did all of his class work and handed in all homework assignments.
Ms. Kelly: I can't believe you're calling me to tell me he's doing well. I'm so used to hearing bad things about Mike.
Teacher: I believe it's just as important to tell parents when their child is doing well in school as it is when they're doing poorly.
Ms. Kelly: I wish all teachers were like you.
Teacher: I'd just like to add that I am pleased to have your son in my class and look forward to working with you to insure that he gets the most out of this school year.

10 Steps for an Effective Parent Conference

1. Document academic or behavior problems through use of observation checklists, anecdotal records, test scores, work samples, and teacher reports. Try to include positive as well as negative evidence in your portfolio.
2. Arrange the conference time and place so that both are convenient for parents and team members. Encourage parents/guardians and student to attend.
3. Approach the conference with a positive “can do” attitude. Discuss the student’s strengths and successes before discussing problem areas.
4. Encourage the parents/guardians to talk and share their perceptions while you listen carefully to what is being said. Take notes and ask clarifying questions.
5. Allow ample time for parents/guardians to air their frustrations and concerns without getting defensive or interrupting a train of thought. Try to use body language and verbal comments that are reassuring, such as: “I can see why you feel as you do” or “That makes sense to me.”
6. Make certain that all team members provide input at all stages of the conference including its preparations, implementation, and follow-up.
7. Develop an action plan that focuses on specific strategies and responsibilities for improving the problem areas. Record who is to do what, when, and how.
8. Keep all team members and parents/guardians focused on the problem areas identified for resolving at this conference. Try to discourage digression from the task at hand.
9. Dismiss parents/guardians in a positive way so that they feel their time and energy have been well spent and so that they know exactly what has to be done to help the student.
10. Above all else, make certain to follow the established plan of action in a timely fashion and arrange for a follow up conference or discussion. Monitor the plan of action strategies in a consistent manner.

Promoting Parent Involvement In Secondary Schools

By Patricia Wheeler

There are many ways in which parents can be involved with the school, says this writer, who looks at parental involvement as a process rather than a series of activities.

Parent involvement at the middle and secondary school levels is vital if teenagers are to become stable and productive, adults. Although most of the research and programs in the area of parent involvement have focused on the primary and elementary levels, the next stage in life is when adolescents are forming lifetime values. At this time, students begin to distance themselves from their families as they strive for independence, and begin to relate more closely to their peers.

The term “parent,” as in “parent involvement in the schools,” has recently taken on broader meanings. Not only could it refer to the student’s parents, but also to other family members, including older siblings, adult friends, senior citizens, community members, employers, and school staff. “Parent” is that older individual who takes a special interest and helps that teenager to develop and understand life values and to build self-confidence.

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What the Research Says

In their study of elementary and secondary schools in Chicago, researchers at Roosevelt University (1990) found that high levels of communication between parents and schools, parental support of the school, and providing social services for needy parents were related to higher student achievement, even in schools with high levels of poverty and of student mobility.

Ekstrom, Goertz, and Rock (1988) analyzed data from the National Longitudinal Survey of 1972, and the 1982 High School and Beyond national survey, and concluded that, "A student's home educational support system is an important factor in explaining cognitive growth of high school students." They identified four family factors related to student behavior and learning in the junior and senior years of high school:

- * High education aspirations for the student.
- * Involvement with the student in planning the educational program.
 - Providing opportunities for learning outside school.
 - Having study aids in the home.

Reviewing several studies on parent involvement in high schools, Hart (1988) concluded that, "... secondary schools can raise student achievement by getting parents involved. The findings also dispel the myth that parents of secondary students are unable to assist their children with academic work because the academics are beyond them.

What is necessary at the secondary level is direct participation by the parents in which they demonstrate an interest in what the schools are doing for their children. "For example, parents may not have the subject knowledge to help their children with homework. However, they can encourage them to reread a chapter in the text, suggest they call other students in the class or see a tutor after school, pick up a book at the public library, or set aside a quiet place for them to study.

In reviewing the research on parent involvement, Henderson (1984) found that parent involvement is associated with higher levels of student performance, improved attendance, lower dropout rates, better motivation and self-esteem, improved behavior, and more parent and community support of the schools. Her four major conclusions concerning parent involvement are: the student's primary educational environment is provided by the family; parent involvement improves student achievement; parent involvement is most effective if it is comprehensive, long-lasting, and well planned; and the benefits of parent involvement continue from early childhood through the completion of high school.

Barriers to Family Involvement

Liontos (1991) identified several barriers that limit at-risk student's parents' involvement in the school. These include feelings of inadequacy, failure, and poor self-worth, negative attitudes toward or bad experiences with schools; suspicion or anger that schools are not treating them equally; an attitude of "leave it to the schools"; cultural and language barriers; economic, emotional, or time constraints; and logistical problems (e.g., child care, transportation, scheduling).

For schools and teachers, the barriers are school practices and policies that do not reflect a strong commitment to parent involvement; confusion about the role of the teacher; concerns about turf and territory; teacher doubts about personal ability to work with at-risk parents; a belief that at-risk students; schools that assume a passive role or make parents feel unwelcome; negative communication from schools; and giving up on trying to reach those parents who have problems and poor living conditions.

The researchers at Roosevelt University (1990) found four obstacles to parent involvement in their study of the Chicago schools:

- Poor attitudes about one another on the part of both parents and schools
- Reluctance and refusal of teachers to accept parents' knowledge and insights about their children
- Mismatches between the policy and practices of the school and the parents' concept of parent involvement
- The schools' inability to adapt to societal changes.

Why Schools Must Focus on the Families

In developing parent involvement programs, schools often look at the types of students – compensatory education/Chapter 1. ESL. Migrant, homeless, special education, neglected, abused, addicted, etc. Historically the structure of categorical programs has focused the planning and implementation of parent involvement programs by types of students, i.e., by the program(s) in which the students are enrolled. Today, schools should look at the types of families and characteristics of their students' parents when planning and implementing such programs.

The wide range of characteristics of parents and families of secondary school students include: non-English speaking; illiterate (English and other languages); homeless; transient (e.g., military, migrant, frequent job transfers); abusive and neglectful; addicted; dysfunctional; long-term unemployed; physically disabled; mentally challenged; incarcerated; hospitalized on a long-term basis; living outside the area; fear of schools; working; single parent; and irresponsible.

By focusing the parent involvement programs on the characteristics of the parents and families, rather than on the programs in which the students are enrolled, the school could identify, for example, those parents who are incarcerated or who are hospitalized on a long-term basis. A traditional parent involvement program would not work with such parents, since they cannot leave the institution to participate in such activities as attending a school open house or helping on a field trip. However, if at all feasible, these individuals should be involved in their children's education. Learning activities could be designed whereby the student and parent communicate with each other as part of the activity. The parent could be asked to approve the student's course listing and be sent biweekly reports on the student's academic progress.

The parents may not be in the local area, or may be abusive to the child and possibly instructed by court order to stay away from the child. The school should find a surrogate parent for such students. An older individual who takes a special interest in the student could fill this need. This person might be a school staff member, a senior citizen, a local college student, a community member, a member of the clergy, or an employer.

The school must create the linkage between the needy students and their surrogate parents and maintain the relationships, assuming they are healthy ones for the students. The surrogate serves as the educational social advocate for the student, as well as being a good friend to whom the student, as well as being a good friend to whom the student can turn with problems. Often, the surrogate can successfully instill sound values and feelings of self-worth in the student.

A major problem facing many at-risk students is a lack of consistency in their education. They become "bouncing" students, in and out of various classrooms, programs, and schools. Migrant students have the Migrant Student Record Transfer System (MSRTS) available to them. However, this system is dependent upon school staff members and parents regularly updating the information. Other transient students do not have such a national record-keeping service available.

With course offerings, subject content, and graduation requirements varying from school to school and state to state, educational consistency can be a most frustrating problem for transient students. Schools should maintain complete current records for such students, and not only provide the records to the student, but also as quickly as possible to the next school the student attends. In some cases, these students have moved on to another school by the time their records reach the last school. Homeless students; children I

highly mobile military families; and students who are in and out of institutions for addicted, neglected, and delinquent youth are particularly affected by this problem.

What the Schools Can Do

Maintaining parent involvement is as critical as establishing it. The teacher must set up a record-keeping system or a logbook, and review it regularly to make sure parents are being contacted by the school.

Most often is not feasible for one teacher to contact a parent of every student in every class taught. An alternative might be to have one teacher contact only the parents of an assigned group of students, having collected information from other staff members about these students' academic performance and behavior. This is an excellent opportunity to increase ongoing inter-departmental communication. It also provides a focus whereby strengths and/or problems of individual students can be recognized more readily and addressed.

Berla (1991) suggests that at least one person at the school should know each student well and stay in touch with the parents both to share successes and to inform them of trouble. This person need not be a teacher – custodians, school secretaries, librarians, and others can be wonderful advocates for individual students and partners with their families.

The initial contact from the school should be within two weeks after the start of school, and then at least monthly. It is very important that the initial contact be positive. Teachers may feel they will never have anything positive to say about some students, but they need to look hard and possibly create a positive opportunity for the student.

Many students have little, if any success in school, and experience a high degree of frustration, which they then may communicate to other family members. During the first week of class, teachers should use activities where students can experience success with minimal effort, and then let parents know how well their children did. With this approach, students realize they can succeed in school if they try, and the families receive positive messages from the school.

In an era of increasing diversity, we must respect the family culture and language. Talk with illiterate parents. Translate materials for parents who are literate in a language other than English. This is a good opportunity to involve parents who speak both English and another language in helping the school. Treat all families with respect, courtesy, support, openness, and understanding.

Use a positive-negative-positive structure for all communication with parents. For example, “Your daughter did a good job comparing the positions of the two candidates on of-shore oil drilling. However, she needs to use a variety of types of sentences in her essays. She is using too many short, simple sentences. How can we work together to help her do this?”

Listen to the suggestions parents make about their children. They know more about their children's interests and needs than do staff members at the school. Encourage parents to try their suggestions, and support them in such efforts.

Encourage parents to visit the school, and make them feel welcome when they do. If they must go through gates, metal detectors, and check-in procedures, make sure parents know why such devices and procedures are in place and that they are there to protect the students, not to keep parents out.

Invite parents to specific events. It is not enough to say, “Stop by some time next week.” Instead, say, “On Thursday, we are doing an activity on types of electrical circuits. Since you were an electrician, I hope you will visit our electronics class that day and help with the activity.”

Or, “We are starting a unit on Guatemala on Monday. Since your family is from Guatemala, I hope you will visit the school. Here are the periods and times when the teachers will be talking about Guatemala. Please feel free to come to any of these classes. I will have an extra desk put in the room for you. And bring anything you would like to share with the students clothes, blankets, toys, baskets, whatever you would like them to see.”

Learn the art of begging. Get support not only from parents, but also from local businesses and community agencies. When requesting support, be specific. Don’t ask parents if they can help with the school grounds. Instead, ask if they could plant eight bushes next to the front entrance. Don’t ask businesses to make donations to the school. Instead, say, “We need nine large pizzas for our band’s party to reward them for the excellent concert they put on this week.”

When holding an activity at school, remember the three F’s: fun, family and food. Serve food so that parents will have one less thing to worry about that evening and will be more apt to come to school. Provide childcare or an activity for the entire family (e.g., a play by the drama class in the gym while parents visit classrooms). Offer a variety of non-threatening activities for parents. These can include a poetry day, computer night, family math night, book fair, class play, or music performance. Make the families feel welcome and listen attentively to what the parents have to say.

Provide support for parents on parenting, on adolescents, and on adolescence. These can include videos, home-study tips, newsletters, a lending library, a hotline to call, informational meetings, and articles in local newspapers.

Some parents may appear not to care about their child’s education. However, they do care and may simply need help in expressing just how much they care. School staff members should help such parents express these feelings.

Build trust among all parties: parents, students, and school staff. Treat the parents as adults and as partners in helping the students learn and grow. By building a good positive base of family involvement, school staff will be better able to deal with the negatives (e.g., teen pregnancy, truancy) when they arise.

When there is a serious problem, don’t wait to call, even if you have to call the parent at work. If you have trouble getting through to a parent at the place of employment, take a minute to remind the employer what kind of applicants their company wants as graduates from your school, and encourage cooperation. A phone in or near each classroom for teachers and other staff members to use for outside calls is very useful in these situations.

Developing a Parent Involvement Program

Schools must take the initiative in developing parent involvement programs. Moles (1992) found, based on the National Educational Longitudinal Study of 1988 that nearly two-thirds of the public and private school parents of eighth graders said they had never talked with the school staff about their child’s academic program. Only half had contacted the school about their child’s academic performance.

Based on her work with many parent involvement programs, Epstein (1988) offers five recommendations for planning such programs:

- School and family connections should take a developmental course.
- The program must consider the changing structure of the family.
- Effective parent involvement programs vary by school.
- Each program must be tailored to its own needs and available resources.
- Students at all grade levels need at-home learning.

Parent involvement is a process, not a series of activities. There are many ways in which parents can be involved that are appropriate at the secondary level.

Liontos (1991) lists these: assist with homework, review assignments, consult with the teachers, assist in schedule planning, serve as a resource person, assist in the classrooms or at school events, initiate conferences, provide study time and a good study environment, promote learning at home, provide educational resources, model appropriate skills and behaviors, blend education and family activities, talk about goals, post examples of good work, visit classes, reinforce skills, encourage improvement, and praise good performance.

Conclusion

School staff members must establish and maintain parent involvement for each student. Staff members should cooperate with each other and with other parents in reaching parents. They should share their successes with other staff members, reflect on what's not working, and be flexible, persistent, and willing to try new approaches.

The schools and parents are working for the same person, the student. A healthy school/parent relationship is good for each student. For those students who lack a safe, clean, caring, comfortable home and a supportive family. Schools must take on these characteristics and find someone to serve as a "parent" for the student.

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A Question of Leadership

The wicked leader is he who the people despise.

The good leader is he who the people revere.

The great leader is he whose people say, "We did it ourselves."

TOPIC: Pupil Grading/Evaluation/Assessment

Suggested Activities: An inductee will:

1. Review report cards.
2. Review grading system.
3. Review, mentor teacher's grade book/records/tests/scores.
4. Discuss with Principal, Mentor Teacher special students, averaging, extra credit, tests, homework, pre and post assessments, data-driven decision making.

Materials: Policy Manual, report cards, grade book, teacher handbook

Time Line: End of first four weeks

Initiator: Inductee/Mentor

Support Staff: Mentor Teacher, Principal, Counselor

Log Notes:

HOMWORK

HOMWORK VALUE

Homework is a valuable tool which is encouraged to be used. Homework should be meaningful and related to classroom work. Homework needs to be checked, if it is worth assigning and doing. The amount of homework will not cause a burden when the team coordinates assignments.

Homework:

1. Improves skills in a basic subject
2. Reviews important items
3. Increases the knowledge learned in the classroom
4. Prepares for classroom instruction
5. Develops skills of research
6. Develops self-discipline and responsibilities
7. Teaches good study habits

Grading Scale (District-Wide Grading Scale)

100-99 A+	90-87 B	78-77 C-
98-95 A	86-85 B-	76-75 D+
94-93 A-	84-83 C+	74-71 D
92-91 B+	82-79 C	70-69 D-
		Below 69 Failure

TEXTBOOK

A textbook issued form is to be completed listing the names of all students receiving textbooks and the text's corresponding numbers. The original price of the textbook issued may be obtained from the department head or office. The forms are to be turned into the office by the end of the first week of school. Teachers assigning textbooks during the school year are to turn the textbook issued form into the office the day books are issued. A copy of the form will be placed in each teacher's mailbox. The office is to be notified in writing if there are any changes in the original form.

CARE OF TEXTBOOKS

Please have each student in your classes write in pencil his name and the room number of the class on the inside cover of all texts, if applicable. All textbooks that are returned to the office will be forwarded to the class teachers for distribution to the student concerned.

It would be a good idea to check periodically the condition of the textbooks. Those students who have been careless with these books should be informed of the value of the property. New books (book stamp available in the office) - code date along with book number 81-1, 81-2, etc.

Textbook Policy - Lost/Damaged: Faculty members are to turn into the office a list of students who have lost or damaged their textbooks, with the students payment listed for each book. The cost of lost/damaged book(s) will be 15% off the original price of the book per year after purchase. Textbooks needing rebinding will require one \$1 charge. The minimum charge for a lost/damage textbook will be \$4. All textbooks should be inspected and inventoried at least one week prior to the last day of school. Students are to be informed of textbook charges prior to the last week of school.

TOPIC: Classroom Organization/Management

Suggested Activities: An inductee will:

1. Identify the cause and effect relationship between structured classroom management and an environment conducive to learning.
2. Identify the necessary components for effective discipline in the classroom.
3. Become aware of District policy regarding discipline, students' rights and due process procedures.
4. Identify separate discipline problems encountered by elementary and secondary teachers.
5. Become aware of the importance of communication with the building principal in regard to discipline problems.

Materials: Attendance, Discipline and Co-Curricular Policies as contained in this manual. Sections 5120, 5140, and 5150 of the North East Policy Manual. Individual school handbooks will be issued to new inductees if available. (Wong & Wong pages 83-171 and pages 197-245)

Time Line: September to January. Follow-up meeting would be held with inductees during in-service day between semesters.

Initiators: Mentor Teachers will initiate this topic. Role playing of specific situations would be covered. The follow-up conference would discuss specific situations encountered by the inductees.

Support Staff: Building Principal and Mentor Teacher

Log Notes:

TOPIC: Teacher Methodology/Techniques

Suggested Activities: An inductee will:

1. Observe one veteran teacher's class per grading period.
2. Read through the provided materials.

Materials: Written policy

Time Line: All Year

Initiator: Mentor Teacher

Support Staff: Building Principals and Mentor Teacher

Log Notes:

PLANNING FOR EFFECTIVE INSTRUCTION

(Lesson Design)

Doug Russell and Madeline Hunter

Planning is acknowledged to be one of the most influential factors in successful teaching. Should there be a system to this planning or does one hope for a burst of inspiration from which effective instruction will automatically flow? While the writers are all for inspiring, we agree with Edison, that a certain amount of well-directed “planning perspiration” will work wonders in increasing learner’s successful achievement. We believe that a systematic consideration of seven elements, which research has shown to be influential in learning and which, therefore, should be deliberately included or excluded in planning for instruction, will make a great deal of difference in learner’s success or lack of it.

It is assumed that before a teacher begins to plan for a particular day’s teaching, the following steps, which make effective instruction possible, will have been taken:

- A. Within each general content area, the teacher will have determined the particular strand for immediate diagnosing and teaching. For example, in the general content area of reading, the teacher might diagnose for and teach to inference skills.
- B. The Teacher will have identified a major target objective in that strand and have located students’ educational positions in relation to that objective. For example, the teacher will identify which students can make only simple inferences and which can make more complex ones.
- C. On the basis of the diagnosis, the teacher will have selected the specific objective for a particular group’s daily instruction.

Now the teacher is ready to plan for that instruction regardless of whether the plan is implemented by input from the teacher, by materials or by the student him/herself.

For each instructional session, the teacher must consider the following seven steps separately to determine whether or not it is appropriate for the particular objective, for these students and whether it should be included, excluded or combined with a subsequent step. If the step is included, how to effectively integrate it into and artistic “flow” of instruction is the essence of the planning task.

1. Anticipatory Set is the result of an activity which occurs during the time that students are physically arriving or mentally “shifting” gears from the activity just finished. Anticipatory set elicits attending behavior (deliberate focus) and a mental readiness or “set” for the content of the ensuing instruction. Planning an effective activity to develop anticipatory set will:

- a) focus the students' attention;
- b) provide a very brief practice on previously achieved and (if possible) related learning's;
- c) develop a readiness for the instruction that will follow.

This anticipatory activity should continue only long enough to get students ready so that the major portion of instructional time is available for the accomplishment of the current objective.

Examples of activities that produce anticipatory set might be having the students:

- ⇒ Give synonyms for common words, when the current objective in improvement in descriptive writing.
- ⇒ Create word problems to go with a numeral problem on the chalkboard when the current objective is computational practice.
- ⇒ Review the main ideas of yesterday's lesson which will be extended today.
- ⇒ State ways the new material might be useful in daily life.
- ⇒ Practice speedy answers to number facts for a quick review before today's math lesson.

2. The Objective and Its Purpose. This step involves teacher communication which informs the student what (s)he will be able to do by the end of instruction and why that accomplishment is important, useful and relevant to present and future life situations.

Examples: "You were slowed down yesterday because you had trouble with _____. Today, you are going to practice in order to develop more speed and accuracy." "We are going to learn the correct form of letter writing so you can write for the materials you need in your social studies project." "Today we are going to learn ways of participating in a discussion so we each get turns and learn from other peoples' ideas."

3. Instructional Input. To plan this step, the teacher must determine what information (new or already processed) is needed by the student in order to accomplish the present objective without having been taught that which is necessary in order to do so.

Once the necessary information has been identified, the teacher must select the means for "getting it in the students' heads". Will it be by the teacher, a book, film, records, filmstrip, diagram, picture, real object, demonstration? The possibilities are legion.

Examples: The teacher explains.

A film is used to give information or demonstrate an activity.

Students use library resources.

Students discover the information.

4. Modeling. It is facilitating for students to not only know about, but to see examples of an acceptable finished product (story, poem, model, diagram,

thinking and graph) or a process (how to identify the main idea, weave, articulate while proceeding in the assignment, and kick a ball).

It is important that the visual input of modeling be accompanied by the verbal input of labeling the critical elements of what is happening (or has happened) so students are focused on the essentials rather than being distracted by transitory or non relevant factors in the process or product.

Examples: “I am going to use my thumb to work the clay in her like this so the tail has a firm foundation where it is joined by the body to the animal. In that way, it’s less likely to break off.”

“Watch while I do this problem and I’ll tell you what I’m thinking as I work.”

“Notice that this story has a provocative introductory paragraph that catches your interest by the first question the author asks.”

5. Checking for Understanding. The teacher needs to check for students’ possession of essential information and also needs to observe students’ performance to make sure they exhibit the skills necessary to achieve the instructional objective. This can be done by:

- a) Sampling - Posing questions to the total group in order to focus them on the problem and develop readiness to hear the answer, then getting answers from representative members of the group.
- b) Signaled responses from each member of the total group-selecting first, second, third, fourth answer by showing the number of fingers, thumbs up or down for “agree” or “disagree”, to the side for “not sure”, raising hand when examples are correct, etc.
- c) Individual private response, usually written or whispered to teacher so each student is accountable for demonstrating possession of, or progress toward achievement of the needed skills.

Examples: “Signal me whether you (1) add, (2) subtract, (3) multiply or (4) divide by holding up that number of fingers.”

“Thumbs up if what I say is correct; down if incorrect. Thumbs to the side if you’re not sure.”

“Raise you hand if you know the answer to this question.”

“Write the names of the three important categories we have discussed.”

“Do this problem on your paper.”

6. Guided Practice. The beginning stages of learning are critical in the determination of future successful performance. Consequently, the students’ initial attempts in new learning should be carefully guided so they are accurate and successful. Having instructed teachers need to circulate among students to make sure the instruction has “taken” before “turning students loose” to practice independently.

The student needs to perform all (or enough) of the task so clarification or remediation can occur immediately as it is needed. In that way, the teacher

is assured that students will be able to perform the task satisfactorily without assistance, rather than practicing mistakes when working by themselves.

7. Independent Practice. Once the student can perform without major errors, discomfort or confusion, (s)he is ready to develop fluency by practicing without the availability of the teacher. Only then students can be given a written or verbal assignment to practice the new skill or process with little or no teacher direction.

Simply “knowing” the seven steps in planning for effective instruction will not ensure that those steps are implemented with artistry. But, simply having an “artistic knack with kids” will not ensure the elements that promote successful learning are included in instructional planning. **Both the science and the art of teaching are essential.** It is the belief of the writers that deliberate consideration of the seven elements which can promote effective instruction constitutes the launching pad for student attainment in stratospheres of success never before thought possible.

DO'S AND DON'TS IN PRACTICE

- | | |
|--|---|
| <ol style="list-style-type: none">1. Do work on short meaningful units.
<u>Examples</u>: “Let’s learn these three words.”
“Work on the first half of your 8 times table.”
“What were the two words on this page that slowed you down?”2. Do work for short concentrated periods.
<u>Example</u>: “Let’s see how much you can get done in the next 5 minutes.”
“Se how many you can learn before recess.”3. Do review something a student learned when you previously worked with him/her.
<u>Examples</u>: “Let’s see if you remember your 8’s.”
“We’ll check the words you learned last time before we move on.”4. Do practice something new in many different contexts.
<u>Example</u>: “What two numbers | <ol style="list-style-type: none">1. Don’t work on a long unrelated series.
<u>Examples</u>: “Let’s work on all of these words.”
“Learn all the 100 multiplication facts.”
“We’ll work on all the new words in this story.”2. Don’t drag out practice periods.
<u>Examples</u>: “Let’s see how much you can get done in the next hour.”
“I’ll be here all morning to help you with your math.”3. Don’t skip an opportunity to review previously learned material.
<u>Examples</u>: “You learned your 8’s last week. Let’s move on to your 9’s.”
“I’m sure you remember the last time. Now let’s try five new words.”4. Don’t practice something new only once.
<u>Example</u>: “What two numbers |
|--|---|

will make 5? What other two numbers will make 5? What other numbers, etc.?”
“Use “courageous” in a sentence that will help us know what it means. Can you think of another sentence? Use it in still a different sentence.”

5. After something new has been learned, have a student practice several times with time in between.
Example “Now that you know the word. I am going to see if you remember it in a few minutes. “I’ll ask you your new word again just before you go out for recess. Remember the work you told me just before recess, what as it? I’ll ask you again just before you go home.

6. Do give a student knowledge of results.
Examples: “I’ll nod my head each time you get it right. If I don’t nod, you need to think again.”
“As soon as you finish the first row. I’ll check it.” “I’ll go over your paper at noon so you can see how much you’ve learned.”

make 5? What two numbers make 6? What two numbers make 7?”
“Use “courageous” in a sentence. Use “novel” in a sentence. Use “barracks” in a sentence.

5. Don’t have a student learn something new and then forge it.
Example “You learned a new word. Be sure you remember it.”
“We’ve finished that so we won’t have to think about it again.”

6. Don’t leave a student wondering how he did.
Examples: “A check on your paper means I’ve seen it.”
I’ll return these papers after vacation.”
“Just keep on practicing. It will be good for you.”

Effective Teaching - My Self-Checklist

Planning

1. Did I do something different which allowed students to spend more time on task today?
2. Were there areas in which I was not well prepared and well organized to teach today?
3. Did I allow students to plan a learning activity lately?

Introducing A Lesson

1. Did I make clear my expectations for student learning and for their behavior today?
2. Did I model the type of behavior I like to see in students?
3. Did I teach new material today that,
 1. students know all the prerequisite material for?
 2. is linked to previous material?

The Lesson Activity

1. Did I do one new thing which allowed students to work cooperatively today?
2. Did I let everyone have a chance to answer my questions today?
3. Did I lead a good discussion/ demonstration today?
4. Did I use techniques for teaching critical thinking skills?
5. Did I reward students who were behaving appropriately?
6. Did I consistently apply a few consistent rules about classroom behavior?

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
1. Did I do something different which allowed students to spend more time on task today?					
2. Were there areas in which I was not well prepared and well organized to teach today?					
3. Did I allow students to plan a learning activity lately?					
1. Did I make clear my expectations for student learning and for their behavior today?					
2. Did I model the type of behavior I like to see in students?					
3. Did I teach new material today that, <ol style="list-style-type: none"> 1. students know all the prerequisite material for? 2. is linked to previous material? 					
1. Did I do one new thing which allowed students to work cooperatively today?					
2. Did I let everyone have a chance to answer my questions today?					
3. Did I lead a good discussion/ demonstration today?					
4. Did I use techniques for teaching critical thinking skills?					
5. Did I reward students who were behaving appropriately?					
6. Did I consistently apply a few consistent rules about classroom behavior?					

The Lesson Activity (continued)

Mon Tues Wed Thur Fri

7. Was I enthusiastic, upbeat and warm today?
8. Did I encourage students to take responsibility for learning and their behavior?
9. Did I circulate around the room and monitor student progress today?

Feedback

1. Did I check each student for mastery today?
2. Did I give each student feedback on his/her performance?
3. Was the homework I assigned relevant to today's instruction?
4. Did I provide time for corrective instruction for students who need it to reach mastery?
5. Did I recognize student effort in my praising and rewarding today?
6. Did I show students that I believe they can achieve and I care about them?

Post-Lesson

1. Did every student in my room experience some success today?

Other Staff

1. Did I chat with a colleague about effective instruction today?
2. Did I show others I am proud of teaching today?

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An Effective Lesson Design

Planning

1. Consult appropriate instructional planning guide for topics.
(STANDARDS BASED)
2. Assess skills, knowledge, learning styles of students.
3. Choose objectives for lesson.
4. Determine and select materials, equipment, resources and activities.
5. Research topic.
6. Motivational/Instructional Strategies.
7. Prepare physical environment.
8. Establish evaluation techniques.
9. Develop follow-up/homework.
10. Anticipate problems.
11. Establish time frame.
12. Determine skills to be developed and the order in order in which they are to be taught.

CLOSURE

Definition: Closure is a teacher or student activity that brings the main points of a lesson into focus so they may be perceived as an organized whole.

Criteria of Effective Closure

1. Reviewing, summarizing, organizing
2. Student demonstrated achievement or performance or, briefly, summary and performance

Closure

Examples of ways to elicit closure:

1.

2.

3.

4.

5.

6.

7.

8.

Closure
Examples of Ways for Students to Demonstrate
Achievement of Lesson Points

1. **Ask the students to recite what they have learned so far.**
2. Direct one student, then another and another, ect. to **summarize** what was covered. Multiple participants will insure likely insure adequate coverage.
3. Give a brief mid-lesson written quiz.
4. Send students to the chalkboard to write what they have learned, via solving problems, spelling words, drawing pictures, or design, etc.
5. Make a homework assignment or seatwork assignment that the students begin during the class period. The teacher circulates among the students assessing their work.
6. Sent the student(s) to a lab situation to do an experiment or to make something that will illustrate their grasp of the material taught.
7. (Not so obvious) Ask all students to close their eyes and respond to the questions by raising their right hands for **true** and their left hands for **false** for statements the teacher makes about the material. Closed eyes will prevent other students from influencing one another.

Closure
Examples of Ways to Elicit Closure

1. I'd like you to write two questions about today's lesson that you're sure you know the answers to. (Then share with the class.)
2. Today we learned about fractions. Can anyone explain what you can do now that you couldn't do yesterday?
3. Take a few moments to write a brief summary of what you learned today. (Have three or four students share theirs with the class.)
4. Now, before we go any further in this lesson, I would like you to explain, in your own words, what we have learned so far.
5. Let's do two more problems independently before ending this session. Do your very best on these.
6. Explain this last part of our work to your neighbor by whispering to him or her. (Give a brief period of them, here.) OK, Kaity, what did your neighbor tell you? How about you, Angela? Allie? Lucas?
7. Now, before we start today's lesson, let's briefly review what we learned in yesterday's lesson. (Using closure to help open a lesson.) Can someone tell the class what we learned about the solar system yesterday?

Closure

Closure is needed, not only in daily lessons, but also in other units of teaching, such as:

1. Units of study that extend over days or weeks
2. Multi-media
3. Drill sessions, question and answer sessions, discussions
4. Field trip follow-up
5. Guest speaker follow-up
6. Laboratory experience
7. Homework or seatwork assignment.

Positive Teaching Techniques

Educational research over the last 20 to 30 years has repeatedly shown a strong correlation between the teaching techniques listed below and improved pupil achievement. No one of these techniques is revolutionary in nature; however, it is recommended to incorporate them into your planning as we teach our students each day.

1. **Expect all your students to do well** regardless of their appearance, family background, or past performance.
2. **Carefully monitor each individual student's progress** and report that progress to them promptly by circulating among them while they are doing seatwork and testing and promptly return the test results to them.
3. Place emphasis on **maximizing student time spent on academic learning activities** such as reading, writing, problem-solving, speaking, memorizing and reciting, reporting...i.e. basic skills. This often is referred to as Time on Task.
4. **Carefully plan classroom activities**, maintaining an orderly environment for learning and uniform standards of classroom discipline.
5. Provide each student with **frequent opportunities and experience of success** by making assignments as the appropriate levels of difficulty for each student and encouraging students to elaborate on their answer in discussion and through essay writing.

Survival Manual

Basically, the responsibility for good classroom discipline rests with the classroom teacher. Most authorities agree that without a comfortable disciplinary procedure little teacher or learning will take place.

It is very important that you establish clearly and immediately the behavior pattern to be followed by the pupils in your classes. Actually, students welcome reasonable discipline and have respect for teachers who follow a consistent policy.

Here are some suggestions for better classroom discipline:

- * Make sure your students know and observe the regulations established for the school.
- * Outline and discuss the basis on which a pupil's grade is to be decided. They must understand the procedure.
- * Use a definite seating arrangement.
- * Provide enough work to keep students busy, but not so much that they are overwhelmed.
- * Establish a reputation for being businesslike, firm and fair with your students.
- * **Prepare for your classes.** Students respond to teachers who know what they are doing.
- * Develop realistic punishment or reward alternatives and do not fail to follow through with discipline, punishment or reward.
- * Do not use sarcasm or try to belittle the pupil publicly. The teacher cannot be the winner in this type of situation.

Classroom Organization and Management

- ⇒ Establish a seating arrangement immediately.
- ⇒ Learn the names of students quickly.
- ⇒ Establish behavior standards with your class.
- ⇒ Announce your expectations of the class.
- ⇒ Have a regular order or procedure.
- ⇒ Manage class movements and transitions.
- ⇒ Be alert and observant.
- ⇒ Schedule a variety of activities.
- ⇒ Arrange your room attractively and efficiently.

OCTOBER NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**NOVEMBER
MONTH THREE**

TOPIC: School System Operations

Suggested Materials: An inductee will become familiar with:

1. The hierarchy of responsibility in the school district.
2. The committee system of the Board of Directors of North East School District.
3. The Board of Directors organization and processes.
4. The job descriptions of various administrative officers.
5. The various types and classifications of service personnel.
6. The nature and substance of the negotiated agreement with service personnel.
7. The negotiated agreement with the professional organization.
8. The operation of the Board of Directors. This will be accomplished by attending one meeting.

Materials: Negotiated agreements, line and staff chart, Board of Education pamphlet and Board agendas. Internal Board Policy, series 8000 of Policy Manual.

Time Line: End of academic year.

Initiator: Building Principal/Mentor Teacher

Support Staff: Building Principal/Mentor Teacher

Support Staff: Mentor Teacher

Log Notes:

TOPIC: Materials Acquisition

Suggested Activities: An inductee will:

1. Examine the textbook adoption procedure.
2. Identify roles related to purchase of materials.
3. Compare the various requisitions, purchasing forms, codes and home school budget process.
4. Review the role of good planning in purchasing of materials.
5. Locate current catalogs.
6. Review school budget development.

Materials: Copies of purchase forms and computer codes. Also written textbook adoption schedule.

Time Line: Meeting to be held by the fourth week in November.

Initiator: Mentor Teaching and Inductee

Support Staff: Building Principal, Mentor, Business Manager, Purchasing Agent, School Secretary.

Log Notes:

NOVEMBER NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**DECEMBER
MONTH FOUR**

TOPIC: Emerging Technology

Suggested Activities: An inductee will:

1. Visit the computer lab or observe teacher/student using computers.
2. Discuss with other teachers ways to use computers in the classroom.
3. Discuss how to access and utilize multimedia in the classroom.
4. Learn what equipment is available in building and the schedule for its use.

Materials: Computers, Elmos, Smart Boards, projectors, Ipads, tablets

Time Line: End of fourth six weeks.

Initiator: Mentor

Support Staff: Multi-media Coordinator, Mentor, Principal, Computer Teachers and Librarians.

Log Notes:

TOPIC: Custodial/Cafeteria/Clerical Relations

Suggested Activities: An inductee will:

1. Discuss with custodians/secretaries their job description and schedule.
2. Develop a mutual way to communicate (notes and student messages.)
3. Provide secretaries with needed vital information about you and your students in case of emergencies.
4. Recognize custodial/clerical employees as a vital part of staff and find personal ways to demonstrate this recognition.

Materials: Schedules and information cards, schooldude.com procedure

Time Line: End of fourth six week's period.

Initiator: Mentor Teacher

Support Staff: Custodians, secretaries, cafeteria helpers, principal and mentor teacher

Log Notes:

DECEMBER NESD Staff Induction Log

Month: _____

Teacher Evaluation Pupil Grading Evaluation Classroom Organization/Management	Teacher Methodology/Techniques Parent-Teacher Conference Day
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The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

Inductee

Mentor

**JANUARY
MONTH FIVE**

TOPIC: School District Counseling Program

Suggested Activities: An inductee will:

1. Discuss with counselor his/her role and responsibilities.
2. Develop a system of communication with counselors.
3. Learn the referral process for student assistance program and NEST team members.
4. Invite the counselor to your classroom.
5. Learn counseling techniques for your classroom.
6. Learn what counseling materials/services are available.

Materials: Counseling material in building

Time Line: End of first semester/quarter

Initiator: Counselor/Mentor Teacher

Support Staff: Counselor, Mentor Teacher, Principal

Log Notes:

TOPIC: Curriculum Development/ Data Analysis

Suggested Activities: An inductee will:

1. Read curriculum course outcomes for area.
2. Discuss past/present/future curriculum plans.
3. Access SAS (Standard Aligned System) via www.pde.state.pa.us and become acquainted with data tools and analysis.
4. Become familiar with North East School District Curriculum Policies
5. Access curriculum maps on district file server.

Materials: Curriculum guides/course outlines, North East School District Curriculum Policies.

Time Line: Fifth six weeks period.

Initiator: Mentor Teacher

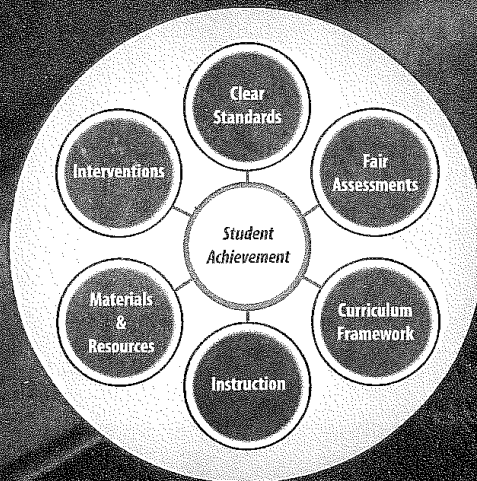
Support Staff: Principal, Mentor

Log Notes:

SYSTEM-LEVEL INFORMATION • STUDENT-LEVEL SYSTEMS

DataTools

IN A STANDARDS ALIGNED SYSTEM



Data Tools IN A STANDARDS ALIGNED SYSTEM

Purpose of Matrix

The purpose of this document is to provide a side-by-side comparison of data tools available to local districts. Each data tool offers unique features and information for local decision-making. The decision about which data tool(s) to use for decision-making is based on the question(s) that a teacher, administrator, or data team wants to answer. Decisions should not be made based on one piece of information. The integration of multiple sources of meaningful information into data-informed decisions will result in higher-quality decisions.

SYSTEM-LEVEL INFORMATION

	Public AYP Site <small>District and school reports that contain Adequate Yearly Progress (AYP) targets and results for the most recent year, the last two years, and next year's targets; and discussion of results for parents and educators.</small>	SchoolDataDirect <small>Public source of information and analysis about our nation's public schools. SchoolDataDirect provides rich information and powerful search and comparison tools to help uncover the stories behind the numbers, and further the discussion about how to improve student performance.</small>	NAEP <small>The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.</small>
FEATURES	PA AYP www.paayp.emetric.net	SchoolDataDirect www.schooldatadirect.org	NAEP http://nces.ed.gov/nationsreportcard/
Access to Information	Web-Based — Open to Public	Web-Based — Open to Public	Web-Based — Open to Public
Levels of User Access	Public Access	Public Access	Public Access
Querying/Custom Reporting Capabilities	Search by County, IU, District, and School	Search by State, District, and School	Search by State, District, and School
Data Presentation	Tables, Text, Interactive Maps (w/widgets), Interactive Graphics	Tables, Text and Graphs	Tables and Text
Exportability	Cut and Paste Downloadable Files	Cut and Paste Downloadable Files	Cut and Paste No Export Capability
Types of Data	AYP Targets, Status/Achievement Levels, Academic Performance, Attendance, Test Participation	Student Performance, College Prep, NCLB, Spending, Revenue, Taxes, School Environment, Community Demographics, S&P Ratios	Demographics, Achievement Levels, Scaled Scores
Years of Data Available	Most Recent Year, Last Two Years	Multiple Years	Multiple Years
Levels of Data	State, District, School, Subgroups	State, District, School	State
Content Areas	Reading, Math	Reading, Math	Reading, Math, Other Content Areas
Grade Levels	Appropriate PSSA Grades	Appropriate PSSA Grades	4, 8
Data By Standards/Reporting Category	No	No	No
Assessment Data Available	AYP Targets and Status/Achievement Levels from PSSA	Achievement Levels from PSSA	NAEP

STUDENT-LEVEL SYSTEMS

Pennsylvania Value-Added Assessment System (PVAAS)

PVAAS is a statistical analysis system that uses longitudinal data of students' performances on the PSSA assessments. PVAAS incorporates a mixed-model longitudinal model to estimate the growth that a cohort of students experiences during a school year. In addition, PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level on a future PSSA examination.

Data Interaction for Pennsylvania Student Assessments by eMetric

Designed to provide quick, easy, and secure access to student performance results on the Pennsylvania System of School Assessment (PSSA). Create your own reports in tables, graphs, or external files, at the summary or individual student level, by selecting content, statistics, aggregation levels, disaggregated groups or subgroups, and/or score variables.

4Sight Benchmarks

Assessing to Learn: Pennsylvania Benchmark Initiative is an effort that allows the Pennsylvania Department of Education (PDE) and its intermediate units, along with the Center for Data-Driven Reform in Education (CDDRE), to collaborate to provide 4Sight Benchmark Assessments to school districts across the Commonwealth. The PA 4Sight Benchmarks are aligned to the PSSA and provide an estimate of student performance on the PSSA as well as diagnostic subskill data to inform classroom instruction decisions and professional development efforts.

FEATURES	PVAAS	PSSA Data Interaction by eMetric http://pssa.emetric.net	Member Center http://demo.successforall.net
Access to Information	Internet; Electronically Secure User Name and Password E-Mailed to Superintendent	Internet; User Names and Passwords from eMetric. For assistance, contact: snovakovic@state.pa.us	Internet; Electronically Secure User Name and Password
Levels of User Access	Can be Delineated by Role Multiple User Access Levels—District, Building, and Groups of Students	Can be Delineated by Role Three User Access Levels	Can be delineated by Role or Specific Staff Member Full Access or Teacher Access
Querying/Custom Reporting Capabilities	Yes	Yes	Yes Filter selections are available for all reports
Data Presentation	Charts, Graphs	Charts, Graphs	Tables, Text, and Graphs
Exportability	Cut and Paste No Built-In Export Feature	Built-In Export Feature	Cut and Paste Data Extract to Excel File
Demo Site Available for Preview of Tool	https://pvaas.sas.com User Name: <i>PVAAS.Training</i> Password: <i>PVAAS</i>	https://solutions1.emetric.net/pssa User Name: <i>d9999</i> Password: <i>emetric</i>	http://demo.successforall.net 800-548-4998 ext. 2563
Types of Data	Progress/Growth, Projections of Future Performance on PSSA, Achievement/Proficiency Status, Demographics	Achievement/Proficiency Status <ul style="list-style-type: none"> N Count for Each Performance Level Demographics Reporting Categories/Anchors, Raw Scores; Percentages	Proficiency Level Percents, Subscale Scores, Predicted State Scaled Scores, Item Analysis
Years of Data Available	Multiple Years Statewide Implementation in 2005-06 Reporting in Fall	Multiple Years	Multiple Years
Levels of Data	District, School, Subgroup, Student	District, School, Subgroup, Student	District, School, Grade, Classroom, Student
Content Areas	Math, Reading (grades 4-8 and 11) Science (grades 4, 8 and 11) Writing (grades 5, 8 and 11)	Math, Reading, Science	Math, Reading
Grade Levels	Progress/Growth, 4-8 and 11; Projections, 4-8 and 11	3-8, 11	3-11
Data By Standards/Reporting Category	No	Yes	Yes
Assessment Data Available	PSSA Scaled Scores; PSSA Used for Statistical Analysis for Value-Added	PSSA Raw and Scaled Scores; PSSA Performance Levels Open-Ended and Multiple Choice	4Sight Benchmark Assessment

What skills are needed to maximize the use of these data tools for decision-making?

As district administrators and teachers learn to use data tools, they progress through stages from learning to use one new tool in isolation to integrating multiple data sources into the process. This progression includes three stages, each of which have beliefs, knowledge, and skills specific to the particular stage.

1. Information Stage

At this level, users gain an overall awareness of the data tool and its features. Users may not have access to their own data at this stage.

2. Implementation Stage

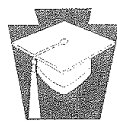
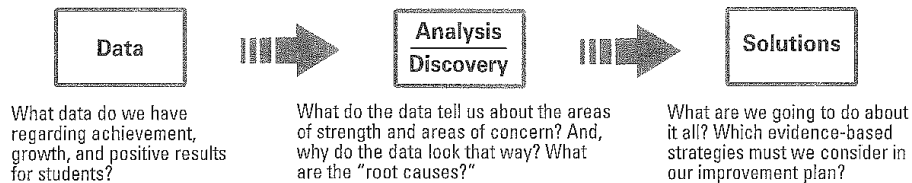
At this level, users have access to their own data. They gain an increased understanding of the data tool, its intent, and apply it to local decision-making. They analyze the data in the one source to identify strengths and weaknesses. They begin to recognize that this data raises questions that need to be answered using other data sources.

3. Integration Stage

At this level, users integrate the data with other data sources into data-informed decision-making. The development of a data-informed decision-making culture emerges when integration of multiple data tools is realized.

The framework offered for these data tools are designed to support educators as they work to develop a data-informed culture in classrooms, schools, and districts. As schools integrate multiple sources of information into decisions, the quality of decisions may be enhanced resulting in increased quality of learning opportunities for students.

A Three-Phase Data-Informed Inquiry Cycle



pennsylvania
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JANUARY NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**FEBRUARY
MONTH SIX**

TOPIC: Pupil Support Services

Suggested Activities: An inductee will:

1. Discuss special needs and services available.
2. Participate in class screenings.
3. Identify key support persons and request an informal discussion on when and how to request services.
4. Participate on screening teams.
5. Visit specialized classes and Title 1 classes.

Materials: List of support persons for your school and screening forms.

Time Line: End of first year

Initiator: Principal/Mentor Teacher

Support Staff: Counselors, Central Office Administrator, Psychologist, Supervisors, Principal, Mentor Teacher

Log Notes:

FEBRUARY NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**MARCH
MONTH SEVEN**

TOPIC: Requisitions and Procedures for Attending Conferences

Suggested Activities: An Inductee will:

1. Be familiar with the forms used for requisitions and attending

Materials: North East School Districts requisition forms and procedures for attending conferences.

Time Line: The end of third quarter or second trimester

Initiator: Inductee

Support Staff: Building Principal, secretaries, Mentor Teacher

Log Notes:

MARCH NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

**APRIL
MONTH EIGHT**

**TOPIC: Teacher Observation, Questions, Review Inductee Plan
 and Evaluate**

Suggested Activities: An Inductee will:

1. Have time for unanswered questions.
2. Appropriate Time for inductee to observe other teachers and building.
3. Review Inductee Plan and Evaluate

Materials: North East School Districts Staff Induction Log

Time Line: The end of the third quarter or second trimester

Initiator: Inductee

Support Staff: Building Principal, Secretaries, Mentor Teacher

Log Notes:

APRIL NESD Staff Induction Log

Month:

Teacher Evaluation	Teacher Methodology/Techniques
Pupil Grading Evaluation	Parent-Teacher Conference Day
Classroom Organization/Management	

The Inductee is responsible to turn in all log documentation at the next meeting!

Date	Topic	Ideas to try

When items are completed, documentation and a signature must be provided.

FOR YOUR INFORMATION

ADA	-	Americans with Disabilities Act
APSE	-	Approved Private School
BEC	-	Basic Education Circular
BSE	-	Bureau of Special Education
CASSP	-	Child & Adolescent Service System Program
CER	-	Comprehensive Evaluation Report
ESY	-	Extended School Year
FAPE	-	Free Appropriate Public Education
IDEA	-	Individuals with Disabilities Education Act
IEP	-	Individualized Education Program
IST	-	Instructional Support Team
ITP	-	Individual Transition Agency
LEA	-	Local Education Agency
LRE	-	Least Restrictive Environment
MDE	-	Multidisciplinary Evaluation
NORA	-	Notice of Recommended Assignment
OSEP	-	Office of Special Education Programs
PDE	-	Pennsylvania Department of Education
SSI	-	Statewide support Initiative (Cordero)
TSS	-	Therapeutic Support Staff