Using Data to Keep All Students on Track to Graduation

Team Playbook

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Introduction

How can educators organize middle and high schools so they provide the supports students need to keep them in school and on-track for secondary, post-secondary, and future success? Or more directly, how do we organize our schools so that students stay in school, behave appropriately, try hard, and succeed in their courses?

A central lesson from secondary school reform efforts to date is that structural reforms such as small learning communities, interdisciplinary teams, and flexible scheduling create necessary but insufficient conditions for responding to the needs of all students. Realizing the potential of these reforms requires they be activated by groups of adults with the will, skill, and time to translate these opportunity structures into personalized, responsive, and effective learning experiences for students. In the words of one school reform leader, "small schools are the launch pad, not the rocket ship." As the secondary school reform movement matures, there is growing understanding that it is now time to build the rocket ship. This guide offers a research based framework for and trends from schools beginning to build an essential part of the rocket ship—an early warning and collaborative response system. This guide shares a variety of samples from schools in Philadelphia, San Antonio, New Orleans, Chicago, Los Angeles, Washington D.C., and how they have begun to use these systems to more effectively support their students. A more in depth study on five DN schools is detailed in the new report *Learning What it Takes: How Schools are using Early Warning Indicator Data and Collaborative Response Teams to Keep All Students On Track*, where we examine the implementation of early warning systems, documenting school-based challenges and barriers and steps taken toward overcoming them.

The schools that have begun creating early warning systems and intervention response systems have taken the research on early warning indicators and the predictive value that they hold in identifying at-risk students and combined it with a variety of intervention plans to help them address the needs of students. A growing consensus has begun to solidify around the indicators that tell us which student behaviors will push them off the path to graduation if left unattended. The challenge for many schools is how to link this data to a response system that provides timely and appropriate interventions. This task is increasingly challenging for schools that have a large number of students with one or more risk factors and students facing severe underlying challenges that are often seen by in school behaviors (ie poverty).

The systems that schools are creating and using to address these indicators vary based on the needs of students and the resources available at their schools. There are trends that lead towards successful coordination of these systems and ultimately the more efficient and timely support of student needs. These key items of the early warning and tiered response systems that will be discussed throughout this guide are:

1) Provision of regularly updated warning indicator data (from routinely collected student data) on each student to teachers, support staff, and administrators;
    - Regular monitoring of trends in student level data
2) Regularly scheduled meetings of school personnel teams to discuss students with warning indicators, plan interventions, and follow up on implemented interventions (making changes as indicated);
3) Organization of a "second team of adults" to assist in delivery of interventions for students showing warning indicators. This can be additional school staff or outside agency staff who provide additional interventions for students in need and are coordinating closely with school staff.

This guide describes the research behind the development of early warning and intervention systems as well as observations and tools that may be helpful to teams undertaking this work. The guide is organized into five chapters with examples and background for each section.

Early Warning Indicators

Creating an early warning system is dependent on timely access to accurate data. The process of data collection is ongoing so that school based staff members have student level data in order to make intervention decisions. Most of the data for early warning systems is available daily (behavior, attendance) although some of the information is updated more infrequently (grades, benchmark tests, diagnostic exams). The EWI system is built on shared definitions of what data should be monitored as well as a shared definition of success and student performance standards for ***A***ttendance, ***B***ehavior and ***C***ourse performance.

Student Level Indicator Data

The systems work most effectively when classroom teachers and other school staff have access to student level reports as well as reports at the grade and school level, summarizing information for all of their students. A sample report (Sample #101) includes data on the **attendance** (prior year attendance, student's attendance so far this year), **behavior** (the number of negative behavior comments regarding the student on the prior quarter's report card), **course failure** (math grades for the prior two quarters, literacy grades for the prior two quarters), as well as the most recently available information on student's reading level and math and reading proficiency scores. This information is designed to highlight students who are already beginning to fall off the path to graduation so that the school can intervene.

The goal for early warning data is that a report is available for each teacher and staff member that shows each of the students that they teach. The report will include at a minimum, their attendance, behavior, course performance records, and standardized test scores as well as being linked to the full student record. This report will automatically flag the students who are at-risk so that a staff member can see which students are falling off the path to graduation. In many cases, there is some work that needs to be done to produce this report as the information often resides in different data warehouses, or data systems.

District/School software systems

Some software systems have been built where teachers and other staff are able to view an EWI report that automatically flags students and is connected to a full student profile. For instance, if the user is able to not only look at the report with their current students' data profiles but also click on a specific student and look at their previous year's data, it helps to further the conversation around diagnosing root causes or specific student needs.

Data Collection and Reporting: Who, How, and What

First, a school will need to determine how ABC data is collected and where it can be accessed in the school and District. An EWI system is most effective when school staff can look at a full profile of a student so knowing these details will be essential. The goal is to have access to a report that would show a students' current data profile in each of the A,B,Cs.

	Attendance	Behavior	Course Performance			
Student A	89%	3 susp.	B+	B-	F	C+

It will need to be determined how this data is collected, how often is it updated and what it looks like when it is provided. A scenario is below of one school and where they needed to go to create an early warning indicator report.

Sample School #1

- **Attendance** is entered by attendance secretary
  - Attendance report – Available immediately in pdf format
  - Excel report can be created by administrator login
- **Suspensions/Referrals** logged by Administrator
  - Discipline report (Suspensions) – Available immediately on administrator login
  - Referrals – Available in hard copy immediately (monthly report is run by student)
- **Grades** are entered by Teachers
  - Course passage report –Usually 2-3 weeks after marking period ends in excel
  - Teachers enter grades in the online grade book every 2 weeks
- **Benchmark tests** sent to district office
  - Benchmark report – Usually available within 1 week
- **State test** submitted to state DOE
  - State test report – Usually takes 2-5 months

Who collects it? Questions you may need to ask about the process.

- Is there a school point person(s) for collecting data?
- How will current data manager, data entry, and/or reporting jobs change to ensure school staff have access to reports?
- Do we need to compile data from multiple systems?
- What new rules or processes might be required to fill any gaps?
- Will new users need to be given access to certain data systems?
- Will training be needed for staff on how to use the data systems and reports?

How is it collected? For each of these areas, Attendance, Behavior and Course Performance, you will need to answer the following questions:

- Do you already collect this data? Electronically or manually?
- Which data (if any) do you not yet collect?
- What data needs to move? Where and who will accomplish this?
- Who is the data gatekeeper? (Who provides access?)
- Who has access to data now?
- Where is data currently stored?
- Who enters new data now?
- What are existing rules/processes for data management now, and why are they in place?

Developing a Quantifiable Student Tier System for Your School

Schools implementing an EWI process will need to place all students into one of three tiers of severity for the purpose of monitoring student progress. Many schools use different ways to indicate when a student has met an indicator level. Attendance, behavior, and academics are the three areas which we must include because they are the best predictors of whether or not a student will graduate high school. The more warning indicators a student has, the more focus the group needs to place on devising the proper interventions to combat the deficiencies the student is facing.

Your school will develop your tier system based on your needs, past student achievement, and current student expectations. The first step is to name or put a symbol to your early warning tiers, and there are multiple ways for you to do so. Some examples are:

> A student who has **NO ISSUES** in any of the EWI categories could be represented by: *the color green, the number "1", "level 1", a symbol such as "(+)"*
>
> A student who has given **CAUSE FOR CONCERN** could be represented by: *the color yellow, the number "2", "level 2", a symbol such as "(-)"*
>
> A student who needs to be on the **WATCH LIST** could be represented by: *the color red, the number "3", "level 3", a symbol such as "(!)"*

Once you have developed your early warning template, you must decide how to quantify each tier.

Name	EWI Status
Student A	+ or Level 1
Student B	- or Level 2
Student C	! or Level 3

Things to think about

Tips and Lessons Learned:

New students: Create rules around how many days a student must be enrolled at a school before s/he is included in the analysis.

Coding: If your system doesn't code automatically, establish coding for student data for what are typically missing entries (e.g., "no grade given", "student transferred", "incomplete"), so that these data gaps will not contribute to a less-than complete picture of student records.

Interpretation of attendance data: Be careful with assumptions, e.g., do not assume that "0 days absent" is equal to 100% attendance. Data may be missing or incomplete.

Data entry: To the extent possible, ensure that teachers and school staff (or others responsible for data entry) input consistently formatted data regarding grades, attendance and behavior to reduce misinterpretation.

Treatment of missing data: Missing data in any EWI category may result in an entire entry being dropped (and may in turn lead to under-reporting of students with EWIs). Missing data could be coded so that any other EWIs present wouldn't be lost (may result in over-reporting of individuals with no EWIs).

Determining Cutoff points for the ABCs

After compiling the data and deciding on a way to indicate student status, a school must determine what cutoff they will use to determine when a student is on-track or off-track. There are recommended cutoffs that can be used but ultimately the work of your school and district will help to clarify the cutoff points in your district based on local data.

	Attendance (Avg. Daily Attendance)		**Behavior** (Office Referrals)		**Behavior** (Suspensions)		**Academics**	
	Quarter	Full Year	Quarter	Full Year	Quarter	Full Year	MG – Math and ELA	HS – Core courses
Off-Track	9 days	36 days <80%	2	6+	1	2	Report Card grade of F	Report Card grade of F
Sliding	5 – 8 days	19-35 days 80 to 90%	1	3-5	0	0-1	Report card grade of D	Report card grade of D
On-Track to Graduation	4 days	18 days > 90%	0	0-2	0	0-1	Report card grade of A, B, C	Report card grade of A, B, C

Attendance Levels

As you start out, you will need to select an attendance rate appropriate to your student population to maintain consistency. Barring undertaking a rigorous look at longitudinal data to determine your exact threshold, our experience with various cities suggests that 90% be used as the default threshold for on-track, 86-90% sliding, and 85% or below, off-track. In terms of the number of days, this is 18 days or less for 90%, 19-27 days for sliding, and more than 27 as off-track. This is roughly 1 day absent for every 8 days in school.

In Philadelphia, the Ed Fund/Johns Hopkins research showed that students who came to school less than 80% of the time were much more likely to drop out of school than to be promoted on time and eventually graduate. Other cities have replicated this research, and the off-track threshold varies by city. In almost every city except Philadelphia, a 90% threshold has been significant.

When developing your attendance metric points, you must take into consideration historical attendance data for your school (by grade and whole school totals), as well as the expectations you have for the upcoming year's attendance. For example, your last five classes of incoming freshman maintained an 87-91% average daily attendance rate. As a school, you are committed to ending this year with a 90%+. Keeping that in mind, you decided on the following tiers:

- GREEN: 0-1 absences per week
- YELLOW: 2 absences per week
- RED: 3 absences+ per week

Behavior
Behavior quantifiers can be very subjective, and there are many educators who feel very strongly about what is and what is not acceptable in the classroom, so it is extremely important that your teams get on the same page regarding what should be considered "off-track" prior to the development of your behavior tiers. (please reference Appendix ## for suggestions of quantifiable behaviors) In addition, there are a variety of ways that Districts monitor and track behavior in their buildings from a citizenship grade to office referrals, suspensions, and serious incidents. You will need to first determine what is available and the system that is used to collect this data.

Sample #101 shows an EWI report that used negative behavior comments from report cards. This information, which appears on student report cards, was collected every marking period. Pink slips, office referrals, or other measures that indicate continuing or chronic behavioral issues provide a more up to date indication of student behavior. If report card marks are used, those should be compiled at the end of each marking period, with a separate plan established for ongoing monitoring of behavior data in between marking periods.

Behavior Data may include:
- Number of in school suspensions
- Number of out of school suspensions
- Number of suspension days
- Number of positive and negative comments on a report card
- Number of office referrals
- Number of team referrals

In Philadelphia, the Ed Fund/Johns Hopkins research found that students earning a final negative behavior mark were much more likely to drop out than to be promoted on time and eventually graduate. Using metrics that represent mild, sustained behavior (e.g., behavior comments, a poor behavior mark, or office referral), rather than suspensions or pink slips, which are more episodic, is beneficial as these have been shown to be more predictive of future dropouts. If your school does not collect behavior comments or marks, other indicators may be possible.

Comments from Teachers using an EWI System in their School

Teacher Comments about Identifying Students by Behavior

“Severe behavior problems generally get the most attention, usually based on behavior first and foremost.”

- “Most of the conversation is around behavior especially students with anger issues, fighting, acting out, or disruptive.”
- Sometimes we have to redirect to students who don’t usually get discussed because they do not have behavior issues, but are doing poorly; we are now trying to hone in on the quieter kids
- It is telling when a student acts out of character
- Report card comments can be used to determine behavior issues
- It is difficult trying to decide what constitutes bad behavior, behavior seems subjective.
- If we marked all bad behavior, we would have too many students on the focus list.

Teacher Comments about Identifying Students by Home Life

- Interaction between the parents and students can tell you a lot.
- Homelessness and family disposition can greatly affect schoolwork.
- It is important to note emotional trauma

Course Performance

In the EWI research that has been completed by Johns Hopkins University and others, , English and math scores are considered the most “tell tale” subjects into the academic eye of a student; therefore, the examples shown here demonstrate those content areas only. However, additional evidence in high schools suggests that failing any one of the core courses has implications for a student remaining on-track to graduation. Some districts have begun to calculate the predictive nature of benchmark tests on state assessments.

Your school’s tier system will widely depend on your grading system. In some schools, an “A” is any grade over 90%, while in other schools, an “A” is a 93% and above. You also have schools that use performance based grading policies, so creation of the tier system here again is based on your school’s grading policies and expectations but whatever the grading scale red flagged students are those at risk of failing the course. For instance:

GREEN:class grade of 90%-100%
YELLOW: class grade of 80%-89%
RED: class grade 79% or below

Comments from Teachers using an EWI System in their School – about identifying students by Academic Performance

"At the beginning of the year we look at final grades from the previous year"

"Grades are more important than standardized test scores and show change quicker"

"A problem can arise when there are discrepancies between test scores and grades"

"Quality and completion of classwork and homework is very important to examine."

"Classwork completion correlates with behavior"

Monitoring of team, Grade, Academy, and School level ABC data

The role of school staff and most importantly teacher teams is to use the data profiles to ensure that they are intervening with the appropriate students and making decisions that will help to support them. In many schools, they set up small learning communities so that staff can more easily monitor a small group of students within their team. These teams will use the student profile data regularly and look at trends, at least quarterly to help identify areas for improvement or larger areas of need that require a Tier I change in strategy or policy to support additional students.

Administrators must keep abreast of the data, offering encouragement and support to teachers in interpreting and using the data for decision making. In addition, administrators, Instructional coaches, Team leaders, and counselors will need to continually monitor trends in the areas they support. This may result in additional support for teachers, additional focus from an administrator, an external program, or leveraging resources to address a need.

Attendance

Attendance should be tracked daily at the student, classroom, and school levels. Most schools and districts have some way to collect attendance data and adjustments should be made if necessary to ensure that the data are accessible and monitored regularly. While it is impossible to say which of the indicators is the most important, many schools put an emphasis on attendance in order to show the importance of this for students and staff. Daily, weekly, and monthly competitions and recognitions make use of timely data to examine progress and support.

--------------------*Questions from the Field*----------------------

What does it take to develop an early warning system at the district level?

An ideal early warning system for a district is developed within *that district's data* system. At a minimum, creating an early warning system involves:

- Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
- Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
- Checking that the predictors identify a high percentage of the students in that district who drop out of school.

The Everyone Graduates Center provides technical assistance and customized analyses to school districts and states that are interested in developing early warning systems. Districts with the capacity to analyze their own student data may be able to use the Early Warning Indicator tool developed by the National High School Center.

Are there examples of schools and districts using early warning systems?

There are a number of schools and districts around the country who have begun incorporating early warning systems into their work. Notably, Chicago uses an early warning system for its ninth graders. Ninth graders who do not earn on-time promotion to tenth grade and/or who fail at least one semester core course are flagged as having a high probability of dropping out of school. These indicators are also part of the accountability system in the Chicago Public Schools.

Several middle schools in Philadelphia are using an early warning system to identify and intervene with sixth graders who are already indicating that they are on the path to dropping out. A menu on the district's computerized data system allows teachers to track student attendance and grades during the year. Teams of teachers meet periodically to review student data on attendance, grades, and behavior. Students who are not responding to a less-intensive intervention are given more intensive support. Likewise, students whose school outcomes have improved can be supported with a less intensive and costly intervention.

What if there is no data system or we do not have access to the data system?

If this occurs, it may be necessary to depend on the data manager in the school or district to get the necessary information. Try to establish an awareness of the extra burden this places on multiple individuals, the team and the school personnel and the hindrance this will place on the determination of student intervention as well as their effectiveness.

Sometimes teams will have to use data from set points in time (marking periods) and bring other data themselves to meetings (grade books, daily attendance logs, suspension reports, etc.) if the data system doesn't have updates.

What if the data isn't updated regularly?

The school staff need current data on attendance, grades, and behavior for weekly meetings and to help tie daily work to data. Sometimes this is related to technical errors, some of it is because users are not entering data in the appropriate time. It is the responsibility of the teachers and other school staff to be current on data entry. When team meetings are occurring, regular updates about the importance of the data can be effective. It will be very obvious that data is not current when students are discussed at meetings. It will also be evident whose responsibility the missing data was.

There are also other ways to use data that staff members can bring when the software system is not updating. This could include behavior rankings, teacher gradebooks, or qualitative notes from team members. Many times teams will have to use concrete data points (marking period, interim reports) and then use other data in between these points to continue pushing forward.

SAMPLE TOOL #100: Developing Tiers

The following tool is to be used by your team. With your team share your answers to the discussion questions. Afterwards attempt to quantify these ideas by deciding what are the cutoffs for a green student, a yellow student, and a red student for each of the ABC's. For example, is missing school 5 times in two months considered a yellow or a red student?

ABC	Discussion	Quantified
Attendance	What does good attendance look like in your school? What does average attendance look like in your school? What does poor attendance look like in your school?	Tier 1 Green Tier 2 Yellow Tier 3 Red
Behavior	What does good behavior look like in your school? What does average behavior look like in your school? What does poor behavior look like in your school?	Tier 1 Green Tier 2 Yellow Tier 3 Red
Course Performance	What does good course performance look like in your school? What does average course performance look like in your school? What does poor course performance look like in your school?	Tier 1 Green Tier 2 Yellow Tier 3 Red

Sample #101: EWI Data Sheet Provided to Classroom Teachers

Student Name	2007-2008: Days Absent	2008-2009: Days Absent	Negative Behavior Comments	Math Grade 3/1/2008	Math Grade 6/1/2008	Literacy Grade 3/1/2008	Literacy Grade 6/1/2008	Reading Level 6/1/08	PSSA 2008 Math	PSSA 2008 Reading
Student A	53	0	10	D	D	F	F	5	Proficient	Basic
Student B	36	2	7	B	D	D	D	6	Basic	Basic
Student C	14	0	1	C	B	C	C	6.5	Basic	Proficient
Student D	5	1	6	C	B	D	C	7	Basic	Basic
Student E	18	0	7	C	C	D	F	5.5	Below Basic	Below Basic
Student F	29	2	1	D	C	D	D	6	Below Basic	Below Basic
Student G	6	0	8	D	D	F	D	5.5	Below Basic	Below Basic
Student H	46	2	3	B	B	D	F	5.5	Basic	Below Basic
Student I	41	0	4	D	C	D	D	3.5	Below Basic	Below Basic
Student J	17	0	1	B	B	C	D	2	Below Basic	Below Basic
Student K	61	4	7	C	F	D	C	7	Below Basic	Basic
Student L	24	0	10	F	F	C	D	6.5	Below Basic	Basic
Student M	18	0	2	B	D	D	C	3.5	Below Basic	Below Basic
Student N	3	0	6	B	B	B	C	7	Basic	Basic
Student O	2	1	5	C	D	D	D	5.5	Basic	Basic
Student P	15	1	4	D	D	F	D	5.5	Basic	Below Basic
Student Q	15	1	10	C	D	D	D	6.5	Below Basic	Below Basic
Student R	6	0	1	D	D	D	D	3	Below Basic	Below Basic
Student S	16	1	4	D	D	D	D	5	Below Basic	Below Basic
Student T	15	0	7	C	F	D	D	6	Below Basic	Basic
Student U	18	0	6	C	D	D	D	6.5	Below Basic	Below Basic
Student V	23	0	7	C	F	C	F	6	Below Basic	Below Basic
Student X	16	0	6	C	F	D	D	6.5	Basic	Basic
Student Y	18	1	3	B	C	D	D	6.5	Basic	Basic
Student Z	4	0	7	C	C	D	D	6.5	Proficient	Below Basic
Student AA	42	2	1	D	C	D	D	5.5	Below Basic	Below Basic
Student AB	13	0	2	D	D	D	C	4	Below Basic	Below Basic
Student AC	8	0	2	D	D	D	D	2	Below Basic	Below Basic
Student AD	22	1	8	C	F	D	D	6	Below Basic	Below Basic
Student AE	50	1	0	D	D	C	C	4.5	Below Basic	Below Basic
Student AF	18	0	6	C	C	F	D	5	Below Basic	Below Basic
Student AG	1	0	3	NG	D	NG	D	6	Below Basic	Basic

Tiered Interventions

There are many promising prevention and intervention strategies at each of the three levels for attendance, behavior and course failure. Establishing these three-tiered systems, with strong primary foundations and effective tiered interventions tied to an early warning system, must begin at the middle school level (if not the elementary level as well). As research summarized previously in this report has shown, as many as 50 percent of high school dropouts can be identified by the sixth-grade. Timely interventions can significantly reduce a student's dropout risk. Additional students who begin slipping off the graduation path by displaying these same early warning indicators in seventh, eight, or ninth grades need similar interventions. At the ninth grade level, course failure becomes especially powerful in throwing students off-track to graduation. Although the vast majority of students who are at risk of dropping out can be identified before the end of ninth grade, it is crucial that a warning and intervention system continue throughout the high school years to address new or continuing problems faced by students after ninth grade. All of this research points to the fact that tiered intervention systems can be valuable in supporting students in need across the secondary school spectrum(6-12).

Schools working on tiered intervention systems often go through a series of steps to help them develop a tiered intervention system that works effectively for their students. The goal of these steps is to ensure the best use of current resources and to bring in additional resources that are needed for students.

1. Mapping current resources
2. Detailed plans for accessing resources
3. Identified needs of students
4. Bringing in additional resources

Mapping current resources

Schools usually start with mapping out what they have available in their building and the focus of their intervention strategy. Suggested guidelines for creating a comprehensive map are listed in the chart #103. The resources that staff members identify should include more formal intervention such as "double dose" courses or intervention labs, to oftentimes more informal interventions such as after school tutoring and lunch groups.

There are many different types of interventions that can be used as you will see in the following pages. Interventions, in many cases, are designed to meet the unique needs of students within that school so may not always be transferrable. Oftentimes, as teams are mapping out their available resources, they begin to identify new interventions that they would like to develop to support their students.

Sample #103 – Intervention Plan

	Focus of intervention		
Type of Intervention	**Attendance**	**Behavior**	**Course Failures**
School-Wide (All Students)	Every Absence Brings a Response Create Culture which says Attending Everyday Matters Positive Social Incentives for Good Attendance Data tracking at teacher team level	Teach, Model, Expect Good Behavior Positive Social Incentives and recognition for Good Behavior Advisory Data tracking at teacher team level	Research Based Instructional Programs In-Classroom implementation support to enable active and engaging pedagogies Data tracking at teacher team level
Targeted (15-20% of Students)	2 or more unexcused absences in a month brings Brief Daily Check By an Adult Attendance Team Investigates and problem solves, why isn't student attending (teacher, counselor, administrator, parent)	2 or more office referrals brings involvement of Behavior Team Simple behavior checklist brought from class to class checked each day by an adult Mentor assigned	Elective Replacement Extra Help Courses-tightly linked to core curriculum, preview upcoming lessons, fill in knowledge gaps Targeted Reduced Class Size for students whose failure is rooted in social-emotional issues
Intensive (5-10% of Students)	Sustained one on one attention and problem solving Bring in appropriate social service or community supports	In-depth Behavioral Assessment-why is student misbehaving Behavior contracts with family involvement Bring in appropriate social service or community supports	One on One Tutoring

Interventions for Attendance

Interventions for attendance range from working on creating an atmosphere where students want to attend to specific problem solving to address reasons for chronic attendance.

Attendance Intervention examples	
Attendance (Immediate)	**Attendance (long term)**
• Phone call/email to student • Phone call/email to parent • Teacher meeting with student • Home visit with parent • Have student get involved in a club or after-school activity • Student signs an "attendance contract" • Attainable goals should be developed by teacher and student	• Attendance "action plan" developed and signed by team leader, student, and parent/guardian with attainable goals and a reward if completed • Weekly "perfect attendance" certificates (individual or academy wide) • Creation of monthly rewards system for students with highest attendance • Attendance competition between teams

Interventions for Behavior

Behavior interventions vary much more widely depending on the type of behavior that students are exhibiting. Some of these behaviors are ones that teachers and staff see each year, however, oftentimes, new behaviors require creativity and planning to prevent and counteract behavior that distracts from the learning environment. Sample #104 shows a structured way to think about not only what types of interventions should be used but who in the building should provide them so that as the severity is increased, it involves additional individuals.

Behavior Intervention examples	
Behavior (Immediate)	**Behavior (long term)**
• Separate environment (student is placed in a team teacher's room for the remainder of the class with work) • Student must write a reflective journal entry about their behavior and how it affects those around them • Phone call to parent • Meeting with teacher • Student signs a "behavior contract	• Team meeting with student and parent/guardian to develop a "behavior contract" with attainable goals and a reward if completed • Meeting with the principal or assistant principal/team leader • Match "troubled" students with a mentor whom they like and respect • Introduce a "character education" program into your school • Assign student to a leadership position on the team • Have student(s) assist with planning of the next academy celebration

Interventions for Course Performance

Interventions for Course Performance often are provided through structured programs that are available as intervention labs, after school or Saturday support, and pull out groups as well as individualized plans that teachers have created to work with students in their class.

Course Performance examples	
Academics (Immediate)	**Academics (Long Term)**
• Teacher tutoring • Peer tutoring • Extra credit opportunities	• Set a weekly tutoring schedule for the student • Invite the parent/guardian to a team meeting to preview what the student will be learning in the upcoming months and give them training and materials to support it at home • Change the student's schedule to see if they can be more successful with a different teacher or surrounded by different students • Effectively group students for cooperative learning activities in the classroom that sets struggling students up for success

Detailed plans for accessing resources

The work of staff members is finding a series of interventions that are research based, appropriate for their students, and readily available for their students. The most common second step in the intervention mapping process is to ensure that each staff member on the team knows details about the intervention and how to access this resource. Some teams have found it helpful to include a second part of their resource map that includes information similar to what is seen below.

Intervention	Referral Process	Contact	Capacity
Individual Counseling (school related or outside)	Complete a referral form and leave in guidance	Ms. Grant or your grade's counselor	Each counselor has 20 slots a week for scheduled individual counseling sessions

Identified needs of students
Part of the challenge of the intervention system is connecting the appropriate resources to the students most in need. When teams are able to access EWI data, they have a structured way to identify students off-track to graduation and thus in need of additional intervention.

EWI data is most often used to identify an individual student who needs intervention. Many teams than decide what intervention is appropriate or may have pre-set interventions. For instance, any student who fails a course may be automatically enrolled in the intervention lab for the following semester.

Creating or bringing in additional resources for students
As these intervention maps are being developed, schools should work to develop interventions that have a mix of immediate and long term effects so that students and staff see both a short term response but continue to have long term solutions for challenges. For instance, each absence that a student has should have some response to it (possibly a phone call home, a conversation with the student, etc.) but in addition, staff will be working to build a culture of high attendance through public recognitions and positive events at the school. In this case, both the immediate needs of the student (a tier II response) and the long term prevention/recognition for all students are part of the attendance plan. The following pages show a variety of ways that schools have used to organize their interventions and suggestions for interventions that staff can use.

In addition, there are times when the coordination of interventions at a school won't be enough and staff will need to look for additional supports outside of the school building.

Things to think about

Tips and Lessons Learned:

Books: Teams at one school noted that they lack new strategies so they are consulting other schools and a variety of books for new intervention ideas. They are using one book called, *Love and Logic*, to find solutions. This school also uses flip-charts of behaviors they see often. Staff did mention, however, that some team members spend the meeting time reading the flip-charts rather than conversing about the students. The facilitator recommends that the team look through the flip-charts before the meeting in an activity to learn more about what it has included.

Behavior Captains: Another school uses what they call behavior captains." The job of the behavior captain is to help other teachers, volunteers and teachers find new interventions for students by researching books and other sources. The team can select a team member who can fulfill this or this job could rotate.

Sample #104

Pyramid of Behavior Intervention Strategies

6. Team Meeting
Student and parent meet with Academy Principal and team.

5. Intervention with Academy Principal
Academy Principal meets with the student before the student is allowed to return to class.

4. Team Leader Intervention
The Team Leader provides reinforcement of expectations and may possibly invite student to a team meeting to discuss behavior and strategize as a team to create a prescriptive plan for improvement.

3. Counselor Intervention
Refer the student to the counselor and allow the counselor to work through the issue with student and to later have a meeting with student and teacher to process a positive working relationship. This is followed up by a phone call home from the counselor.

2. Separate Environment
If the student's behavior persists after the intervention above, the student is provided work and brought to another team teacher's classroom. Assistance should be sought with this process from team leaders and/or deans. This should be set up in advance after the intervention above.

1. Teacher Intervention
Inform student of the successful academy student guidelines and expectations in a positive format. If the behavior continues, the student should be asked to remain after class. At this meeting, do the same as above and send student to next class. This is followed up by a phone call home to ensure open lines of communication and proactive support.

Sample #105: Diplomas Now Tier II interventions for Behavior and Attendance

DIPLOMAS NOW

The CUBE -- Tier 2 Interventions

Behavior:

Teachers:

- Love and Logic e.g. "You are more than welcome to join us as soon as you're ready to work."
- PAT (Preferred Activity Time)
- Daily's – self-monitoring
- Time Out (to another class)
- Adult proximity
- Positive reinforcement
- Parent "Sit-in"
- 1:1 (teacher/student)conference
- Leadership Roles/mentoring
- Behavior contracts
- Student of the month/positive reinforcement

Corps Members:

- Reward/recognize positive behavior (DN Money)
- Isolate from distractions (intentional seating assignments)
- Be a role model
- Discuss the issue 1:1 with the student
- Journaling
- CIS – Tier 3 Behavior
- Being able to relate to students when possible (home life, school, personal ideals)
- Acknowledging successes (academic and personal)
- Talking to student's peers/role models/friends
- 50 Acts of Leadership (CY)
  - 5 students per corps member
  - Max: 100 students selected

Attendance/Tardy:

Teachers:

- Monthly attendance stars
- Call home
- Parent conference
- 1:1 with student
- PSA referral

Corps Members:

- Point system w/rewards (DN Money)
- Student interaction/conversation (finding the root of the problem e.g. domestic, bullying at school)
- Parent interaction/conversation
- Positive reinforcement for attending
- Having fun/exciting before school events that would be missed by late/absent students
- Being consistent enough with students to notice/address every time they are late/absent and encouraging them to come to school

Sample #106: Diplomas Now Tier II interventions for Course Performance

DIPLOMAS NOW

The CUBE -- Tier 2 Interventions

Course Performance MATH:

Teachers:

- Peer Tutoring
- Heterogeneous grouping
- Learning above grade level
- Specific centers
- Reteach w/bellwork
- CY pull outs
- Focus on note taking skills
- Math games
- Differentiated learning styles
- Project Based Targeted Learning

Corps Members:

- Flash cards
- Math competition/games/riddles/puzzles (cars, jewelry, to explain Math concepts)
- Extra credit worksheets
- 1:1 or small groups in class
- Warm-up problem
- Hands on/manipulatives
- Encourage before & after school tutoring

Course Performance ELA:

Teachers:

- 1:1 to help student complete work
- Small groups to library to find book of interest
- Link relevant vocabulary from other classes
- Work Wall
- Clear Rubrics
- Sample student work/anchor papers
- Teacher models writing process
- Vocabulary strategies e.g. revisiting vocabulary within 48 hrs., TPR/Words Alive

Corps Members:

- Reading aloud in groups or 1:1
- Think/pair/share for reading comprehension
- Literary prose in pop culture e.g. reading lyrics in songs through the lens of poetry, current events
- Find reading material student is interested in, assign free reading/extra credit
- 1:1 demonstrations/coaching/modeling FUN!!
- Incentives for word of the day/higher vocabulary level
- Peer evaluation & feedback
- Design your own assignment (within standard parameters)
- Open writing assignments, discussions, Socratic seminar
- Practicing Tier 2 vocabulary with students
- Oral reports help/practice
- Brainstorm—outline—rough draft—essay; 1:1 assistance and strategy

Building Your Team

A teacher team is a professional community "in which teachers pursue a clear shared purpose for all students' learning, engage in collaborative activity to achieve that purpose, and take collective responsibility for student learning" (Newmann & Wehlage, 1995, p.30). Within the context of this report, teaming is referring to an interdisciplinary team of teachers who share students that they work with. In some schools, this may be a group of teachers who support, for example, all of the 6th grade students. In its most pure form, the interdisciplinary team is a team of 3-4 core subject area teachers who support a group of 75-115 students. The 75-115 students only have those teachers during the school day. Teaming can be used to great effect to create an environment that fosters shared understanding, a sense of identity, high levels of involvement, and a mutual sense of belonging to work together to achieve what cannot be accomplished when teachers and other staff work alone. The key to teaming in this context is that the individuals on the team work exclusively with a defined, small group of students and have the time to work together as a team. The Assistant Principal, Principal, and other staff will work across a number of teams of teachers depending on the size of the school.

History: Teaming isn't a new concept but it continues to be relevant to today's students and today's schools. Teaming is often looked upon as a means of positive movement in one uniform direction to benefit all stakeholders involved. This approach is seen outside of schools in businesses and other enterprises as well. During the sixties, there was a great movement towards interdisciplinary work in schools, with mixed results of implementation and success. Presently, teaming is used all over the country to provide supports for both students and teachers. Teachers in public middle schools probably know it best, since many middle schools are designed around the idea of such interdisciplinary teams.

Interdisciplinary teams, first and foremost, must have students at their center and are able to provide seamless and consistent supports to students. Second, they provide a complete look at a student with multiple disciplinary perspectives on student learning. Third, teams enable teachers to learn other perspectives and hone their own in efforts to communicate to those outside of their field. Interdisciplinary teaming is not easy, and most teachers are pushed to become reflective and open learners. It creates a body of peers with which you can examine the work of teaching. Accountability and fresh perspectives are essential, but it is just as important to have a body of professionals who understand your circumstances and your style. In short, teaming must be driven by and done *with* teachers rather than something done *to* them. Fourth, teams that focus on interdisciplinary curriculum impact student learning and better prepare students for the type of thinking and problem solving that they face in an increasingly competitive marketplace. And lastly, empowered teams take on many responsibilities, sharing burdens that presently rest exclusively on other shoulders.

What can teachers do together

A group of teachers who have a common and consistent meeting time and share a group of students can do a variety of things to help support each other and the students they teach.

Student support is working on direct academic skills as well as the more indirect factors on student academic performance. The team can look at a complete profile of the student (Attendance, Behavior, and Course Performance) and organize supports both individually for the student and for the whole team. The team can create a climate of support by creating a team identity, exclusive physical space, recognitions and awards, student or teacher events, as well as team meetings with students. In addition teams may complete outreach (or interventions) that could include parent contacts, home visits, neighborhood tours, and events.

Voices from the field on working as an interdisciplinary team
"Teaming is beneficial to the well- being of the students. In this environment our students need extra assistance. The EWI meetings allow students to succeed. For teachers, the teaming makes us more able to learn about our students' strengths and weaknesses based on collaboration. This means we can zone in on problem behaviors to really see what assistance is needed." - Teacher on an interdisciplinary team *"The lesson I learned while being a City Year Cops Member working with the Diplomas Now team is that the only way to achieve success is to have strong communication and have everyone on the same page. If the administration and team members are not working together with the same goals in mind, the system will not work well."*

"Decisions regarding policies/incentives/interventions need to be agreed upon by all the team members. Although each member will be in charge of different tasks, if the whole team isn't on the same page, students won't see a cohesive system."

- A City Year Americorps member working on an interdisciplinary team

"How the team is started up is to me the most important aspect. Establishing positive relationships, group norms, and common goal set is of major importance toward forming a successful team. Spending time getting to know each other through ice breakers and defining norms and goals pays off throughout the school year."

- School Turnaround Facilitator on interdisciplinary teams

Pedagogical development is a focus on the art of teaching and can be a frequent topic for teams. Questions like "How can I improve my use of group work?" or "How do I create work that challenges the advanced students?" These questions about the profession of teaching are at the heart of our work, and often are the lowest priority in our busy day. This section will help outline some models that have already proven effective, and discuss some ways to make such work a higher priority. Peer observation, reading circles, Critical Friends Groups©, and action research are all pieces of pedagogical development.

Curricular planning as a team can assure that there is always Literacy taught across the Curriculum, Numeracy integration across the curriculum, Interdisciplinary Projects assigned, and Curriculum Mapping utilized by all team members. These strategies provide consistency for students and reinforce skills that have been taught in multiple classrooms.

Data analysis and interventions – Data offers information on the progress of students. With data available, teacher teams can get the right intervention to the student. Also, through looking at data the team can decide if there are other students who may be showing warning signs of getting off track to graduation.

Things to think about:
Team Meetings

Tips and Lessons Learned:

Space - There should be a room that allows teachers to sit down together around a table without distraction. Teams should meet together facing each other so that it is an open discussion. If the room is not otherwise used, teams can also use this space to meet with parents, store records of students, post data, and house other team materials.

Time to evolve - Teaming can be the most effective way of moving a teaching staff towards an effective and reflective practice. It is important to remember that this takes time, and those who feel they are holding teams accountable should balance their need to serve students with the understanding that it takes time for adults to reflect on and improve their practice. Pushing teams too fast can give them repeated experience with failure and ruin their potential.

Significant and consistent time to meet - Most teachers already meet informally and constantly with other teachers, but this happens a minute here or there, or after work hours. If teams are to be held to constructive standards, they must have significant and consistent time to meet, plan, and build.

Norms: Developing meeting protocols - Norms serve two functions: creating them helps everyone think through what proper behavior on a team entails and it can hold group members accountable to the process without making the disagreements personal. Norms should be established early and ideally be posted or included on the agenda for each meeting. Norms that have been established and posted will be quite useful for any teachers who may be added to your team, any parent, administrator, business partner or other faculty member who may attend a team meeting.

Reflection: Teaming can be very powerful as it involves personal as well as professional change on the part of everyone working in a school. A powerful way to achieve this change is by reflection and collaboration. Teams of teachers can increase awareness of students, work to refine the craft of teaching, reach out to parents and community members, and improve school climate. Teams should regularly take time during meetings to reflect on their initiatives and individual practice.

Choosing a decision making process
Teams need to be clear about what decisions they are empowered to make in their building. For example, in one school teacher teams developed and implemented an incentive program for their students while in another school, the district had implemented a district-wide incentive program which the teams followed and supplemented to meet the needs of their students. Teams may use their vision statement to prioritize the areas they want to emphasize. Early on they must determine how decisions will be made. Decisions can be made in a number of way: simple majority, majority with minority rights, consensus, etc. We advise that teams develop and agree to follow a decision making process.

Building Strong Teams
Teachers and others working in the field of education must acknowledge that this is now the era of collaboration. As Dufour, Dufour, and Eaker point out in their book <u>Revisiting Professional Learning Communities at Work:</u>

> "*The research has been clear and consistent, professional organizations for teachers and administrators at all grade levels have advised us, and our direct observations in our schools and districts confirm it: Isolation is the enemy of school improvement. In fact, it is difficult to find either supporting research or advocates for the position that educators best serve their children, themselves, or the profession by working in isolation. We know this. Yet, we have been reluctant to do anything to correct the situation." (page 177)*

Professional organizations for educators have made statements that indicate their acceptance of collaboration as an effective tool for educators. Read these statements from two professional organizations:

- *High performing schools tend to promote collaborative cultures, support professional communities and exchanges among all staff and cultivate strong ties among the school, parents, and community….Teachers and staff collaborate to remove barriers to student learning….Teachers communicate regularly with each other about effective teaching and learning strategies. (National Education Association, 2007)*

- *It is time to end the practice of solo teaching in isolated classrooms. Teacher induction and professional development in 21st century schools must move beyond honing one's craft and personal repertoire of skills. Today's teachers must transform their personal knowledge into a collectively built, widely shared, and cohesive professional knowledge base. (National Commission of Teaching and America's Future, 2005, p. 4)*

Perhaps a review of this information and an open discussion of the reasons for the teacher's apprehension can lead to a beginning of acceptance of the teaming format. As teachers see the improvement in their own classrooms as well as the benefits of shared efforts, the resistance to team membership may disappear.

The upcoming pages have activities that can be used as reflective tools and planning tools for teacher teams as they continue to work together.

Sample #107: Assessing your team's progress

____

(Team and School name and date)

____

Team members who participated in the self-assessment

CLIMATE

Just Getting Started	**Making Progress**	**We're On Top of It**
Planning for a climate that is conducive to teaching and learning Developing team ID and goals and communicating them to students Formulated ideas on how to increase team spirit Planning a venue for students to share interests / needs	Staff and Students developing ideas about how to make their team unique Team ID, goals, and student work are promoted / displayed within Academy Staff and students expressing pride about emerging team ID, goals, relationships, and activities.	Staff and students proudly identify themselves with their academy team Team ID, goals and student work are displayed in abundance Team spirit evidenced by high level of involvement in activities Staff and students view their team as a caring environment where all are serious about education Student interest is now driving the theme and unique nature of the team

ATTENDANCE

Just Getting Started	Making Progress	We're On Top of It
Identifying ways to track attendance Generating ideas for addressing attendance concerns Generating ideas for celebrating student success	Tracking student attendance Celebrating student success Identifying resources for improving student attendance Students are being called when absent	Tracking both student and staff attendance Following a process for addressing attendance concerns Celebrating student and staff success Reflecting on the impact of your efforts to improve attendance

DISCIPLINE

Just Getting Started	Making Progress	We're On Top of It
Articulating team goals for behavior Generating ideas for addressing behavior concerns Sharing team goals with students Generating ideas for celebrating successful behavior	Tracking behavior Celebrating student success Identifying resources for improving student behavior	Tracking student behavior Following a process for addressing behavior concerns Involving off-team staff in behavior solutions (e.g. Guidance) Celebrating student and staff success Reflecting on the impact of team program on student behavior

ACADEMIC ACHIEVEMENT

Just Getting Started	Making Progress	We're On Top of It
Articulating team academic goals Identifying high-risk students Identifying academic PD goals (ex. interdisciplinary planning) All teachers trained and implementing appropriate curriculum Planning for the 84 minute block, Developing 18 Week Plans, and identifying instructional innovations that engage learners	Tracking achievement data; analyzing patterns Celebrating student success Coordinating with appropriate off-team staff (ex. Special Ed.) Designing / redefining appropriate course sequence for academy Utilizing interdisciplinary themes and instructional innovations to engage learners Defining success for students interested in academy fields Scheduling Report Card conferences	Following a process for addressing academic concerns Celebrating student and staff success Business/community partners involved in and supporting academic program Hosting Report Card Conferences Reflecting on the impact of our program on academic achievement Significant time in meetings is focused on teaching and learning

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Sample #108: "Getting to Know You"- Bonding and Value Activities

The activities listed in this section can be used in a professional development before the start of the school year. The purpose of the activities is to introduce teachers to teaming processes, as well as teacher teams building relationships.

DAY 1: Getting to Know Your Team- *Activities should be designed to focus on helping team members get to know and understand each other's value systems, learning styles, and motivators.*

AGENDA

I. **Welcome and Individual Introductions:** *The organizational facilitator and/or school principal and/or academy principal welcome the teachers. Encourage everyone to introduce themselves, their content area, and their years of service.*

II. **Why Teams?:** *Teaming research should be presented to teachers to help them better understand the benefits and expected outcomes. Please refer to page of the Playbook for teaming research provided by Talent Development High School researchers.*

III. **Team Assignments:** *Teachers should be placed into teams by academy or grade level administration prior to the Summer Training. When team assignments are revealed, make the process fun and be sure to explain to teachers WHY they have been placed together. (i.e. veteran teacher paired with a new teacher, teacher with strong scores paired with teachers with strong energy)*

IV. **Getting to Know Your Team:** *Once teams have been assigned, they should be given the opportunity to share information about themselves and their working style within their groups to begin the team process on a positive note. This portion of the day should be allotted the most amount of time. Some suggestions of how to build team understanding and respect are:*
   a. Team Resume
   b. Personality Quiz
   c. Learning Style Activity
   d. Values Activity
   e. General Info Activity

V. **Review of Day 1 and Preview of Day 2:** *Identify most important "take aways" from the day, and let teams know that they will begin day 2 with a creative team introduction.*

Team Training Handout: Mix, Match, and Exchange

Name: ____

Some reasons why I became an educator:

An Interesting fact about me:

A belief I hold about effective teams:

Name: ____

Some reasons why I became an educator:

An Interesting fact about me:

A belief I hold about effective teams:

Sample #109: Team Résumé Exercise

Background
Each of you has a unique array of talents, skills and experiences to offer your team. When working in teams, it is important to understand what each person brings to the group. By getting to know your fellow team members, you will be able to leverage each of your individual talents, skills and experiences for the good of the group.

Purpose
The purpose of this exercise is to provide you with an opportunity to familiarize yourselves with your other team members and gain an understanding of the vast talents, skills and experiences each of you can bring to your individual groups.

Activity Duration
Your team will have 15-20 minutes to create your team résumé. You will then be given 3-5 minutes to present it to the entire group.

Activity Directions
Your team has the task of creating a **"Team Résumé"** to be written on chart paper. This team résumé should reflect the most predominant talents, skills and experiences your team has to offer. Each team will be required to come to the front of the room while the team spokesperson presents the team résumé to the rest of the group (bonus points will be awarded for creativity).

- Select a team recorder
- Use the chart paper and markers to create your team résumé
- Your team résumé should include, *but is not limited* to the following:

    - Team Name (This should be something that uniquely identifies your team based on the information shared in this activity)
    - Names of each of your team members
    - Hometown, State and/or high schools attended
    - Previous work experiences
    - Special skills and/or talents of team members (These can be technical or non-technical in nature)
    - Team members' major accomplishments
    - Personal hobbies or interests
    - Other pertinent information

Questions from the Field

Dilemmas in Teaming

Dilemmas are those perpetual questions that have no real answer. At either end of a dilemma is a legitimate and necessary process that does not arrive at the whole truth. Below are some key dilemmas in planning for and using teaming in a school setting

A. Democracy v. Efficiency (or "How much time is this going to take?"): Teaming is a process that prioritizes voice and the construction of knowledge. Over time, it changes instructional practice and communication patterns in a school. This time is a problem for some, however. Most schools operate in a sense of perpetual crisis or urgency. Even when it is working well, teaming can seem a painfully slow process and it can even seem to waste time, since the answers it provides are not immediate nor are they always definitive. This should be balanced out by the fact that teaming, done well, focuses on what is important to a school versus what is urgent to the school (breaking up a fight v. the school's math scores or resubmitting the budget to central office v. real professional development). Teaming at times doesn't answer the desperate need to fix this problem NOW, but it will build a democratic and long term plan for the future.

B. Team Identity v. School Identity

As teams grow and become more efficient, they will begin to act more independently. Within limits, this is exactly what should happen—administrators get fewer headaches and teachers have more control over their professional lives. There is too much of this good thing, however. Teams need to constantly remind themselves that they are a piece of a larger vision, and that there are some decisions that should be made with others in the school. Team leaders should be in constant communication with those outside their team to keep everyone informed and on focus.

C. Adult Needs v. Student Needs

Anyone who has graded papers in the back of a professional development session knows that teachers need to be brought into the circle of school reform. Taking the time to do this is time you cannot spend on training for this year's magic curriculum. Ignoring teachers, however, means that the magic curriculum cannot work. Schools need to stay focused on student learning, but they must also keep in mind that they CANNOT answer student needs without serious consideration of the needs of their staff. The two are interdependent and most be attended to accordingly. Effective teaming allows teachers a voice in the agenda of meetings and the time allotment of meeting. This will lead to a higher level of teacher engagement as well as ownership of tasks accomplished.

D. "Why can't we just meet as a department?"

Lots of people resist membership in an interdisciplinary team since they already felt that they were part of a team: their department. This is really two challenges: coming to believe that interdisciplinary teaming is an effective practice and giving people time to become as personally connected with their team as they were with their department. Some issues cannot be addressed as a department. Meeting as a team that shares a cohort of students allows teachers to address student issues and to plan interdisciplinary units which cannot be done as effectively when meeting as a department.

E. Adults as Learners

Teaming tackles two important issues for school reform in terms of adult learning. First, it explicitly acknowledges that adults in school must be learners in order to be effective. Second, it is flexible enough to allow teachers to learn in the style that is most effective for them. (How many teachers have sat through a two hour lecture on different learning styles?) Teaming forces schools to practice what they preach, modeling for students and giving teachers fresh perspectives on their own learning.

F. I Didn't Volunteer for This

There is no answer to this challenge. Forcing teachers to be on teams without time to explain why, or giving them some time to plan, will seriously impact how effective teams will be. If it is forced on teachers without explanation, school leaders must be ready to wait a long time for their teams to be cohesive and productive. Some school leaders like to let some teachers volunteer first, and let the public sentiment build. This can be very effective, but care must be taken not to create an elite set of teachers that are resented by the rest of the staff.

G. Teachers v Battalions

Effective teams work to define and answer their own needs. This requires some time to be autonomous. Schools that use teams only for disseminating information, or by piling school wide requirements on them, cannot expect these teams to be innovative and productive. There must be a commitment to allowing teams to assess and address their needs while remaining a part of the overall school community.

Team Norms

What are Norms? Norms are rules of conduct established by the team and followed at each team meeting. Norms serve two functions: creating them helps everyone think through what proper behavior on a team entails and it can hold group members accountable to the process without getting personal. We recommend establishing norms for your team as early as the first meeting. Norms should ideally be posted or included on the agenda for each meeting. Norms that have been established and posted will be quite useful for any guests or newcomers to the team.

One team's example of meeting norms:

1. Honor time (once established, start and finish time can be substituted)
2. Set phones to silent
3. Fully participate
4. Respect the opinions of all
5. Avoid sidebars

Parking lot *(a place to post questions or issues that were not addressed but will carry over to next meeting; can be done anonymously or with signature; can also be done by asking for agenda items at the end of the meeting)*

Team Plans: Communication, Climate, Attendance, Achievement and Promotion

Teams that work together must be deliberate about the atmosphere that they are creating and the goals that they work towards. Many teams have developed team plans that lay out explicitly how the team works together.

Communication Plan

The communication plan covers internal communication among team members such as meeting schedules, decision making structures and team communication norms, as well as external communication of how the team works with students, parents, and other teams throughout the school.

- They communication plan may also contain a definite course of action and person responsible for each of the listed categories.
- Items that may be included are daily welcoming, team meetings, and celebratory events.
- It is also important to include time to meet with students as a team. Include both students who are doing well so that the teacher team can express their recognition and pride to this student and students who are working with interventions so that the teacher team can express their concern and willingness to help to this student.

Climate Plan

The climate plan covers expectations, events, and initiatives that the team is using to develop a strong climate among their students.

- **Developing and Sustaining Positive Climate:** The school needs to be a place that students find welcoming but also a place that shouts out "learning happens here".
- **PBIS whole school and in each classroom:** The teacher team and support staff should maintain consistency across staff members and recognize when students meet expectations. These expectations and successes should be charted through individual classrooms, grade teams, academy hallways, and across the school. Charts should be attractively displayed and updated regularly. Successes, after being charted, should be recognized. This can be done in the following ways:
  - Incentives
  - Trips, assemblies, guest speakers, programs
  - A point system- " Behavior Bucks"
- **Welcoming students daily:** Students should be greeted each morning when they enter. This should include outside of the school and outside of classrooms in the hallway. Each teacher should be outside their door to greet students as they enter each classroom before and at the end of each class period.
- **Nagging and Nurturing:** Motivation is an intrinsic part of the responsibilities of the teacher team and school staff. This means talking to students and checking on them frequently. Many students benefit from a daily "check-in" from a staff member to review their day.

Attendance Plan

Teams of teachers have a large role to plan in attendance, especially in creating the atmosphere where students want to attend.

- **Setting attendance goals:** Many teams develop a goal in addition to the school wide goal that is specific to the students they teach. This percentage should be based on the previous year's attendance and the goal the team wants to achieve. The team should publicize the goal and develop a plan to attain that goal.
- **Making it visible:** Charts displaying both the set goal and the daily percentage should be posted in highly visible hallway areas of the building. It is important that the goal be posted on these charts and that the charts are kept current.
- **Weekly and monthly attendance recognition:** It is important to recognize good attendance regularly (weekly and monthly). The team

should choose the method of recognition they want to use and who will help put the plan in action.
  - Weekly certificates for perfect attendance with copies posted in the classroom
  - Monthly parties for those with three or four weeks perfect attendance
  - Coupons for perfect attendance to be redeemed at PBIS store
  - Dress down Fridays for perfect attendance
  - Field trips for monthly perfect attendance
- **Tracking and analyzing attendance**: Analysis of trends in attendance must be shared at regular meetings. The team can evaluate whether existing strategies are successful or should be modified to be more effective in achieving the goal set.
- **Proactive steps to avoid low attendance days:** There are certain days that seem to foster low attendance – the day before or after a holiday, Fridays, the days before and after testing, the last few days of each semester. The team can plan ahead to have events of high interest to students on these days. Some examples would be field trips, guest speakers, pep rally, student/faculty sports events, double PBIS points or coupons, end of the day dance.

Achievement and Promotion Plan

Achievement and Promotion Plans get to the heart of the work of teacher teams. There are many things that can be done in an interdisciplinary team to reinforce student skills, create high expectations, and provide additional student supports.

- **Data driven decision making:** Teams can set goals for achievement levels and should be regularly using this information to make decisions. Student grade data can be used to analyze class progress and individual student progress as well as identify students for interventions. Special attention should be paid to math and English/reading grades as these are indicators of students in danger of dropping out. Goals can be set as to percentage passing all subjects, percentage passing math, and percentage passing English.
- **Individual Report Card Conferencing:** Individual report card conferences are a regular initiative used at Talent Development schools.[1] They are held at the end of each marking period and/or for each progress report. Students meet with an adult to discuss their report card, progress in their classes, and to think about what they can change to improve. The adults for report card conferences can be school partners, volunteers, or staff who don't work directly with the student.

[1] Creating a Ninth Grade Success Academy, Legters and Morrison, 2001

- **Safety Nets:** Analyzing data helps determine the students who need extra help and teams of teachers often have the role of finding that support. This could include extra tutoring, community support, after school programs, credit recovery programs, or twilight school for those students who have exceptional circumstances.
- **Celebrations:** Celebrations and recognitions should take place for staff, students and partners. Students should be recognized for course achievement. A "rites of passage" or "move up" celebration can be held to recognize those ninth graders who advance to the tenth grade. In addition to student recognition, school staff and partners should be recognized for their dedication, hard work, and benchmarks they have reached.

The following pages contain charts which can be used by a teacher team to create team plans.

Sample: Academics Promotion Plan

	Did this occur last year?	Will we do it this year? How?	How often? When? Where?	Who will organize?	Meeting topics?
Academic success rewarded					
Academic curiosity is promoted					
Connections to academics and future choices are explicitly made					
Reading is coached in all classrooms					
Courses linked by cross curricular connections					
Career connections are made within courses					
Academic projects are completed and prominently displayed					

Sample: Communications Plan

	Did this occur last year?	Will we do it this year? How?	How often? When? Where?	Who will organize?	Meeting topics?
Welcoming students and setting the tone					
Meet regularly as a team					
Meet as a team with students					
Meet with parents and stakeholder					
Newsletter					
Celebratory activities involving all students					
Celebrate teachers and support personnel					

Sample: Climate Plan

	Did this occur last year?	Will we do it this year? How?	Who will organize	How will it be maintained	Needs
Efforts to improve attendance					
Incentives, rewards, and recognitions					
Uniform classroom expectations plan					
Plans to give extra help for students					
Plans for catching students who are failing and for getting them back on track					
Plans for teachers and administration will handle discipline problems					
Plans for promoting teacher collaboration at all levels					
Plans for academic promotion activities					
Celebrations for student and teacher successes					

Sample: Attendance Plan

	Did this occur last year?	Will we do it this year? How?	How often? When? Where?	Who will organize ?	Meeting topics?
Student attendance data is collected and displayed daily					
A plan for tracking class cutting and tardiness is in place					
There is an academic promotion plan in place					
There are weekly, monthly, and quarterly attendance rewards					
Each team has a routine for calling homes					
There are clear uniform consequences for tardiness and class cutting					

TEAM CALENDAR

The teacher team should have a calendar. This calendar should keep all members of the team, as well as members of the school informed of activities. Below is a sample calendar.

Sample High School January 2010 SS(SAMPLE)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				1
4 Perfect attendance certificates	5 9AM- School Leadership Meeting	6	7 Ninth Grade Team Meeting 10AM	8
11 Perfect Attendance certificates Report Card Conferences 1st and 4th period	12 9AM- School Leadership Meeting	13 Guest Speaker for Whole school 10:00-11:00	14 Ninth Grade Team Meeting – EWI 10AM	15
18 HOLIDAY MLK Day	19 9AM- School Leadership Meeting	20	21 Ninth Grade Team Meeting 10AM	22 School Wide MLK Program
25 Perfect Attendance Certificates	26 9AM- School Leadership Meeting	27	28 Ninth Grade Team Meeting – EWI 10AM Attendance Recognition- 2:45- 3:45 pm GYM	29

Meetings around Early Warning Indicators

Interdisciplinary teams that have begun work on using early warning indicators have created a variety of practices and templates to help increase their effectiveness. The items included in this chapter detail different areas that teams should consider when beginning their meetings as well as examples from different teams.

Talent Development Secondary (TDS) and Diplomas Now reform models
TDS has taken the early warning indicator research and incorporated it into the teaming structure that is essential to the TDS model. The TDS model offers a rubric and framework for how small teams can have efficient and effective meetings to support students. In addition, TDS has entered into a partnership called Diplomas Now with City Year, and Communities In Schools that pairs TDS's whole school reform with tiered supports from City Year and Communities In Schools. Many of the observations included within this chapter come from schools working as part of the TDS model.

What does it look like?

Teams have an Early Warning Indicator (EWI)/Tiered Response Meeting every one to two weeks. Team members come to the meeting ready to discuss students who are showing early indicators. The facilitator(s) for the leads the discussion about each student as the team discusses what the indicators are, why they may be there, and what can be done to correct them. The facilitator or recorder takes notes on each student discussed using a tracking sheet. The facilitator records any targeted or intensive interventions that the team decides are needed. At subsequent meetings the team reviews the status of these students (whether the student's situation has improved, stayed the same, or gotten worse) and determines whether the interventions chosen seem to be working, need more time to work, or need to be supplemented or changed.

Meeting Structure and Process

Following is a general meeting structure what a team meeting on early indicators looks like. As you can see from this outline, at time, students with major crisis that are not on the focus list can be discussed, and often first. Otherwise, teams usually keep to a preselected number of students.

1. Pass out Data and look over with some brief announcements (no longer than 5 minutes)
2. Assign Roles (note taker, time keeper …)
3. Look at focus list – anyone else with major issues that need to be discussed today (pregnancy notification, recent fight, suspension …)
4. Discuss students, one at a time, about 5 minutes each (can talk about more than one student only if it is a very similar problem)
    a. Anything new revealed about the student
    b. New telephone numbers
    c. What intervention will be?
    d. Who is in charge of making sure the intervention occurs?
5. Time to wrap-up – any other students to add for next week.

Developing meeting protocols

Before beginning a process for discussing students, teams must agree upon the protocols to be used at each meeting. Establishing protocols helps keep members on task, helps focus on actions, minimizes conflict, time off task, and ineffective planning.

Voices from the Field:
EWI meeting expectations from a middle grades school

- All meetings will be held from 8:10 – 8:38. Meetings days are as follows:
    - Tuesdays: 5th/6th grade in Ms. Anderson's office (bi-weekly)
    - Wednesdays: 7th grade in Mr. Sam's office (bi-weekly)
    - Thursdays: 8th grade in Mr. Washington's office (weekly)
- Please be on time and make sure you sign in at every meeting. Regular, on time attendance will count toward your INTER scores.
- Staff attendance guidelines:
    - Elective teachers will attend one grade level EWI meeting/week.
    - Sped teachers will attend EWI meetings <u>each week</u> for the grades they support.
    - Student Engagement Team members and Mental Health Providers will attend <u>all</u> EWI meetings.

Discussion of Students

A common practice was to divide the students into two categories, those that had been discussed previously and those who had not.

Step 1: Progress Reports

Review students receiving interventions, spend agreed upon time on each student to discuss the following:

- ✓ Changes in data
- ✓ Follow-up reports on interventions
- ✓ What's working? What's not?
- ✓ Describe successful interventions so others can replicate
- ✓ Discussion of next steps

Step 2: Discuss New Students

A. Brief review and assign those that need data collection to team members.

- ✓ Student Name
- ✓ Staff Member Recommending Intervention (if applicable)
- ✓ Areas Off-Track (Attendance, Behavior, Course Passing)

B. Discussion of Contextual Information

- ✓ Identify specific student challenges that can be remedied through intervention
- ✓ What do we know about what's going on with this student?
- ✓ Who has the strongest relationships with the student?
- ✓ What else do we know about the data? What else do we want to know about the data?

Roles of participants

Each team needs a facilitator who will take lead of the meeting. The facilitator needs to make sure the data is handed out to the team, keep the team on task and focused, and keep track of any new information. This person may also decide to play the additional roles of timekeeper and note-taker or can assign these roles to other team members. Some facilitators have found that taking notes during the meeting was distracting and would prefer that another team member take this job, which often rotates.

The individuals will vary depending on who is on the team but there will be some consistent participants. The goal is to have every teacher who supports the student to be discussed in attendance at the meeting. In addition, the team must create clear roles for each participant at the meeting. The three main roles that each team should have are:

- Facilitator
- Recorder
- Timekeeper

Facilitator:

The facilitator plays a key role in ensuring that the team meets regularly, has the data, information, and training that they need, and facilitates the meetings. This position can be filled by a Team Leader, an AP, or in some cases by a facilitator from a partner organization. In the TDS schools that were visited, this role was completed by an Organizational Facilitator from Talent Development.

- Summer Training: Prior to the start of school, the team needs to make decisions on and receive training on:
  - research behind the purpose of EWI meetings
  - introduction of participant roles, data tools that will be used, and interventions that are available for students
- Data Collection
  - Determine how attendance, behavior, and academic data is or can be collected for each meeting
- Meeting Facilitation
  - runs meeting from welcome to close by facilitating acute discussions surrounding students on the "watch list"
  - must keep all participants focused and on-task
  - at close of meeting, reviews assigned interventions and the timeframe in which they need to be completed
- Meeting/Intervention Follow-Up
  - forward meeting notes to all EWI participants, principal, and assistant principal/academy leader
  - Follow up with any team members who were not able to attend

Teacher:

- Take the lead in designing a feedback process to ensure that the EWI process is meeting the needs of all students in the team
- Assist with creation of short and long term intervention list
- Participate in weekly EWI meetings
  - share academic and personal information about students on the "watch list"
  - make academic and personal intervention recommendations based on knowledge of the student's learning style, academic level, and personal issues
- Complete assigned interventions as needed
- Act as recorder or time keeper when needed (rotating responsibility)

Counselor:

- Assist with creation of short and long term intervention list
- Participate in weekly EWI meetings
  - share academic and personal information about students on the "watch list"
  - make academic and personal intervention recommendations based on knowledge of the student's learning style, academic level, and personal issues
- Complete assigned interventions as needed
- Act as recorder or time keeper when needed (rotating responsibility)

Principal:

- To build a strong foundation for the EWI process, the principal plays a strong role in creating a school schedule that creates interdisciplinary teacher teams that share common students.
- The principal also supports and enforces the EWI process as part of the school's culture beginning with initial training and continuing throughout the year.
- Principals do not need to attend EWI meetings but it is encouraged that he or she stop in periodically to provide observations and feedback of the process to help the team improve the process and the results it's bringing about in the classroom.

Assistant Principal/Academy Leader:

- Although it is not necessary that the assistant principal/academy leader attend every EWI meeting, it is encouraged that if available, he or she do so. The meetings are a fantastic opportunity for this individual to get the pulse of the team/academy regarding the "what" and "why" of weekly and ongoing issues.

Other Support Individuals (Outside agencies, psychologists, deans, etc.)

- Assist with creation of short and long term intervention list
- Participate in weekly EWI meetings
  - share academic and personal information about students on the "watch list"
  - make academic and personal intervention recommendations based on knowledge of the student's learning style, academic level, and personal issues
- Complete assigned interventions as needed
- Act as recorder or time keeper when needed (rotating responsibility)

Role	Before the meeting begins
Facilitator	• Reviews the EWI reports and notes: • Look for unusual data, students who should be discussed, and data from students who need follow-up • Reviews documentation from the last meeting and identifies staff members who need to give follow-up reports • Asks team members for names of students who are *sliding off* and need to be added to the focus list
Teachers	• Make sure grade books are up to date • Gather student work, classwork projects, homework, documentation, or other evidence that might be helpful when doing follow-up reports • Ensure accessibility to students' test and interest survey results
Volunteers, tutors	• Update intervention trackers and other documentation • Gather student work or other communication for follow-up reports • Reflect on informal check-ins with partner teachers
Counselors, social workers	• Update intervention trackers and other documentation • Bring feedback for services provided to students that can be shared with the team

Exploring your school's resources: How to involve the counselor, coach, and elective teachers

It is primarily the core content teachers (math, English, social studies, and science) teachers who comprise the team that meets to consider students and curriculum. Oftentimes, this is because of scheduling. Those who teach the elective subjects make these meetings possible during the day because they teach the cohort of students at this time or in many cases elective teachers work across a number of different teams and grades. The team must figure out additional ways to include these members as they play a vital role in supporting students.

Teachers in the elective disciplines are an invaluable asset to the team. They can help plan interventions and incentives for students who are highly engaged in their areas and in need of interventions. The secret is to work together to find ways to utilize all areas which the student finds engaging. Teachers involved in the co-curricular areas can be extremely instrumental in creating incentives which will help improve student engagement and foster the development of positive attitudes in students.

> The teachers can also review minutes of each meeting, submit items to be included to the facilitator, and use daily behavior contracts completed by students to share information on student progress. Examples of these contracts are included in the appendix.

Second Team of Adults – In the Diplomas Now schools that were observed for parts of this report they have a 2nd team of adults from City Year and Communities In Schools (CIS) to provide additional supports to students. In a Diplomas Now school, this includes one City Year corps member for each homeroom of students and a CIS Site Coordinator to work with the team. Other sites have used AmeriCorps members, local college students, retired service organization members that can help the school provide targeted and intensive supports to students at the needed scale. These additional resources are coordinated within the team structure so that new partners are attached to a team within the school.

Sample #110: Roles of Participants

Not every school has the same personnel and needs. Use the following sheet to plan the roles and assignments for your particular school.

Role	Person(s)	Tasks
Facilitator	Mr. Swinter – Math – Team Leader	- Send out meeting reminder - Print data updates - Set up meeting room - Facilitate meeting - Send out notes after meeting
Time Keeper	Mr. Roads – SS	- Provide updates to the team during student discussions (every 2 minutes) - Stop the discussion with 5 minutes remaining. - Facilitate announcements
Data Point	Ms. Smith - English	- Show the data for each student on the projector - Determine what data is new (grades, benchmark, etc.) - Print data updates

Scheduling meetings
The team should set a time to meet that can be consistent across a semester and ideally a year. For example, the team might agree to meet on the second and fourth Wednesday of each month throughout the school year. The Facilitator can then set up a calendar for the year with these dates scheduled.

Things to think about: Team Meetings about EWI

Tips and Lessons Learned:

When and where should a team meeting take place?
The "when" must be determined by the team. There are benefits to having the meeting within the school day if possible. The meeting should take place in a room where all participants can meet with work space and access to an overhead. Ideally, this is a conference room or other space where there aren't distractions and the room is already set up. For example, one team decided it would be best to meet in one of the teacher's classrooms. They started the meeting spread all over the classroom. However, the teacher felt that they were more productive when they moved to a conference-like table. The closeness helped them to communicate more effectively.

Frequency of meetings
The number and frequency of meetings should ideally be determined by the team members but no less than every other week. It is recommended that meetings be held biweekly for the purpose of reviewing the interventions set in place for students showing indicators of dropping out of school. Team meetings to review student work, discuss teaching strategies, and design interdisciplinary projects will also be held with the frequency to be determined by the team members. Once a monthly meeting schedule is agreed upon, any deviations from the scheduled should be a team decision.

Length of meetings
Again the will of the team and the parameters set by school and district have to be considered but no less than 45 minutes. It is recommended that meeting start and finish time become part of meeting norms. Any deviations from that established time should be agreed upon by the team.

Meeting Notes

Either the facilitator or one of the team members should be assigned to take notes. These notes can consist of new information about a student such as new problems the student is facing at home or in school or new information such as telephone numbers. Most importantly, the notes should document what interventions were agreed upon. These notes will help team members remember which interventions they agreed to implement during the week as well as a reminder for updates at the next meeting. These note pages should have the name of the student, a description of the intervention, and the person in charge of implementing the intervention. It is also beneficial to have a date of when the group should check back in on the intervention. The more accurate the notes, the more likely interventions will be implemented in a timely manner. On the following pages are two examples of intervention notes taken at meetings at two different schools.

Voices from the Field: **Using Early warning indicators in team meetings**
Interviewees were asked to list any challenges they faced while implementing EWI meetings, some of them related to working with indicators and some of them related to how their team of teachers works together. **Scheduling:** One of the most reported challenges of the EWI process has been the scheduling of and attendance at the meetings. If there wasn't scheduled common planning time during the day, many schools had to be creative about when they could meet. A few interviewers reported that they originally had early meetings, some as early as 7:30 in the morning, but attendance was quite low. Another interviewee, however, feels that earlier meetings are better since it is difficult to "switch gears" in the middle of the day. Some schools have even tried simultaneous meetings of multiple teams in order to cut down on scheduling confusion. However, this caused issues for school staff who need to be in each meeting. There didn't seem to be one universal time that worked for each school but regular, uninterrupted time when all team members could participate were the common goal. **Coordination:** Even with teams showing good attendance and productivity, often key members of the group are not able to attend. At one school, for example, the dean of students often can't attend due to scheduling conflicts. Since the dean of students is in charge of many interventions for his or her students, having that individual in the meeting would make the meeting even more productive. **Consistency:** Most EWI team members reported a rocky start to the process. Some teams did not have all essential team members at the beginning of the year and some teams didn't share the same students. One teacher stated that they had team members replaced and moved mid-year. This caused a lack of organization and the need for additional time to reset team expectations.

Follow up for EWI Meeting
Examples A and B

6th Grade Team

Student/ Indicator	Point Person	Intervention	Follow-up date
Samuel (section 6-1): - Att. & Beh.	Mr. D, Ms. S	Mr. D will continue conversations and check in with bball coach Ms. S will encourage mother to join PTA	12/1
Daniel (Section 6-3) - Att.	Mr. P	Follow up regarding academic transfer	12/1
Shakia (Sec. 6-2) - Aca.	Mr. D, Ms. S	Mr. D will recruit for after school club Ms. S will work on adding him to Boys Club	12/1
Malik (Sec. 6-2) - Aca. & Beh.	Mr. T, Ms. S	Mr. T will find specific class jobs/responsibilities All teachers will ensure they provide positive reinforcement Ms. S will ask her to join Girl Talk	12/1
Michaela (Sec. 6-3) - Att.	Mr. P	Mr. P will follow up regarding transfer status	12/1

Follow up for EWI Meeting
Example – Diplomas Now School

Student	Follow-up	Issue 11/4	Action	Person	Follow-up
Danny	Acting up, talking a lot; shutting down in afterschool	Talking, getting defensive, not in a good mood; not working as well in History either	Call Home	Teacher A	Couldn't reach mom; talking with Danny, asked what was happening, he apologized
Josh	Very hard for CY to work with her, once S. starts, she demands more	Got 9/108 on notebook check; hygiene problem; in afterschool program she doesn't stay, calls for a pick up	Needs to apologize for rude behavior; referred to CIS; Assign a student to help (D or J)	CIS Teacher A	CIS talked to mom, she was referred to her for music (EL); apologized for her behavior; mom almost had an altercation w/another parent
Mike	On CIS focus list; about to be OT'd last week; GRYD counselor trying to get mom involved in parent/child "Get it Straight" program; got suspended today; therapy every Tues, referred to Mr. M.	Rude to teachers; said he is doing better in history because teacher is strict; made his own social contract, what do I want to be when I grow up and is my behavior helping with that	Change schedule to all male teachers?; making strides w/teacher B, maybe keep in her class, Teacher A would like to try; wants computers; make it an incentive	CIS Teacher A Teacher B	Rough week last week, but this week he is doing much better. No work on Monday, but started working on Tuesday

Outside school contact – parents/guardians

A positive partnership between the home and the school has been one of the seven characteristics of effective schools for almost 3 decades (Lezotte, 1991). Studies have shown the explicit benefits of a strong connection with parents. Henderson and Berla (1995) and Henderson and Mapp (2002) report students whose parents are involved in their education are more likely to earn higher grades and test scores and enroll in higher level programs; be promoted, pass classes, and earn credits; attend school regularly; have better social skills; and graduate and go on to higher education. These are the same outcomes we as educators want for our students. The National PTA has established these research based standards of effective school-family *partnerships* and teams should work to build these into their early warning work.

- Implement regular, two-way, and meaningful communication between home and school
- Offer advice and training regarding parenting skills
- Make sure parents become partners in the education of their children
- Collaborate with the larger community and utilize community resources
- Securing the support of family will help guarantee the success of the school and its students.

The following activities have been successful in involving parents in the school:

- Open house at the beginning of the year
- College night to explore available opportunities and financial aid processes
- Report card conferences
- Math and or Literacy night
- Rites of passage or move up day for freshman
- Showcase of student talent and work
- Spoken word night
- Work days with lunch provided

Holding team members accountable

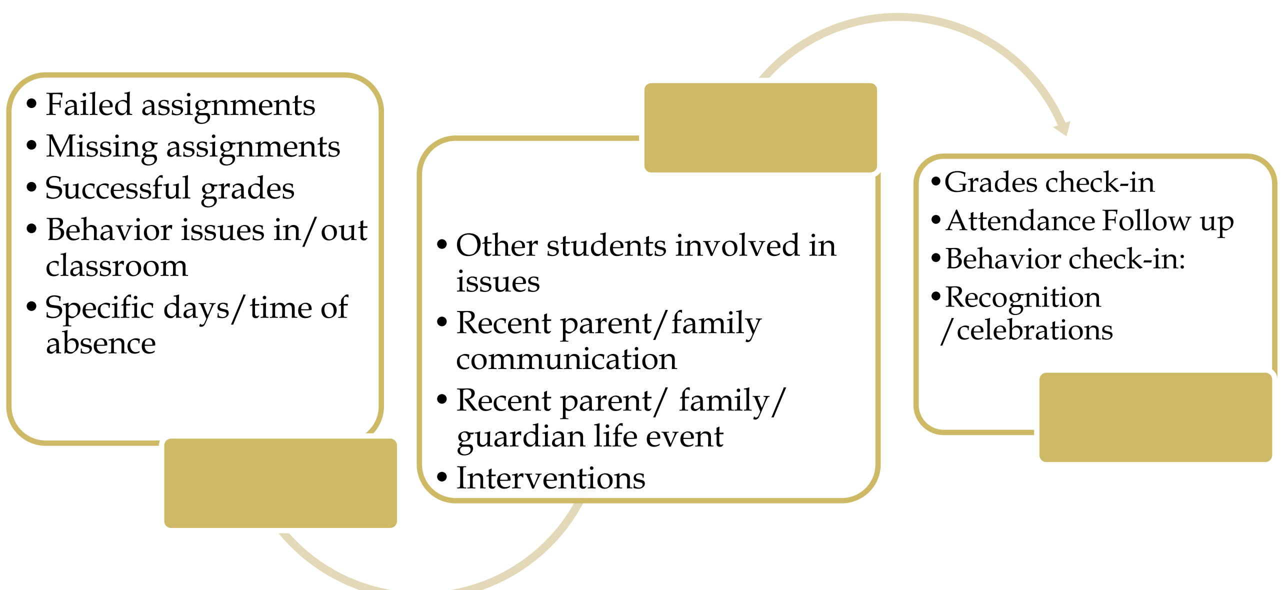
No team can achieve success unless all members participate and follow through with tasks undertaken. It is essential to establish roles for routine tasks at the first few meetings. When tasks such as taking and distributing minutes or collecting check in/check out sheets for the week are not done, their absence is obvious. In some cases this visibility factor is all that is needed to keep everyone accountable.

The team leader and team members play a role in ensuring that teammates complete all tasks. Tasks such as implementing interventions for students or bringing student work to review are more likely to be neglected and require a more subtle approach. Private offers of assistance, “I noticed you have been really overwhelmed lately. Is there anything I can do to help?”, serve two purposes. They let the team member know that their lack of effort is noticed. They also show concern and a willingness to help. This is one way to build team identity while fostering ownership of the teams' work.

The following information was gathered during observations of meetings around EWI meetings around the country. There are 4 sections of data:

- Information shared at the meetings
- Student data used for discussion
- Time spent on student discussions
- A transcript from an EWI meeting

Examples of Information Shared During an EWI Meeting



Examples of Interventions Observed in Team Meetings:

Intervention	Examples
Parental Involvement	Phone calls home Teacher-parent meetings Parent workshops Parents invited to sit in class
Clubs	Girl club about gossiping Men who dream English as a second language Sports/Reality-oriented physical experiences Lunch High school readiness/career "Chicken Soup for the Teenage Soul" reading club
Instructional Changes	Reach them on their level Hands-on experiences Use of manipulatives so that they grasp the idea Tied to personal lives with relevant examples, YouTube videos Humor Work with different peers during collaboration Move student's seat closer to the teacher Re-teach what the students do not understand Conduct/behavior/daily report Sheets Peer Help – think-pair-share Changing classrooms
Counseling	Meet with students 1 on 1 to form relationships Home visits Community based organizations and resources Working with clinical depression, pregnancies, and death in family Help getting needed things: glasses, alarm clocks Anger management plans Drug prevention/decision making group counseling Pep Talks
Tutoring	One on one with teacher After school tutoring clubs Pull-outs for individual instruction Small group tutoring in class
Detention	Lunch After-school Take-away gym time
Positive Reinforcement	Games time for good attendance Incentive sheets VIP lunge or lunch

Data

Student data should be available at the start of every meeting and available for staff before the meeting. One school that was observed sends out an email with the focus list (students to be discussed) 4 days before the meeting. At some meetings this data is handed out to each team member on paper or in a folder. Other teams have decided to project this data onto a screen so that everyone can look at it together and take notes on the same page. Either method seems to work in different situations and the facilitator can decide what is best for his or her team. Below is an example of a data sheet that was used. This sheet includes the student's name, attendance, behavior, math and English grades, and a summary of all three. This is just one way to present data.

Sample Student Data Profiles

Student	ATT 5wk	ATT 10wk	Beh 5wk	Beh 10wk	Math 5wk	Math 10wk	Eng 5wk	Eng 10wk	EWI 5wk	WEI 10wk
Danny				**H**	**C**	**B**	**A**	**A**	**AT**	**A B 1 CM CE**
Josh	**5/2(1)**	**9/6**	**S**	**S EL M**	**D**	**D**	**C**	**C**	**A 5/2 B S CM D CE**	**A B 3 CM D CE**
Mike		**/12**	**S E EL H M**	**S E EL H M**	**F**	**F**	**D**	**D**	**A B 5 CM F CE D**	**A /12 B 5 CM F CE D**

Student Discussion

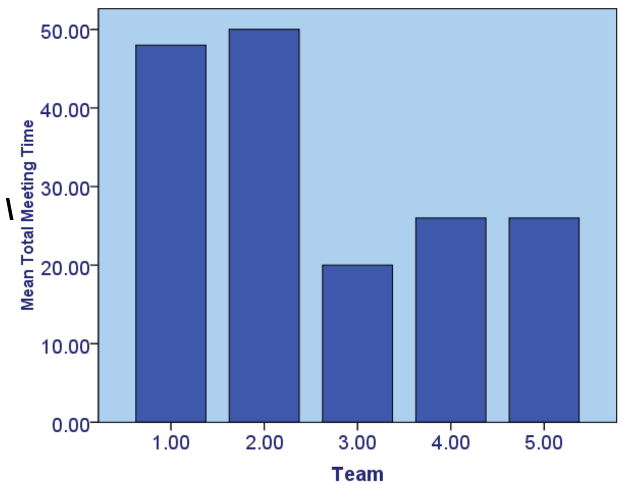
In the meetings observed, teams focused on around 5-10 students per meeting and each student was discussed for around 1-10 minutes each. When some teams started the EWI process they found it helpful to have someone in charge of a stopwatch so that no student is discussed over a certain time period. There were some challenges identified.

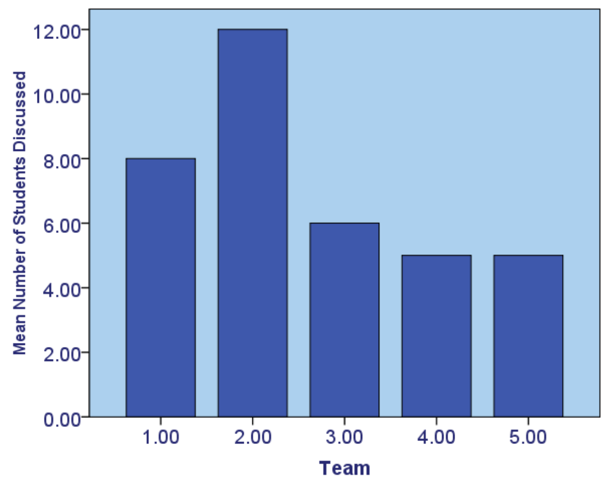
- Unless two students have very similar EWI indicators, teams talked about one student at a time. Having one student discussed at a time lets the team focus on that student in order to match an appropriate intervention.
- The discussion for one student takes over the entire conversation since he or she is having a lot of difficulty. One facilitator told us that teachers were so focused on one student and would let the whole meeting be around that student, she had to eventually remove that student from the focus list for a

time so the group could get the pattern of conversations. In this case, a stopwatch could be useful to help monitor time.

- When one student is discussed each week because of the large numbers of indicators. In this case, other student with fewer EWI indicators are ignored in favor of the troubled student. It is important to rotate students discussed each week in order to give interventions time to work and to make sure to address the needs of all students.

Below are the observed total meeting minutes and number of students discussed from five EWI meetings observed.





A strong team will have a balance between discussion of the students' difficulties and decisions on implementation of interventions. Having too much discussion, or in some cases what interviewees called "griping" about a student's behavior or class failing, is not a productive use of time.

- One team facilitator mentioned that her team had trouble getting out of the mentality of complaining until one teacher stopped the meeting as said "ok, I understand this student has problems, what are we going to do about it?" The teachers now frequently ask that question.
- Another team follows a structure where those participating in the meeting have to first list the <u>Strengths</u> of the student, then the student's <u>Weaknesses</u>, and finally <u>Supports</u> the student needs.

It is important that all team members participate in both the conversation about the problems the student is facing as well as interventions that can be used to support the student. Sometimes members of the team may feel unimportant in this discussion and need to be reminded that they may have information that can be valuable.

Professional Development

As teachers begin working on using early indicators and tiered support systems, they will need to do upfront work as a team. The following resources are a recommended series of topics that could be used during summer professional development days.

Sample Summer Training: 2 or 3 Day Agenda

DAY 1: Getting to Know Your Team
Activities should be designed to focus on helping team members get to know and understand each other's value systems, learning styles, and motivators.

I. **Welcome and Individual Introductions:** *The Organizational Facilitator and/or school principal and/or academy principal welcome the teachers. Encourage everyone to introduce themselves, their content area, and their years of service.*

II. **Why Teams?:** *Teaming research should be presented to teachers to help them better understand the benefits and expected outcomes. Please refer to page ## of the Playbook for teaming research provided by Talent Development High School researchers.*

III. **Team Assignments:** *Teachers should be placed into teams by academy or grade level administration prior to the Summer Training. When team assignments are revealed, make the process fun and be sure to explain to teachers WHY they have been placed together. (i.e. veteran teacher paired with a new teacher, teacher with strong scores paired with teachers with strong energy)*

IV. **Getting to Know Your Team:** *Once teams have been assigned, they should be given the opportunity to share information about themselves and their working style within their groups to begin the team process on a positive note. This portion of the day should be allotted the most amount of time. Some suggestions of how to build team understanding and respect are:*
   a. Team Resume (See Appendix ##)
   b. Personality Quiz (See Appendix ##-Compass Points Activity)
   c. Learning Style Activity (See Appendix ##)
   d. Values Activity (See Appendix ##)
   e. General Info Activity (See Appendix ##)

V. **Review of Day 1 and Preview of Day 2:** *Identify most important "take aways" from the day, and let teams know that they will begin day 2 with a creative team introduction.*

DAY 2: Teambuilding

Activities should be designed to increase teaming practices among academy or grade level teams, specifically strategies that relate and can be utilized during team meetings. If time is short, choose either the "Building Something Together" activity OR the "Community Service Project". The main focus of the day is to encourage teaming, but especially as it relates to EWI meetings.

I. **Welcome and Team Introductions:** *Facilitator welcomes the teaching staff back for day 2. Give teachers a set amount of time to develop a creative and entertaining way to introduce themselves to the rest of the academy or grade level group.*

II. **Building Something Together:** *Provide teams with a project that they must work on together while at the same time competing with other teams. (i.e. utilizing construction paper and scotch tape, who can create the tallest tower?) Announce winners of the contest and provide them with some sort of a prize.*

III. **Community Service Project:** *Provide teams with a community service project within the school walls that can be performed as a group. (i.e. painting a classroom or faculty room, landscape around the school)*

VI. **Why EWI?:** *Please refer to page ## of the Playbook for EWI research.*

IV. **What Does EWI Look Like?:** *Please refer to page ## of the Playbook for sample EWI documents that were developed and utilized by other Talent Development High Schools.*

V. **Team Goal Setting:** *Utilizing the previous end-of year data, help teams within the academy or grade group develop their goals for the upcoming school year. Teachers should consider attendance (daily, weekly, monthly, and yearly), behavior (suspension rates, referrals, etc.), and academics (benchmark scores, AYP data, etc.)*

VI. **Developing Your School's Tier System:** *Please refer to page ## of the Playbook to guide the discussion surrounding your school's tier system.*

VII. **Review of Day 2 and Preview of Day 3:** *Identify most important "take aways" from the day, and ask every teacher to create 1-3 sample profiles of students that will be utilized during EWI role play on Day 3.*

DAY 3: Planning and Practice *Activities should be designed around year long academy or grade level planning, and time needs to be put aside for EWI meeting role play and practice.*

I. **Welcome:** *Provide an ice breaker activity that gives another opportunity for teams to work together.*

II. **Creating Your Calendar:** *Provide teams with an empty calendar and instruct them to fill in the following important item:*
   a. EWI meetings (one per week)
   b. Attendance celebrations (one per month)
   c. Report Card Conferences (at the end of each quarter)
   d. Academy Academic Celebrations (at the end of each semester)

III. **EWI Role Play**: *Each team will be given various fictional student profiles and EWI data sheets to review. This information will be utilized when the team attempts their own EWI model meeting. Teams will take turns running through an EWI meeting process while the other teams observe. At the conclusion of the demonstration, the teams on the outside will give positive and negative feedback regarding what they have witnessed. Best practices observed in each meeting will be scribed and become EWI meeting norms for the whole academy or grade group.*

IV. **Reflection and Conclusion:** *(Think-Pair-Share Activity) Ask each individual to write down 3-5 "takeaways" from the training, which they will then share with a partner, and eventually with the whole group.*

**If your school is only able to provide one day for Teaming/EWI Training, the most important portions of the preceding agenda that need to be presented are:

-From Day 1:
Welcome and Individual Introductions
Why Teams?
Getting to Know Your Team

-From Day 2:
Why EWI?
Team Goal Setting
Developing Your School's Tier System

-From Day 3:
EWI Role Play

Resources

Resources for Pedagogical Development

Teaching and learning should be at the heart of any work in school. To that end, teachers must seek out and participate in professional development that allows them to articulate and answer the needs of their students as learners. Many organizations have designed protocols that allow teachers to do this safely and productively. The Coalition of Essential Schools, The National School Reform Faculty, The North Central Regional Educational Laboratory, and the Small Schools Workshop are some of those who design and promote structures for talking about teaching and learning. Below are different paths that groups of teachers can take to focus on their practice. Many of them use a strict format to structure discussion and require a facilitator.

Why Use a Protocol? Teachers want to use their time effectively and efficiently. Administrators demand the same. Unfortunately, teaching and learning for adults and students is not always a straight line or a five minute problem solving session. Using protocols like those listed below structure these difficult discussions in ways that

1) Protect the time necessary to have these discussions,
2) Maintain the balance between open-ended and productive, and
3) Facilitates understanding of the process by supervisors/observers.

Critical Friends:

Description: "A Critical Friends Groups represents the basic unit of support for educators engaged in improving schools and increasing student achievement. A Critical Friends Group generally range between six to twelve teachers and administrators who commit themselves to two years of learning to work together with the aim of establishing student learning outcomes and increasing student achievement. A Critical Friends Group usually meet for two hours per month at which they establish and publicly state student learning goals, help each other think about improving teaching practices, collaboratively examine student work, and identify school culture issues that affect student achievement. Group members also observe one another at work at least monthly and offer feedback to each other in challenging but non-threatening ways." - http://www.nsrfharmony.org/glossary.html#Critical_Friends_Groups

Summary: A medium sized group of educators who gather regularly to focus on student achievement. The structure provides time for one member to raise a question and explain the circumstances. Group members ask questions and reflect on their responses. The one who raised the question ends the session by reflecting on the group's response.

Notes:

- Critical Friends is copyrighted by The National School Reform Faculty (NSRF). They are based on Bloomington, Indiana and work often with the Coalition of Essential Schools.
- An article on their use in one school is at http://www.educationworld.com/a_admin/admin/admin136.shtml

How to Pursue:

- www.nsrfharmony.org

Teacher Talk

Description: "The message of Teacher Talk is that the people with the problems are also the people with the solutions, and that only the self-activity of teachers can, in the end, improve teaching in any fundamental or sustained way. Teacher Talk unlocks the tacit knowledge of teachers, makes that know-ledge public and shared, and therefore subject to deliberate and thoughtful change. Teacher Talk is a form of voluntary peer staff development and can be conceived as teacher action research, formal teacher reflection, sustained appreciative inquiry." - http://www.smallschoolsworkshop.org/ayerstalk.html

Summary: A medium sized group of teachers who rotate hosting the sessions in their own classrooms. The first twenty minutes is a presentation of the teaching space by the host and some discussion by the group. The second twenty minutes is a presentation on a student and their work and discussion by group.

Notes:

- Designed at the Small School Workshop based in the College of Education of the University of South Florida

How to Pursue:

- Small Schools Workshop at www.smallschoolsworkshop.org for both information on the model and to schedule training

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Examining student work

Making the Whole Student Visible: The Descriptive Review of a Child

Description: The process aims, writes Rhoda Kane sky in her essay condensed below, to "make the child visible" as a "unique person who is trying to make sense of the world." Guided by a facilitator, the presenting teacher describes the child; then questions and comments from other participants evoke new information and insights. The intent, she says, is not to change the child but to help the teacher see the child in a new light, and "use the child's interests and values to create harmony in the child's school life." - http://www.essentialschools.org/cs/resources/view/ces_res/57#6

Summary: A medium sized group is presented by one of its members with a description of a student in a number of areas (Physical Presence and Gesture, Disposition, Relationship with Adults and Children, Activities and Interests, and Formal Learning) and a focusing question. The group comments on and questions what they have heard with a facilitator keeping the group on the focusing question.
Notes:
Condensed without permission from Exploring Values and Standards: Implications for Assessment. New York: NCREST, Teachers College, Columbia University, 1993.

Collaborative Assessment Conference

Description: "A piece of student work has the potential to reveal not only the student's mastery of the curriculum's goals, but also a wealth of information about the student him/herself: his/her intellectual interests, his/her strengths, and his/her struggles. The Collaborative Assessment Conference was designed to give teachers a systematic way to mine this richness. It provides a structure by which teachers come together to look at a piece of work, first to determine what it reveals about the student and the issues s/he cares about, and then to consider how the student's issues and concerns relate to the teacher's goals for the student. The last part of the conversation – the discussion of classroom practice – grows out of these initial considerations." -http://www.nsrfharmony.org/protocol/doc/cac.rtf

Summary: The process involves a group of educators who begin by examining a piece of student work brought by a member who does not provide any explanation or context for the group. The group describes the work without judging, reflects on questions raised, and speculates on context. Finally, the presenting teacher shares some perspective on the work, responding to comments and questions as they see fit.

Notes:
- by Steve Seidel at Project Zero, Harvard School of Education

How to Pursue:
- http://www.nsrfharmony.org/protocol/doc/cac.rtf
- Looking Together at Student Work by Tina Blythe, David Allen, and Barbara S. Powell (New York: Teachers College Press, 1999)

The Slice from the 1996 Project at University of Minnesota

Description: "What might one learn by examining all the student work produced during a narrow time period by a broad sample of students in a particular school or district? In a 1996 project of the Bush Educational Leadership Program at the University of Minnesota, one Minnesota district agreed to capture such data in a "vertical slice" and analyze what it revealed about the purposes of education in the real district they referred to as "Prairieville."

The collection came from a sample of two Prairieville elementary classrooms at each grade in two socio-economically different schools, and from a sample of secondary students that cut across curriculum "levels." Everything students did from the morning of January 10 to noon on the following day – homework, worksheets, artwork, notes, drafts, even discussions or events captured on audiotapes, videotapes, or photographs – was to make up the completed archive. Later, groups of school people poured for two hours over its contents. Then, in a Socratic seminar with the archives as its "text," they discussed the implications of what they saw."

Notes:
Copied without permission from vol.12/no.2, **Horace** entitled "Looking Collaboratively at Student Work: An Essential Toolkit" by Kathleen Cushman (writer/editor), <u>Coalition of Essential Schools</u>

Tuning Protocol from Coalition of Essential Schools
Description: "The tuning protocol was originally developed as a means for the five high schools in the Coalition of Essential School's Exhibitions Project to receive feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios and design projects. Recognizing the complexities involved in developing new forms of assessment, the project staff developed a facilitated process to support educators in sharing their students' work and, with colleagues, reflecting upon the lessons that are embedded there. This collaborative reflection helps educators to design and refine their assessment systems, as well as to support higher quality student performance. Since its trial run in 1992, the Tuning Protocol has been widely used and adapted for professional development purpose in and among schools across the country." -
http://www.nsrfharmony.org/protocol/doc/tuning.rtf

Summary: A teacher brings a piece of student work to a group of teachers, and presents it along with anything else the teacher would find relevant: student background, relevant standards, etc. The group members examine the work; ask clarifying questions, a give warm/cool feedback. The meeting ends with reflection from the presenter on what they have heard, and reflection from the group on the process.

Notes:
- Also supported by the National School Reform Faculty

How to Pursue
- http://www.nsrfharmony.org/protocol/doc/tuning.rtf
- Looking Together at Student Work by Tina Blythe, David Allen, and Barbara S. Powell (New York: Teachers College Press, 1999)

Observation Tools

Peer observation is an exciting opportunity to receive consistent formative evaluations of classroom practice. It is a chance for teachers to compare feedback from an outsider with their own impressions. This foments reflection and learning in a way that celebrates the teacher as a professional. And, if the teachers are on the same team, they could learn to see their own students in a new light.
It is very possible for any school staff to develop their own format for observation, but we will do two things here: list some different things that observations can look for and give some sample formats for teachers to use and adapt. The things that can be observed are infinite, but we can quickly suggest some foci to get you started.

- **Physical patterns:** where teachers spend their time, the movement of students, and use of items in a room.
- **Teacher Behavior:** who does the teacher interact with the most, what kinds of interaction does the teacher have with students, what kinds of questions does a teacher ask
- **Student Behavior:** qualitative accounts of student behavior, student interaction, patterns of student engagement in work

There are two important points for those thinking about peer observation:

1) There is a fundamental difference between observation and evaluation. There is a place for evaluation in a teacher's professional life, but it need not be at the heart of peer observation. Observation is "what you saw" and thus clearly involves decisions by the observer, but should be presented as information rather than judgment. Observation allows the observed teacher to be reflective, and interact with the observer based on a body of data.
2) There must be time for reflection. It is a powerful experience to simply be in another teacher's room, but there must be time for the "post-observation" to facilitate reflection and to improve the process for the next set of visitations.

Reading Circles

Using articles or books can not only keep faculty on the cutting edge, but can be a safe place for a new team to start discussions of teaching and learning. They are quite simply a consistent meeting time that is facilitated and focuses on one issue. Reading circles can be used to spark interdisciplinary conversations, discuss innovations in classroom practice, or reflect on the conditions that impact urban schooling today: your options are as varied as the books you can find. Another advantage of Reading Circles is that teachers can pay explicit attention to their subject matter. For example, by reading Radical Equations by Robert Moses, teachers can discuss pedagogy and high quality math instruction.

For some sample articles on teaming, try:

- Toward a Theory of Teacher Community by Pamela Grossman, Samuel Wine burg, and Steven Woolworth, Teachers College Record December 2001 (rich and varied topics, but very long)

Action research

A much lauded element of professional development, action research is an intensive effort by staff to design and answer questions about effective practice in schools using consistent methods of inquiry. Although consuming in terms of time and staff, it not only provides answers to questions, but establishes a context for reflective practice and generates larger ownership of school reform efforts. It is "learning by doing" at its best.

Here is a format for an action research project at its most basic:

1) The group comes together to IDENTIFY a PROBLEM.
2) The group designs and enacts a PLAN.
3) The group COLLECTS DATA, framed by the problem that was originally stated.
4) Using their observations, the group REFLECTS on lessons learned and the success or failure of the plan as devised in #1. If satisfied that the problem is being solved, or the question is being answered, they continue with the original plan. If not, the group agrees to a
5) REVISED PLAN and is back to #1.

For notes on action research in general, just does a web search for Action Research and you will get lots of options to learn from. For some information focused on work by teachers, try the following:

- http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3act.htm
- http://www.madison.k12.wi.us/sod/car/carhomepage.html

Resources for Curricular Development

If pedagogy is the "how" of teaching, then curriculum is the "what". There are a number of reasons for teachers to come together and focus on curriculum design. For any group of teachers, an issue like student writing may be important enough to warrant time for planning and reflection by groups of teachers. In the Upper Academies at Talent Development, the theme of the Academy should be reflected in all of the classes, and teachers can work together to plan units that support the Academy choices students have made. Curriculum planning as a general discussion is difficult because it is so circumstantial. In this section, we will define the ideas we present, give some benchmarks for such work, and specific examples of people doing or supporting interdisciplinary curriculum.

Interdisciplinary Units

Interdisciplinary units are those that require students to see a question, concept, or problem from more than one disciplinary perspective. Teachers may want to explore this because

- real life is not restricted to disciplines,
- many universities are now asking students to work this way, and
- It requires resources that forces student work outside of the classroom.

Interdisciplinary work runs counter to the ways that most teachers were trained, how schools are organized, and how most Americans think of school. Doing this work requires a relearning of your own discipline, awareness of others, and a common vocabulary for discussing such work. All of this takes time and dedication so do not expect this process to go too deep at first. We suggest here some different ways to think about interdisciplinary work:

I. Some beginning steps toward interdisciplinary units might simply be a regular sharing of what each teacher is covering in their classes. There may be some obvious parallels in what teachers are covering, encouraging some weaving of student work. This weaving of required curriculum can get as involved or complicated as time and energy would allow.

Here are some suggested steps:

1) Answer this question together with your team: What are you planning to teach this semester?
2) Identify a common theme, idea, or concept that reflects your career academy or curriculum and will be the basis for the project.
3) Identify the Content Standards and Benchmarks that will be addressed.
4) Decide what the final project will be.
5) Develop timeline for the project. (Start & end date)
6) How will each teacher prepare students for the project?
7) Identify tasks for each team member and establish responsibilities.

8) How can your business partner support this project?
9) Brainstorm a motivational activity for the beginning and the conclusion of your unit. What's your hook?

II. Different than the explicit linking of curriculum is the planning of a project that may not begin with any required topics. Each discipline has at heart a perspective on learning and information (e.g. science might be the creation and challenging of theories; history might be the narrative exploration of cause and effect). Almost any topic of interest to students and teachers can be explored from these various perspectives, developing skills and increasing a student's explicit awareness of the differences between curricula. Given enough time and freedom from curricular requirements, teachers can develop riveting and appropriate student work based on interest and need.

III. Senior projects are becoming more popular, often linked to internships and portfolio presentations. They usually involve seniors designing a project that dominates their last year of high school, and a presentation to a group of people with an important perspective on the topic or student. Teams of teachers, especially in upper-level Academies, can work with individual students to plan around their interests. Students may come to single adults as their expertise is demanded, or can meet with a panel of teachers who oversee the entire process.
There are lots of strong proponents of interdisciplinary work. Some websites worth exploring are

1) http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/ma4inter.htm The North Central Regional Educational Laboratory is a great organization in general, but this page lists some key questions that teams should consider before committing to a planned unit.
2) http://volcano.und.nodak.edu/vwdocs/msh/llc/is/icp.html This page excerpts a speech that summarizes a major justification for interdisciplinary curriculum and gives an outlined structure for planning.
3) http;//www.thirteen.org/edonline/concept2class/ Heidi Hayes Jacob has an example interdisciplinary project based on the statement "Seeing is believing" Do you agree? Justify your opinion. All steps of the project are mapped out.

Reading/ Writing/ Numeracy across the curriculum

Teams can work together to create and use programs that focus on literacy and numeracy across curricula. This work should be based on your local standards and the needs of you students. Here are some suggestions for structuring that work:

1) Teams can develop interdisciplinary standards for student work. In such a program, teachers would work to develop and understand requirements of

student writing so that they hold student writing to a common body of standards.

2) At agreed upon times, all teachers explicitly cover their discipline's perspective on different themes like numeracy. (E.g. where does the mathematical theme "patterns within information" come up in classes beyond mathematics?)
3) Teachers take meeting time to train one another in the standards of work that students are having trouble in (e.g. if students were having trouble writing paragraphs, the English teacher can train the other team members in the writing of paragraphs- allowing those teachers to apply this as they see fit in their own classrooms).
4) Teachers take meeting time to discuss increasing student vocabulary in each academic discipline and discuss strategies effective for helping students "own" the words. The English teacher can again take the lead in sharing strategies for this application.

Curriculum Mapping

Curriculum mapping is a technique for exploring the primary elements of curriculum:

- What is taught
- How instruction occurs
- When instruction is delivered

It is a process for collecting data that identifies the core content, processes, and assessment used in curriculum for each subject in order to improve communication and instruction in all areas of the curriculum. http://artsedge.Kennedy-center.org/professional resources/howto/curriculum map.html

A curriculum map will:

- Help identify seams and gaps;
- Identify repetition within scope and sequence;
- Allow vertical alignment of assessments, content and methods across years or grade levels;
- Support horizontal alignment of assessments, contents and methods between subjects;
- Improve both curriculum delivery and assessment over time. (www.leasttern.com/workshops/Mapping/WhatIsCurricMapping.ppt.pdt)

At the heart of curriculum mapping is the visual articulation of curriculum covered in real time (what you actually cover in class as opposed to the big picture framework). This "mapping" can lead down a number of paths:

1) By making class time use explicit, mapping can help teachers coordinate interdisciplinary tasks

2) By forcing a teacher to look at their work in a new way, mapping can help a teacher reflect on their use of time.
3) It can support accountability measures by comparing the "maps" to the requirements.

Almost all of the work that goes on as "curriculum mapping" is based on the writing of Dr. Heidi Hayes Jacobs at Curriculum Designers, Inc. ASCD offers a number of relevant books on the process and there are even some on-line agencies (http://www.curriculummapper.com and http://www.rubiconatlas.com) which can support you (check them out for free).

Resources for Student Development

Getting to Know Students

What assessments of students are useful to all teachers? What things would students like their teachers to know about them? Careful consideration of these questions can provide powerful inroads to instruction and student engagement in the beginning of the school year.

Talking about students

Focusing on students without simply complaining can be difficult sometimes. Development of norms for discussions, using formats that involve student work, or watchful team leaders are all ways to work around this.

Meeting with students

Many teachers meet with students one at a time. There are ways to coordinate the message that teachers bring to student in their conferences. There are also suggestions for engaging the student in such a conversation, rather than just lecturing him/her.

Motivation

Much of the school day is dedicated to handling problem students. Time and money should be set aside for praising those students who take advantage of all that school can offer them. Not only is this effective practice in terms of altering student behavior, but it helps teachers be positive about their work environment.

Sample Teacher Script—Talking to a PARENT (positive)

Good morning! May I please speak with (Parent Name)?

Hi (Parent Name). My name is (Teacher Name) and I am (Student Name)'s (Content Area) teacher. I am calling because I wanted to share some good news regarding your son/daughter.

(Student Name) has shown amazing improvements in (Content Area) class! He/she has been turning assignments in on time, participating in class, and has really brought up his/her test grades. Most importantly, (Student Name) is providing such a great example for the rest of the class. He/She is a pleasure to work with, and myself and the other teachers on (Student Name)'s team, are truly grateful for the support and guidance you are giving your child outside of the classroom because it shows when they are here in school.

Do you have any questions regarding your child's progress in any other classes at this time, because I'd be happy to share whatever information I have.

Thank you again for your continued support! If you ever have any concerns, please don't hesitate to give me a call at ###-#### or email me at teacher@schooladdress.com and we can set up a meeting one-on-one, or with the whole team.

Have a great day!

Sample Teacher Script—Talking to a PARENT (negative)

Good morning! May I please speak with (Parent Name)?

Hi (Parent Name). My name is (Teacher Name) and I am (Student Name)'s (Content Area) teacher. I am calling because I have some concerns about (Student Name)'s (CHOOSE ONE OR MORE IF NECESSARY: behavior, attendance, academics).

(Student Name) has been (State the problem Ex. Disrupting class, Skipping class, Failing English), and I would like to work together with you to devise a plan to fix this problem to help your child become more successful. I and the other teachers on our team care about (Student Name), and we know that he/she has the intelligence and ability to achieve, and we need to head off this problem as soon as possible. We would like your assistance and insight to develop the best plan of action for your son/daughter.

Were you aware that (Student Name) was having any problems in his/her classes?

Would you be willing to come into school to participate in a conference with your child and your child's teachers? At the conference, we will first highlight the positive things your child has accomplished this year. We will then discuss as a group, what the current problem is, and we will devise different attainable action items for your child to work on over the next few weeks. Is this something that you would like to be a part of?

Great! We look forward to seeing you on (Day and Date) at (Time). Thank you for your continued support and investment in your child's success!

Sample Teacher Phone Script—Talking to a STUDENT (absence)

Good morning! May I please speak with (Student Name)?

Hi (Student Name). This is your teacher, (Teacher Name). I am calling because I and your other team teachers have noticed that you were absent today, and we wanted to check that everything was alright. Are you ok?
(*Let student share why they are absent)*

Well, I'm sorry to hear that you're (not feeling well, taking care of a sick brother/sister, etc.) but we do want you to know that we've missed you today, and we look forward to having you back in class tomorrow. Are you planning to come to school?

If student answers "yes": Great! Please come prepared to (take your algebra test, hand in you assignment on the Illiad, etc.), and we'll see you tomorrow!

If student answers "no": I'm sorry to hear that you won't be back tomorrow. I'm going to ask all your teachers to prepare work for you so you don't get too far behind. You miss a lot when you're not in class! How should I get to the work to you? Should I email you, have a parent come pick it up, or send it home with someone that lives in your area? *(student chooses best way to reach them)*

Great! Is there anything else that I can do, or anything that you need while you're out of school? *(student response)*

Ok, well please let me know if there is. See you in a few days!

Rest up today (Student Name), and we'll see you soon!

Reading Strategies

Reading Strategy Lessons: A Note to Teachers

For the purposes of these lessons, reading strategies and reading skills are differentiated. Without using comprehension *strategies* (e.g., skimming text, visualizing, annotating text, and making text-to-self and text-to-text connections) before and during reading, struggling middle grades readers cannot demonstrate their reading *skills* (e.g., identifying causes and effects, comparing ideas, making inferences, and summarizing) after reading. Specifically, the following strategies are included:

- Previewing text and establishing purposes for reading
- Questioning text
- Making predictions
- Visualizing
- Making text-to-text or text-to-self connections
- Identifying thoughts and feelings about text
- Annotating text while reading silently

The principal purpose of these lessons is to help students appreciate the fact that they must *think* about what they read before, during, and after they read. Often, when students reach the middle grades as struggling readers, they seem to associate reading with "calling words." And while decoding, tracking, etc., are usually the focus of elementary-level reading instruction, for such students, it is necessary to make thinking, an abstraction, concrete. Only then can they answer questions and perform other after-reading tasks—particularly on standardized tests, where they must read silently and comprehend without assistance. In addition, the lessons in this set focus on nonfiction text, which many students find most problematic to comprehend, and which they must read in math, social studies, and science classes. However, the same strategies conveyed in these lessons can easily be applied to narrative text, and you are encouraged to provide opportunities for students to use them with such text.

As the chart below indicates, there are ten lessons, seven of which include PowerPoint presentations. The length of class periods in which the lessons are delivered will vary from teacher to teacher. When lessons obviously require multiple class periods, the lesson plans will indicate it. In other cases, individual teachers will begin and end lessons in accordance with their schools' bell schedules and other factors that affect pacing. Natural breaks can be found in most cases.

Many pitfalls can be avoided by reading a plan well in advance of executing it, so familiarize yourself with each lesson carefully. Doing so might also lead you to recognize the need to make adjustments, given your students' strengths and weaknesses.

The usual laws governing fair use of copyrighted material by teachers apply to the texts used in the reading strategy lessons. Still, you should feel free to replace the texts provided to accompany the lesson plans, with others that have similar text features.

Finally, engage your colleagues teaching other subject areas in prompting your students to use the reading strategies they have been taught, and give students opportunities to use the strategies as much as possible in your own classes. Students need plenty of practice in thinking while reading.

Here's hoping you and your students enjoy the lessons, and here's to helping your middle grades students become better readers!

Reading Strategy Lessons at a Glance

Lesson Number	Title/Topic	Summary	PowerPoint Presentations
1	What's Happening in Your Head as You Read?	A poem serves as the springboard to discussion of the link between reading and thinking, and the term "text" is introduced.	☑
2	Becoming Aware of What We Do As We Read	Students read a short piece of informational text and complete a Reading Strategy Survey identifying what they did as they read.	No slides are needed for this lesson.
3	About Text Features	The concept of text features is introduced.	☑
4	Parts of a Nonfiction Book	Covers, title pages, tables of contents, body, glossaries, and indexes are introduced.	☑
5	Additions to Body Text	Headings, subheadings, diagrams, illustrations, maps, tables, and captions are defined and their purposes are identified.	☑
6	Print Features	Uses of captions, bold and color print, font sizes, italics, text boxes, and bulleted lists are discussed, and they become the subjects of a textbook-based scavenger hunt.	☑
7	Activating Prior Knowledge and Setting a Purpose for Reading	Students are given a few simple strategies for activating their own prior knowledge and setting their own purposes for reading.	☑
8	Annotating Text I	Text annotation is introduced and demonstrated.	No slides are needed for this lesson.
9	Annotating Text II	Students try their hand at annotating text.	No slides are needed for this lesson.
10	Putting It All Together	Students demonstrate their use of what they have been taught using a short piece of informational text. Then they complete a final Reading Strategy Survey.	No slides are needed for this lesson.

Student Team Literature Reading Strategy Lesson #1

Topic: What's Happening in Your Head as You Read?

Objective: Students will read and discuss a poem that asks them to consider what they think about as they read.

Materials/Equipment: LCD projector and screen (if you plan to use the PowerPoint slides for this lesson, labeled "Lesson 1 - Poem," on which the poem "What's Happening in Your Head as You Read?" and the definition of the word "text" are featured); see handouts in "Preparation" below

Preparation:

- Read the poem "What's Happening in Your Head as You Read?" in advance of presenting it to your students.
- If you decide not to use the PowerPoint slides for this lesson, make one copy of the poem for every pair of students in your class. Also, write the word "text" and its definition on the board (see item 8 below).
- Consider whether you will use the warm-up below.

(Optional) Warm-up: What did you learn about reading when you were in elementary school? Make a list of what you remember. Possible responses include, learning the letters of the alphabet, learning letter sounds (or learning to decode words), and learning how to blend certain letters.

Procedure:

1. Introduce the posted objective for this lesson.
2. Ask for volunteers to share the lists they made in response to the warm-up. Or, if you do not use the warm-up, simply pose the question and list students' responses on the board.
3. Begin the lesson by discussing the fact that in elementary school most students learn to decode (or sound out) words, learn sight words, etc. Explain that one of the responsibilities of middle grades teachers is to add new skills that will help students read and understand better in each of their classes. Assure your students that they can become effective readers, even if their elementary school experiences with reading were unsuccessful; after all, reading well, like many skills, comes with practice.
4. Announce that you are about to read a poem that tells what students often do as they read. Tell your students they might find that they do some of the things mentioned in the in the poem, so they should listen to find out.
5. Show your students the first slide for this lesson, which features the poem, "What's Happening in Your Head as You Read?" Or, distribute one copy to every pair of students.

6. Read the poem aloud as your students read it silently. Follow-up by having students to read the poem aloud with you reading (choral reading).

7. Ask your students if they have questions about any of the lines in the poem, and respond to their questions.

8. Display the second slide, which features the definition of the word “text”: the words in anything that is printed or written, along with anything a writer includes to help readers understand what they read. Pronounce and discuss the term**.** Tell students they will hear this word often in future lessons.

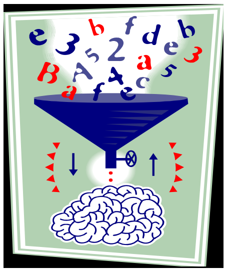
   Ask students to share contexts in which they have heard or read the word “text” (e.g., texting, textbook), and ask how the definition of the word “text” applies.

Summary:
Tell your students that in the coming weeks, you will show them strategies they can use to increase their understanding of what they read that they can apply to any subject area. Finally, define the phrase “reading strategies” for them: things people can do to make meaning of what they read.

Optional Extension an Activity:
Challenge your students to memorize the poem and recite it in class—or to create an original poem on the same topic.

Your Notes:

?




STOP


SLOW

Student Team Literature Reading Strategy Lesson #2

Topic: Becoming Aware of What We Do As We Read

Objective: Students will read a short piece of informational text and complete a Reading Strategy Survey identifying what they did as they read it.

Materials/Equipment: No audio-visual equipment is needed for this lesson. See handouts under "Preparation" below.

Preparation:

- Make one copy of the article titled "A Journey Under the Sea" that accompanies this lesson plan. If you can make color copies, that would be best, as the photograph reproduces better in color. You will also need small <u>sticky notes</u> on which students can write as they read, unless you are able to make one copy of the article for every student, in which case they can write on the handout.

  If you decide to use another article instead, try to find one that is similar in length and text features (i.e. title, subtitle, photograph or illustration).

- Make one (two-sided) copy of the Reading Strategy Survey used in this lesson for each student you teach.
- Make one copy of the Reading Strategy Survey Tally Sheet for your use following this lesson.
- On chart or board, record the definition of the word "survey" that is used in this lesson:
  a list of questions or statements that people respond to in order for others to find out what they think, feel, or do.

Procedure:

1. Remind students of the focus of lesson number one: "What's Happening in Your Head as You Read?"
2. Tell the students that they will read a short article, then complete a survey that will help them identify what they did or did not do when given the article.
3. Distribute a copy of the article that accompanies this lesson plan, "Journey Under the Sea," or the article you have chosen to replace it. Either tell the students that they may write on the article as they read it silently—or tell them they may not write on it, and distribute three or four sticky notes to each student. Just tell the students to use the sticky notes "if they want to" as opposed to telling them what they are to do with them. In fact, **because the purpose of this exercise is to determine what students do before and during reading without direction, do not preview the article or discuss the topic before they read.**
4. Tell your students how long they have to read the article. Ten to fifteen minutes should be sufficient, though you should adjust the allotted time to fit your students' needs.
5. After the allotted time, inform your students that they are about to take a Reading Strategy Survey. Ask who can recall the meaning of the term "reading strategies" that was mentioned in the previous lesson: things people can do to make meaning of what they read.

6. Draw your students' attention to the definition of "survey" that you have displayed: A list of questions or statements that people respond to in order for others to find out what they think, feel, or do.

   Distribute the Reading Strategy Survey and review the brief instructions for its completion. Tell students that their surveys, which will be collected but not graded, will give you a better sense of what you need to do to help them become more effective readers.

7. Allow students ten minutes or so to complete the survey. If your students need you to lead them through the survey one item at a time, and/or paraphrase the items, feel free to do so.
8. If students used sticky notes on their copies of the article, they should remove them. They can simply place them on their surveys; their contents might well be informative.
9. Collect the completed surveys, the articles, and any unused sticky notes. If time permits, ask volunteers to share what they did when given the article. Are they beginning to get a sense of what readers must do to understand what they read? Also, if time permits, ask students what they learned from the article.

Summary:
Explain that you will look at the surveys to determine what assistance they need in making them more aware of what's going on in their heads as they read, which will help them become more effective readers. Tell them that, in the meantime, you hope they will begin to think about what they do when they read in your class and in their other classes.

After the Lesson
Tally your students' responses to the survey on the Reading Strategy Survey Tally Sheet that accompanies this lesson plan, and maintain the data so that you can make comparisons when, at a later date, you re-administer the survey, using a different article. Also, if you maintain work folders for your students, consider adding their completed Reading Strategy Surveys.

Optional Extension Activities:
Ask your students to make small, illustrated posters on which they list the things people read (signs, menus, books, the contents of websites, etc.) or reasons people read (e.g., to be entertained, to learn how to do something). Display the posters that result from this activity.

Your Notes:

A Journey Under the Sea

TFK Kid Reporter Elise Jonas-Delson reports on a visit to the Monterey Bay Aquarium, May 18, 2012.

COURTESY JONATHAN DELSON & MINDY JONAS
Take a look at some of the sea jellies that can be found at the "Jellies Experience" exhibit at the Monterey Bay Aquarium in California.

Which creature has no head, heart, or brain, and yet, is one of the major predators that live in the ocean? A sea jelly! Visitors to the Monterey Bay Aquarium, in Monterey, California, can view 16 species of jellyfish from around the world. Jellies are known for their stingers. They have been around for hundreds of millions of years. Scientists keep discovering new types of jellies. Did you know that jellies can grow or shrink depending on how much food they have to eat?

Visitors to the aquarium's *Jellies Experience* can watch these fascinating creatures sway and drift. The exhibit also has six interactive, hands-on ways of learning about jellies. Visitors can make virtual jellies pulse. Virtual jellies are not real jellies. They are pictures of jellies on a computer screen. Kids can also turn themselves into images that look like jellies, and they can create jellies on a computer and set them free in a virtual ocean.

A Little Piece of the Sea

There is a three-story giant kelp forest inside the Monterey Bay Aquarium. There is also a million-gallon open-sea exhibit, sea otters, and more. But something else makes this aquarium different from many others. It pumps water straight from the ocean into the exhibits. "We pump in 2,000 gallons a minute of seawater from the ocean. Most aquariums have to make their own seawater," says Hank Armstrong. Mr. Armstrong is the aquarium's vice president of communications. "Our exhibits look more lifelike than that of most aquariums because they are. They are a little piece of what's out there."

The Secret Lives of Seahorses is one of the aquarium's most popular exhibits. It reveals some fun facts about seahorses. These animals are experts at blending in with their surroundings to keep predators away. The exhibit explains that seahorse dads carry the babies in pouches before giving birth to them.

What can visitors to the aquarium hope to see in the future? "I'm really excited, because we're working on something we've never done," says Armstrong. "We're going to do a whole exhibit just on cephalopods, which are octopuses and their relatives."

From TIME for Kids at TimeforKids.com

Reading Strategy Survey

Your Name: ____________________ Date: _______________

Title of Article: ____________________________

Please identify what you did before you read the article <u>and</u> as you read the article.

	Yes	No	I Don't Know
1. Before I read the article, I looked at the title, the picture(s), and the headings, and I took a quick look at the whole article.	○	○	○
2. I didn't want to lose any time for reading, so I got started right away without first trying to find out how the article is organized.	○	○	○
3. As I read, I thought about what I already know that would help me understand what the author is writing about.	○	○	○
4. As I read, I picked out the most important words, sentences or ideas in what I read so I would know what to remember when I finished reading.	○	○	○
5. As I read, I wrote on my copy of the article (or on my sticky notes) or circled words and phrases.	○	○	○
6. While I read, my mind was asking questions about what the author wanted me to think.	○	○	○
7. I made detailed pictures in my mind using many of my senses based upon the words and sentences in the article.	○	○	○
8. I was surprised or amused as I read because something was very different from what I expected.	○	○	○
9. Even though the writer doesn't say so directly, I came to conclusions or saw meanings that the author must have intended.	○	○	○
10. When I finished reading the article, I could put in my own words what was said.	○	○	○
11. Even if I was confused for a while, I tried to be patient as the author let different hints come together about the subject of the article.	○	○	○

	Yes	**No**	**I Don't Know**
12. I got lost while reading and went back, slowed down, or skipped ahead to understand better.	○	○	○
13. While reading the article, I made pictures in my mind using the author's words.	○	○	○
14. If I didn't know the meaning of a word, I kept going and tried to figure it out.	○	○	○
15. As I read, my mind was thinking along with the author to figure out how the article might continue.	○	○	○
16. I soon got really tired of reading and lost my energy for finishing the article.	○	○	○
17. I found it hard to concentrate on what the words and sentences I read really meant.	○	○	○
18. When I read the article, I focused on one word at a time.	○	○	○

Adapted from the Reading Strategy Scale developed by Dr. James McPartland of Talent Development Secondary at The Johns Hopkins University's Center for Social Organization of Schools, 2004.

Reading Strategy Survey Tally Sheet
Class: ____________________

	Yes	No	I Don't Know
1. Before I read the article, I looked at the title, the picture(s), and the headings, and I took a quick look at the whole article.			
2. I didn't want to lose any time for reading, so I got started right away without first trying to find out how the article is organized.			
3. As I read, I thought about what I already know that would help me understand what the author is writing about.			
4. As I read, I picked out the most important words, sentences or ideas in what I read so I would know what to remember when I finished reading.			
5. As I read, I wrote on my copy of the article (or on my sticky notes) or circled words and phrases.			
6. While I read, my mind was asking questions about what the author wanted me to think.			
7. I made detailed pictures in my mind using many of my senses based upon the words and sentences in the article.			
8. I was surprised or amused as I read because something was very different from what I expected.			
9. Even though the writer doesn't say so directly, I came to conclusions or saw meanings that the author must have intended.			

	Yes	No	I Don't Know
10. When I finished reading the article, I could put in my own words what was said.			
11. Even if I was confused for a while, I tried to be patient as the author let different hints come together about the subject of the article.			
12. I got lost while reading and went back, slowed down, or skipped ahead to understand better.			
13. While reading the article, I made pictures in my mind using the author's words.			
14. If I didn't know the meaning of a word, I kept going and tried to figure it out.			
15. As I read, my mind was thinking along with the author to figure out how the article might continue.			
16. I soon got really tired of reading and lost my energy for finishing the article.			
17. I found it hard to concentrate on what the words and sentences I read really meant.			
18. When I read the article, I focused on one word at a time.			

Student Team Literature Reading Strategy Lesson #3

Topic: Learning about Text Features

Objective: Students will take notes on types of text features in a cloze format.

Materials/Equipment: LCD projector and screen; PowerPoint slides (labeled "Lesson 3 - "About Text Features"); see handouts in "Preparation" below

Preparation:
- Preview the PowerPoint slides for this lesson.
- Make one copy of the cloze notes sheet for this lesson for each student you teach. If your students maintain loose leaf notebooks, use three-hole punched paper.

Procedure:
1. Lead students to recall what a reading strategy is, and what they did in the two previous reading strategy lessons. They read and discussed a poem titled "What's Happening in Your Head When You Read?" Then they read an article and completed a survey concerning what they did when they read it.

2. Ask if they recall what is meant by the word "text": the words in anything that is printed or written, along with anything a writer includes to help readers understand what they read. **Consider permanently posting the definition of "text."**

3. Explain to students that they will, in this lesson, begin to learn about "text features," starting today with a definition of the term.

4. Distribute copies of the cloze note sheet for this lesson and show the slides. Lead your students to complete the cloze notes for this lesson as you move through the slides. Then direct them to add the note sheet to the section of their notebooks that you deem most appropriate. **Note: The terms "fiction" and "nonfiction" are used in the presentation; stop to define them if necessary.**

Summary:
Ask volunteers to recount anything they have learned about reading strategies in the first three lessons. Possible responses include the fact that we have to think before, during, and after we read, and that text features help readers to understand what they read. Some might also recall the definitions of new terms, including: "text," "reading strategy," "survey," and "text features."

Specific text features have only been hinted at in the graphics embedded in the PowerPoint slides for this lesson; still, some students may be starting to get an idea of types of text features they have already encountered in your class and elsewhere. Ask if this is the case.

Ask your students to be alert to any text features they encounter in reading materials in all their classes.

Your Notes:

Name: ________________________ Class: __________ Date: ________________

Note Sheet for Reading Skills Lesson #3

About Text Features

Text features are parts of _____________ ________________ like books, newspapers, advertisements, magazines, webpages, and articles. They_________ ______________ attention and _________ ____________ by_____________ information or _____________ them ___________ ____________ ___________ ____________ information.

Some text features can be found _______ and ___________ ______________. Others are ________________ __________ paragraphs. They can be found in the ________ and _______ ____________of books and _____________ within books.

Text features appear in pieces of ____________such as _________ and in pieces of __________________like __________________. The textbooks you use in math, English, social studies, science, and other subjects all contain ____________ _________________.

We will focus on ___________________text features in our reading strategy lessons.

Teacher's Answer Sheet for Reading Skills Lesson #3

Note Sheet for Reading Skills Lesson #3: About Text Features

Text features are parts of written materials like books, newspapers, advertisements, magazines, webpages, and articles. They draw readers' attention and help them by explaining information or telling them where they can find information.

Some text features can be found in and around paragraphs. Others are separate from paragraphs. They can be found in the first and last pages of books and chapters within books.

Text features appear in pieces of fiction such as novels and in pieces of nonfiction like textbooks. The textbooks you use in math, English, social studies, science, and other subjects all contain text features.

We will focus on nonfiction text features in our reading strategy lessons.

Student Team Literature Reading Strategy Lesson #4

Topic: Parts of Nonfiction Books

Objective: Students will add to pre-printed notes on the parts of nonfiction books.

Materials/Equipment: LCD projector and screen; PowerPoint slides (labeled "Lesson 4 – Parts of Nonfiction Books"); see handouts in "Preparation" below

Preparation:

- Preview the PowerPoint slides for this lesson.
- Make one two-sided copy of the handout for this lesson ("Parts of Nonfiction Books") for each student you teach.
- If you choose for your students to complete the extension activity that appears at the end of the lesson plan, enlist the participation of your colleagues who teach math, science, social studies, and any other courses your students take in which a textbook is used. Also make one copy of the "Parts of My Textbook" for each student.
- Using the template that follows this lesson plan, make one exit ticket for each of your students.

Procedure:

1. Help students to recall what has been shared with them about reading and nonfiction text features thus far:
    - thinking before, during, and after reading is required in order to get meaning from text;
    - definitions of new terms: "text," "text features," and "reading strategy"; and
    - facts about text features, such as the fact that some can be found in and around paragraphs, that others are found in the first and last pages of books and chapters within books, and that text features appear in pieces of fiction and nonfiction.

2. Distribute copies of the handout titled "Parts of Nonfiction Books," and explain to students that it will replace much of the note-taking they would otherwise have to do during the lesson. Also explain that there is space for them to record quickly any information you provide in addition to the contents of the PowerPoint slides.

3. Complete the PowerPoint presentation for this lesson, adding to the explanations that appear in it as you think is necessary.

Summary:

Remind your students how understanding text features, knowing parts of nonfiction books, and learning to get more out of reading nonfiction text are connected. Make sure they understand that knowing their way around the pages of nonfiction books, and knowing how the contents of those pages can help them understand what they read, is a first step toward becoming better middle grades readers. Also let them know that these connections will become clearer to them when they learn to annotate (make notes on) text as they read, as what they will note is their thoughts as they read.

Distribute the exit tickets you reproduced and allow your students a moment to complete them. Call on a few students to share what they noted on their tickets.

Optional Extension Activity:
Distribute copies of the handout titled "Parts of My Textbook," and challenge your students to record information about the features of a textbook that they use in one of their classes.

Your Notes:

Name: ___________________________________ Date: _____________________________

Parts of Nonfiction Books

Cover The cover of a book is the first thing the reader will see and is often one of the things that makes a reader want to read a book. A book's title and author(s) are found on a book's cover.

Notes: ____

____

Title Page A title page gives important information about the book. On a title page you will usually find the title, author(s), location the book was published, name of the publishing company, and year the book was published (also called the copyright date). Title pages are found in both fiction and nonfiction books.

Notes: ____

____

Table of Contents The table of contents in a book tells the parts in the order in which they appear. The table of contents page often lists the page on which each section or chapter begins, as well as the section title.

Notes: ____

____

Body The body of a book is the "meat" of the book. It is the longest section of any book. Pages in the body of a book are often numbered so that readers can find the pages they want to read.

Notes: ____

____

Glossary A glossary is an alphabetical list of terms (words and phrases) used in a book about a specific subject, along with the meanings of those terms.

Notes: ____

____

Index An index is a list of words or phrases used in a book and where they can be found in the body. Indexes are often found in the backs of books and can include names of people, places and events.

Notes: ____

____

Exit Ticket for Lesson 4

<u>EXIT TICKET</u>
One fact I learned about the parts of nonfiction books today…

____

____

____

<u>EXIT TICKET</u>
One fact I learned about the parts of nonfiction books today…

____

____

____

Parts of My Textbook

Your name: ________________________________ **Date:** ________________

Title: ____

Author(s): ____

Location of publishing company (there might be more than one for a single book):____

Name of publisher: _____________________________________

Year of publication (copyright date): _______________

Page numbers of the book's body: ____________________________________

<u>First</u> entry in the table of contents: ___________________________________

<u>Last</u> entry in the table of contents: ___________________________________

Does the book contain a **glossary? (Circle one) Yes No**

If you answered yes:

<u>First</u> entry in the **glossary:** ______________________________________

<u>Last</u> entry in the **glossary:** ______________________________________

Does the book contain an **index? (Circle one) Yes No**

If you answered yes:

<u>First</u> entry in the **index:** ____

<u>Last</u> entry in the **index:** ____

Student Team Literature Reading Strategy Lesson #5

Topic: Additions to Body Text

Objective: Students will identify additions to body text that appear in their textbooks.

Materials: LCD projector and screen; PowerPoint slides (labeled "Lesson 5: Additions to Body Text"); a set of textbooks (one for each pair of students); see handouts in "Preparation" below

Preparation:

- Preview the PowerPoint slides for this lesson.
- Gather enough textbooks from any subject area so that you have one book for every pair of students—and familiarize yourself with its text features.
- Make one copy of the "About Text Features: Additions to Body Text" handout for each of your students.
- Determine how you will pair your students for this lesson.

Procedure:

1. Arrange your students into carefully selected partnerships.

2. Use Think-Pair-Share to engage your students in recalling facts they have learned about getting meaning from text, text features, and parts of nonfiction books. Explain that you will add to their growing knowledge by exploring additional text features found in the bodies of books. This knowledge will further help them understand what they read.

3. Distribute one textbook to each pair and explain that as new text features are shown to them, their task is to find examples of them in the textbook.

4. Move through the PowerPoint presentation for this lesson, adding your own embellishments to the information on the slides. Pause after each new feature is introduced and ask students to find examples of it in their textbooks. When each is spotted, ask the whole class to turn to the pages on which examples appear, and briefly discuss the body text feature and how it helps readers.

Summary:
Distribute the students' note sheet ("About Text Features: Additions to Body Text"). Use it to review the information that was presented in the PowerPoint presentation.

Optional Extension Activities:

(1) Engage your students in creating a wall or bulletin board display (in your classroom or in a hallway) that highlights what they are learning about text features.

(2) Challenge your students to create their own textbooks that include text features they are learning about. The topics can be things they are good at doing (e.g., skateboarding, making jewelry, baking cookies) or know a lot about (e.g., dinosaurs, a favorite amusement park, their middle school or neighborhood).

Your Notes:

Students' Note Sheet for Lesson #5

About Text Features: Additions to Body Text

Headings

- Headings tell readers the topic of the text.
- They show the main idea of the text.
- They help readers by letting them know what they are about to read.
- They focus readers on a topic so they can make connections between what they already know and the text they are about to read.

Subheadings

- Subheadings divide the text into sections.
- They tell the main idea of each section of text.
- They are printed in large or bold type to make them stand out.
- Subheadings help readers locate information in the text by telling them where to look.

Diagrams

- Diagrams are drawings that show how ideas, objects, and parts of objects (like machines) connect.
- Graphs and timelines are also types of diagrams.

Illustrations - drawings, photographs, and maps that let readers know what things described in print look like

Tables - orderly arrangements of information, especially those in which the information is arranged in columns and rows in rectangular form

Student Team Literature Reading Strategy Lesson #6

Topic: Learning about Print Features

Objective: Students will identify print features in textbooks as each feature is defined.

Materials/Equipment:
LCD projector and screen; PowerPoint slides (labeled "Lesson 6 - Print Features"); see handout in "Preparation" below

Preparation:
- Preview the PowerPoint slides for this lesson.
- As you did for the previous lesson, gather enough textbooks from any subject area so that you have one book for every pair of students.
- Make one copy of the students' note sheet, titled "Print Features" for each of your students

Procedure:
Arrange your students into carefully selected partnerships as before.

Move through the PowerPoint presentation for this lesson, adding your own embellishments to the information on the slides. Pause after each new feature is introduced and ask students to find examples of it in their textbooks.

Summary:
Distribute the note sheet for this lesson. Use it to review the information that was presented in the PowerPoint presentation.

Optional Extension Activity:
Challenge your students to use some or all of the print features that have been discussed to create mini-posters (8½ by 11-inch) on which they advertise real or imagined products or businesses. If your students have access to computers, all the better where this project is concerned!

Your Notes:

Students' Note Sheet for Lesson 6

Print Features

Captions are brief descriptions found in or near diagrams, illustrations, and tables.

Bold print, colored print, and **different sizes of print** are used to get readers' attention.

Italics are letters that *slant to the right* used to draw readers' attention to certain words. Italics also identify words that come from foreign languages and words that are titles of major pieces of literature or works of art.

Text boxes are boxes that contain text.

- The boxes set the text they contain apart from other text on a page.
- Sometimes sentences in paragraphs appear again on the same page inside a text box. This is done to get readers' attention and make them want to read the paragraphs, or to help them remember important points.
- Some text boxes contain diagrams, illustrations, and tables.

Bullets are symbols used to point out items in a list.

Student Team Literature Reading Strategy Lesson #7

Topic: Skimming to Activate Prior Knowledge and Set a Purpose for Reading

Objective: Students will practice three methods of activating their own prior knowledge and set their own purposes for reading about a nonfiction topic.

Materials/Equipment: LCD projector and screen; PowerPoint slides (labeled "Lesson 7: Activating Prior Knowledge & Setting Purposes for Reading")

Preparation:

- **Depending upon the length of the class periods, this lesson may take two to three class periods.** A review of the remainder of this lesson plan and the PowerPoint slides that accompany it (labeled "Lesson 7 – Activating Knowledge & Setting Purposes for Reading") will allow you to find natural breaks.

- Make a class set of copies of the article that follows this lesson plan (titled "Achoo!").

Procedure:

1. Discuss with students the fact that they will get more out of what they read when they think first about what they already know about a topic. (Students may recall the lines in the poem that began these reading strategy lessons… "To think what it is that you already know/ That will help the words that you read start to flow.")

2. Use the PowerPoint slides 1 and 2 to introduce the concept of activating prior knowledge.

3. The remaining slides enable you to present three ways of activating prior knowledge that will be the focus of this lesson (creating a random list, creating an alphabetical list, and creating a KWL chart), and ways one can generate reasons for reading.

4. Collect the copies of the article that was used in this lesson.

Summary:

Engage your students in creating a statement that summarizes what they have learned about activating their prior knowledge and setting purposes for reading. Have your students record the summary in the appropriate section of their notebooks. Or, use the exit ticket that accompanies this lesson plan and have individual students write their own summaries.

Let your students know that practice in activating their own prior knowledge of topics they are asked to read about will one day become second nature to them. This may make it unnecessary for them to *write* anything, as they will be able to do so mentally.

Optional Extension Activity:
Challenge your students to ask their science and social studies teachers if they can use one of the strategies they have learned before they read from a textbook or handout in those classes.

Your Notes:

Achoo!

by Cynthia Sherwood

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!

Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body. Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or “sneezing into your sleeve” captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? Some people say that happens to them often. Scientists believe the UV rays of the sun irritate the nose lining of these people so they sneeze. If someone nearby sneezes, remember to tell them “Gesundheit!” That is a funny-looking word which is pronounced “gezz-oont-hite.” It is the German word that wishes someone good health after sneezing.

Exit Ticket for Lesson 7

EXIT TICKET

Summarize what you have learned today about activating your own prior knowledge and setting purposes for reading. Use both sides of the ticket if you need to.

EXIT TICKET

Summarize what you have learned today about activating your own prior knowledge and setting purposes for reading. Use both sides of the ticket if you need to.

Student Team Literature Reading Strategy Lesson #8

Topic: Annotating Text

Objective: Students will participate in a text annotation demonstration.

Materials/Equipment: A document projector, a marker, and handouts are needed for this lesson (See more under "Preparation" below.)

Preparation:

- A document projector (e.g., interactive white board, ELMO, or overhead projector) is needed for this lesson so that you can read and annotate an article as your students watch and listen. The text to be annotated follows this lesson plan. Of course, those who use an overhead projector must make transparencies; two will be needed. A marker will also be needed.

- Familiarize yourself with the handouts used in this lesson.

- Consider practicing reading aloud, thinking aloud, and annotating the text for this lesson.

- For each student you teach, make one three-hole punched copy of "Annotating Text: Notes You Can Make as You Read" and one copy of the Reading Strategy Note Sheet, both of which follow this lesson plan.

Procedure:

1. Lead students in formulating a definition for the term "annotate" (*to add notes to text while reading it*) or, if necessary, simply introduce the term and its definition. Discuss "text annotation" as a method readers use to record their thoughts as they read.

2. Distribute copies of "Annotating Text: Notes You Can Make as You Read." Use it to introduce and discuss the during-reading strategies that will be the focus of this lesson and the next lesson:
   Questioning text
   Making predictions
   Visualizing
   Making text-to-text or text-to-self connections
   Identifying thoughts and feelings about text

3. Announce that you are going to demonstrate text annotation. Distribute the copies of the Reading Strategy Note Sheet. Tell students that they are to listen and watch as you read the article aloud, and they are to place a check mark in the appropriate box each time you note your questions, predictions, etc. Remind students that you would not

ordinarily read aloud and annotate, but that you want them to hear your thoughts as you think and note them.

4. Project the article titled "The Rodeo Today," making sure the text is sufficiently enlarged so that every student can see it. Model the activation of your own prior knowledge about the topic, ending with a predictions concerning the contents of the article and stating your purpose for reading. Then begin reading sentence by sentence, annotating as you read. You do not have to annotate every sentence; just note what occurs to you as it occurs to you.

5. When you have finished annotating the article, ask your students to share the contents of their tally sheets. Also ask them to share their observations of you. Finally, respond to any questions they have about the text or your notes, and share any thoughts you have about annotating text.

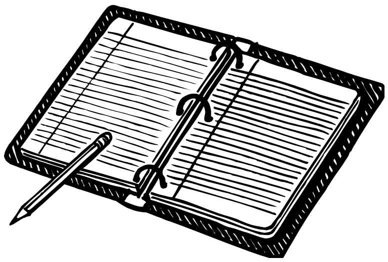
6. Make sure your students put the handouts for this lesson in the appropriate section of their notebooks.

Summary:
End the lesson by reminding students (1) of the connection between annotating text and the importance of thinking about what one reads, both before reading and while reading, and (2) that annotating text is simply a way of showing what a reader is thinking.

Optional Extension Activity:
Challenge your students to make their own reading strategy note sheet when reading their textbooks in science or social studies class. Instead of writing in the textbook, they can use sticky notes or simply record their thoughts on their note sheet. Be sure to inform your colleagues that students might ask to use this strategy for monitoring comprehension. Also, consider asking your colleagues to prompt students to use this strategy.

Your Notes:

Annotating Text: Notes You Can Make as You Read



There is plenty to note as you read text, whether you are reading from a textbook in any subject you take, or a novel in English language arts class. Below are a few ideas.

Note your questions.
Are you wondering about something? What questions do you have after skimming what you are to read? Write them in the margins of what you are reading, if you can write on what you are reading, or on sticky notes or a blank sheet of paper. Do you see any words you do not know?

Note your predictions.
Are you thinking about what might come next after what you are reading? Read on to find out if you are right.

Note the pictures that come to mind.
Are you able to make a mental picture of a person, place or idea the author has written? Can you draw what you are visualizing?

Note your connections to what you are reading.
Are you reminded of something you already know or something that has happened in your life?

Note other thoughts or feelings: Do you have an opinion about what you are reading? Do you agree or disagree with the writer? Do you *like* what you are reading? How is what you are reading making you feel?

Name: ________________________________ **Date:** __________________

Class: ____________ **Book/Article Title:** ______________________________

Chapters or page numbers (if reading a book): _______________

Reading Strategy Note Sheet

What am I thinking as I read?

Questions	Predictions
Mental Pictures	**Connections** with other text (articles, books, etc.) you have read or with your life
Thoughts and Feelings about the text	**Extra space, if you need it.**

The Rodeo Today

Rodeo has changed over the years. Today, professional cowboys and cowgirls compete in seven different events.

Calf Roping: Calf roping is one of the oldest events in rodeo. A cowboy and his highly skilled horse must race against the clock to see how quickly they can rope a calf. The pair ropes the calf, and then the cowboy must jump off his horse, turn the calf on its side, and tie down its legs. World champion Fred Whitfield set a record of 6.9 seconds from start to finish.

Steer Wrestling: Steer wrestling, or bulldogging, was never practiced in real life and has always been done as an entertainment event at rodeos. No cowboy would ever consider jumping off his horse and onto the back of a 600-pound steer that was traveling at 35 miles per hour. In the rodeo arena, a steer is let loose, and then the steer wrestler and his assistant, both on horses, overtake the steer. The cowboy must jump onto the bull, grab it by the horns, and wrestle it to the ground.

Bull Riding: Bull riding is probably the most dangerous event in the rodeo. Bulls are considered harder to ride than bucking horses, because their jumps and twists in the air are so unpredictable. The bull rider can hold on with only one hand and must try to stay on for eight seconds. There is always a rodeo clown in the arena. His job is to get the bull's attention after the cowboy is thrown off. Many bulls try to gore or trample the cowboy after he falls off.

Champion Carolyn Carter expertly guides her horse in the girls' barrel racing event at the Fort Worth Texas Rodeo. *(Courtesy of Fly Thomas)*

Bareback Bronc Riding: Like bull riding, the cowboy in bareback riding wants to try and stay on the bucking horse's back for eight seconds. It is not an easy job, considering that the horse has no bridle or saddle. The cowboy holds onto a single leather strap that goes around the horse's middle, just behind the shoulders.

Saddle Bronc Riding: Unlike bareback riding, cowboys use a saddle on the wild horse for this event. The cowboy is judged on his style. The winner is the rider who can coordinate his movements with those of the horse. The cowboy tries to keep his legs as far forward as possible on the horse's shoulders, sweeping them back when the horse bucks in the air.

Barrel Racing: Barrel racing is the only professional rodeo event in which women participate. The object in this event is to race as fast as possible on horseback around three barrels placed in a triangle. Contestants must race around the barrels in a particular order and make a cloverleaf pattern. A contestant who knocks down a barrel receives a time penalty. The horse and rider with the fastest time wins.

Team Roping: This is the only event where two cowboys compete together and share the prize money. Like calf roping, team roping closely resembles a job cowboys on the open range performed more than a hundred years ago and still perform today. On the open range it takes two cowboys to bring down a steer so that it can be branded. In the rodeo arena, one of the cowboys must rope the steer's horns while his partner ropes the steer's hind legs.

From Footsteps Magazine (at http://www.footstepsmagazine.com/RodeoArticle.asp)

Student Team Literature Reading Strategy Lesson #9

Topic: Annotating Text II

Objective: Students will read a brief article, annotating the text as they do.

Materials/Equipment: Handouts (see "Preparation" below)

Preparation:

- Review this lesson plan and the handouts used in this lesson.
- Make one copy of the article used in this lesson for each student you teach.
- Determine which of the three methods of activating prior knowledge you would prefer them to use before they read the article.
- Inform a colleague in math, science, or social studies that your students would benefit from any opportunities they are given to annotate text.

Procedure:

1. Ask students what they recall of the last reading lesson. Prompt and refresh their memories as necessary.
2. Announce that, in this lesson, they will read and annotate text on their own. Ask your students to take out "Annotating Text: Notes You Can Make as You Read," one of the handouts they were given in lesson 8. Briefly review its contents.
3. Distribute the article used in this lesson, titled **"The Studio Museum in Harlem."** Ask your students to skim the article to activate their knowledge of the subject. Inform them of the method of activating their prior knowledge that you want them to use, or ask them to select individually the method each will use. Allow three to five minutes for completion of this process. Then ask volunteers to share what they know about rodeos and, if applicable, the method of activating prior knowledge that they choose to use individually.
4. Ask your students to read the article silently, annotating as they read. Tell them how much time they have, which you determine based on your knowledge of your students.
5. When the time you have allotted has elapsed, ask students to share with the class some of the notes they made.

Summary:

Ask students to discuss their successes and challenges as they read and annotated the article**.** Was it easy or difficult? If any students state the latter, ask them to share what they found difficult. Assure all of your students that they will become better at this strategy as they continue to practice using it.

Optional Extension Activity:
Encourage your students to annotate one page of text they are asked to read in math, science, or social studies class, or challenge students to read and annotate a short piece of nonfiction text of their own (e.g., newspaper or magazine article). Perhaps you can make a display of their annotated text.

Your Notes:

The Studio Museum in Harlem

by Shanta Scott

The Studio Museum in Harlem (SMH) is located in the heart of Harlem, a section of New York City known for its rich, artistic, and cultural black history. Throughout the Harlem Renaissance—a literary and artistic movement during the 1920s and 1930s—the area witnessed the careers of such renowned legends as writer Langston Hughes, photographer James VanDerZee, and entertainer Josephine Baker.

Founded in 1968, SMH is dedicated to advancing the work of African American artists and artists of African descent. Through its Artists-in-Residence program, exhibitions, and public programs, the museum presents work from around the globe that has been inspired by African cultures.

SMH encourages visitors to personalize their museum experience by providing many different ways to understand current and historical issues presented by African-American visual, literary, and performing artists. The museum also serves as a unique resource for all visitors through its permanent collection, archive and research facilities, and museum store.

The museum got its name from its Artists-in-Residence program. For this 12-month residency, the museum provides three emerging artists with art materials, a stipend (allowance), and space to create their work. The artists work with a variety of media to create their artwork, including painting, printmaking, sculpture, digital art, photography, sound, and video. The artists exhibit their work in the museum's galleries at the end of the program.

SMH also presents educational and public programs for families, adults, and youth. In one of the most popular programs for high school students, "Words in Motion," students learn how to express themselves using the visual arts, poetry, spoken word, and DJ-ing by working closely with mentors. The range of activities and programs at SMH creates opportunities for visitors to experience the artwork, explore their own creativity, learn about black artists of today and yesterday, and have fun.

Shanta Scott is a museum educator at The Studio Museum in Harlem and offers guided tours of exhibitions. Scott graduated in May 2002 from the University of Hartford with a degree in art history.

Student Team Literature Reading Strategy Lesson #10

Topic: Putting it All Together

Objective: Students will read a short piece of informational text and complete a second Reading Strategy Survey, identifying what they did as they read it.

Materials/Equipment: No audio-visual equipment is needed for this lesson. See handouts below.

Preparation:

- Make one copy of the article titled "Storytelling with Soul" that accompanies this lesson plan.

  If you decide to use another article instead of the one that has been provided, try to find one that is similar in length and text features.
- Make one (two-sided) copy of the Reading Strategy Survey used in this lesson for each student you teach.
- Make one copy Reading Strategy Survey Tally Sheet for your use following this lesson.

Procedure:

1. Remind students of the focus of lesson number one: "What's Happening in Your Head as You Read?"
2. Tell the students that they will read a short article. Distribute a copy of the article that accompanies this lesson plan, "Storytelling with Soul," or the article you have chosen to replace it. Only if asked should you tell students that they may write on the article, in which case, tell them "if they want to." **Because the purpose of this exercise is to determine what students do before and during reading without direction, do not preview the article or discuss the topic before they read.**

   If students ask to use a sheet of notebook paper as they read, tell them they may "if they want to."
3. Tell your students how long they have to read the article. Fifteen to twenty minutes should be sufficient, though you should adjust the time to fit your students' needs, remembering that the objective of this exercise is not to determine how fast students read.

   When the allotted time has elapsed, ask students to record their names on their copies. Then collect the copies for examination later.
4. Ask students if they recall the definition of "survey" that you introduced in lesson two: A list of questions or statements that people respond to in order for others to find out what they think, feel, or do.

Tell your students that in this last reading strategy lesson, they will take the survey again, now that they have read another article. Tell students that their surveys will be collected but not graded. The completed surveys will, instead, help you determine whether they have begun to use independently the reading strategies they have learned.

Distribute the Reading Strategy Survey and review the brief instructions for its completion.

5. Allow students ten minutes or so to complete the survey. As before, if your students need you to lead them through the survey one item at a time, and/or paraphrase the items, feel free to do so.
6. Collect the completed surveys. If time permits, ask volunteers to share what they did once given the article. Are they beginning to get a sense of what readers must do to understand what they read? Also, if time permits, ask students what they learned from the article.

Summary:
Ask your students to tell you how, if at all, they have changed as readers as a result of the reading strategy lessons. What is it they know now that they did not know before? Have their thoughts about reading changed in any way?

Remind your students that they can use the strategies to which they have been introduced on their own, no matter what they are reading.

After the Lesson:
Tally your students' responses to the survey on the Reading Strategy Survey Tally Sheet that accompanies this lesson plan, Maintain the tally sheet so that you can compare the survey results with those resulting from lesson two. Also, if you maintain work folders for your students, consider adding their completed Reading Strategy Surveys.

Optional Extension Activities:

1. Ask students to identify ideas for sharing with other students what they have learned in this unit of instruction.
2. Challenge your students to express in poetry how their thoughts about reading and their reading behaviors have changed since they were in elementary school. A simple "I used to think ___, but now I think ____" or "I used to do _____, but now I _____" format would be more than sufficient for the purpose of this writing activity.

Your Notes:

Storytelling with Soul

TFK chats with award-winning author and illustrator Kadir Nelson
November 03, 2011By TFK Kid Reporter Claire Duncan
From Time for Kids.com

DAVID HARRISON
Kadir Nelson is the author and illustrator of "Heart and Soul: The Story of America and African Americans."

TFK Kid Reporter Claire Duncan talked to award-winning author and illustrator Kadir Nelson about his new book *Heart and Soul: The Story of America and African Americans*. Here's what he had to say.

TFK:
In your book *Heart and Soul*, why did you choose a fictional main character [the grandmother] to tell the story of non-fictional events?

KADIR NELSON:
I chose the grandmother to show how ordinary people who weren't famous contributed to the freedom of *all* people and showed courage even when nobody was noticing them.

TFK:
You've won several Coretta Scott King Book Awards for your work. How does it feel to win those when you've written about Martin Luther King, Jr.?

KADIR NELSON:
It's an honor to win any awards and it's meaningful to win those that honored Martin Luther King Jr., someone who made such a difference for all of us.

TFK:
What came first, the illustrations or the writing?

KADIR NELSON:
Some of the illustrations were ones I had done before and I added the others as I wrote the story.

TFK:
How did you do the illustrations? Are they paintings or drawings?

KADIR NELSON:
Some are very large paintings. I use my easel and paint on a canvas.

TFK:
How do you share these stories with kids in an appropriate way? Some of them are pretty tough, like the stories of slavery.

KADIR NELSON:
Kids don't want to be talked down to. It's important to tell the truth. The grandmother was able to tell the stories in a no nonsense, straightforward way.

TFK:
How do you decide what to work on?

KADIR NELSON:
It's important to really care about the work. If I don't love it, I don't work on it.

TFK:
What are your favorite types of books to illustrate?

KADIR NELSON:
Good stories. I look for stories that I am interested in and that are worth sharing.

TFK:
What are your hopes for the future? If you were to write a sequel to *Heart and Soul*, what would you hope would be in it?

KADIR NELSON:
I would hope that people would be more loving toward each other, and as for the rest of what might come next I guess we'll have to wait and see what happens.

Claire Duncan, Kid Reporter

Reading Strategy Survey

Your Name: ____________________ Date: _______________

Title of Article: ____________________________

Please identify what you did before you read the article <u>and</u> as you read the article.

	Yes	No	I Don't Know
19. Before I read the article, I looked at the title, the picture(s), and the headings, and I took a quick look at the whole article.	○	○	○
20. I didn't want to lose any time for reading, so I got started right away without first trying to find out how the article is organized.	○	○	○
21. As I read, I thought about what I already know that would help me understand what the author is writing about.	○	○	○
22. As I read, I picked out the most important words, sentences or ideas in what I read so I would know what to remember when I finished reading.	○	○	○
23. As I read, I wrote on my copy of the article (or on my sticky notes) or circled words and phrases.	○	○	○
24. While I read, my mind was asking questions about what the author wanted me to think.	○	○	○
25. I made detailed pictures in my mind using many of my senses based upon the words and sentences in the article.	○	○	○
26. I was surprised or amused as I read because something was very different from what I expected.	○	○	○
27. Even though the writer doesn't say so directly, I came to conclusions or saw meanings that the author must have intended.	○	○	○
28. When I finished reading the article, I could put in my own words what was said.	○	○	○
29. Even if I was confused for a while, I tried to be patient as the author let different hints come together about the subject of the article.	○	○	○

	Yes	**No**	**I Don't Know**
30. I got lost while reading and went back, slowed down, or skipped ahead to understand better.	○	○	○
31. While reading the article, I made pictures in my mind using the author's words.	○	○	○
32. If I didn't know the meaning of a word, I kept going and tried to figure it out.	○	○	○
33. As I read, my mind was thinking along with the author to figure out how the article might continue.	○	○	○
34. I soon got really tired of reading and lost my energy for finishing the article.	○	○	○
35. I found it hard to concentrate on what the words and sentences I read really meant.	○	○	○
36. When I read the article, I focused on one word at a time.	○	○	○

Adapted from the Reading Strategy Scale developed by Dr. James McPartland of Talent Development Secondary at The Johns Hopkins University's Center for Social Organization of Schools, 2004.

Reading Strategy Survey Tally Sheet

Class: ____________________

	Yes	No	I Don't Know
1. Before I read the article, I looked at the title, the picture(s), and the headings, and I took a quick look at the whole article.			
2. I didn't want to lose any time for reading, so I got started right away without first trying to find out how the article is organized.			
3. As I read, I thought about what I already know that would help me understand what the author is writing about.			
4. As I read, I picked out the most important words, sentences or ideas in what I read so I would know what to remember when I finished reading.			
5. As I read, I wrote on my copy of the article (or on my sticky notes) or circled words and phrases.			
6. While I read, my mind was asking questions about what the author wanted me to think.			
7. I made detailed pictures in my mind using many of my senses based upon the words and sentences in the article.			
8. I was surprised or amused as I read because something was very different from what I expected.			
9. Even though the writer doesn't say so directly, I came to conclusions or saw meanings that the author must have intended.			

	Yes	No	I Don't Know
10, When I finished reading the article, I could put in my own words what was said.			
11. Even if I was confused for a while, I tried to be patient as the author let different hints come together about the subject of the article.			
12. I got lost while reading and went back, slowed down, or skipped ahead to understand better.			
13. While reading the article, I made pictures in my mind using the author's words.			
14. If I didn't know the meaning of a word, I kept going and tried to figure it out.			
15. As I read, my mind was thinking along with the author to figure out how the article might continue.			
16. I soon got really tired of reading and lost my energy for finishing the article.			
17. I found it hard to concentrate on what the words and sentences I read really meant.			
18. When I read the article, I focused on one word at a time.			

What’s Happening in Your Head as You Read?

What’s happening in your head as you read?
Do you call words and leave thinking behind?
Or do you first skim and even take time
To think what it is that you already know
That will help the words that you read start to flow?

What’s happening in your head as you read?
Do you guess what a writer’s about to express,
Or do you jump in and just hope for the best?
Do you ask, “What does this text have to tell me?
Just what is this author trying to sell me?”

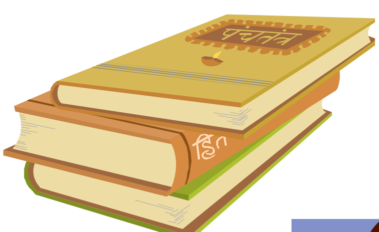
What’s happening in your head as you read?
Do you know that the words ought to make sense,
And if they don’t, it’s not that you’re dense?
You should stop and reread the sentence you’ve read
Then slow down, or maybe read faster instead.

What’s happening in your head as you read?
Do you hear a voice inside of your brain?
And know if you don’t, you’re reading in vain?
You should comment and question, and certainly then
You’ll find meaning in reading time and again.

There’s an art to reading, as you will learn.
Then you won’t mind the pages you turn!

TEXT

The words
in anything
that is printed or written,
along with anything a
writer includes to help readers
understand what they read



ABOUT TEXT FEATURES

Text features are *parts* of written materials like books, newspapers, advertisements, magazines, webpages, and articles.

They draw readers' attention and help them by explaining information or telling them where they can find information.

ABOUT TEXT FEATURES

Some text features can be found in and around paragraphs.

Types of Government

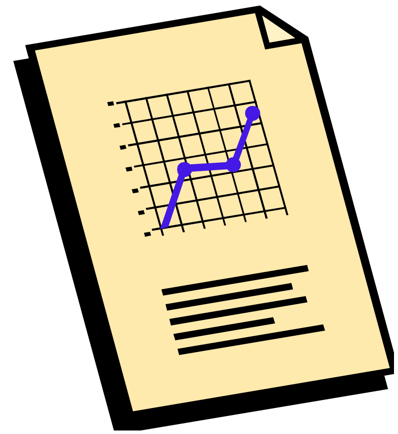
The United States is a **democracy**. A democracy is a form of government in which the supreme power is *vested* in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.

TEXT FEATURES

Text features are **parts of written materials** like books, newspapers, advertisements, magazines, webpages, and articles.

What Do Text Features Do?

Text features **draw readers' attention and help** them by explaining information or telling them where they can find information.



About Text Features

Other text features are separate from paragraphs.

Table of Contents

M

They can be found in the beginnings and ending pages of books.

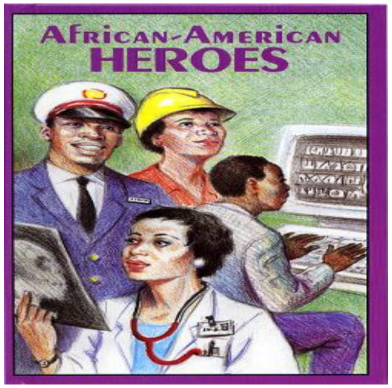
About Text Features

Text features appear in pieces of fiction such as novels and in pieces of nonfiction like textbooks.

The textbooks you use in math, English, social studies, science, and other subjects all contain text features.

We will focus on nonfiction text features in our reading strategy lessons.

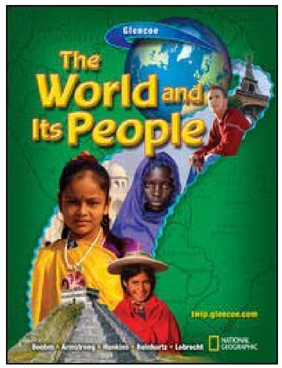
Parts of Nonfiction Books

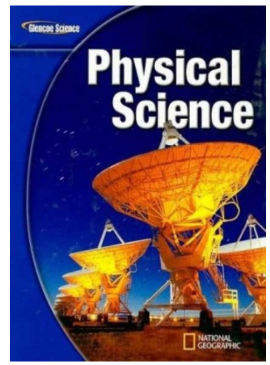


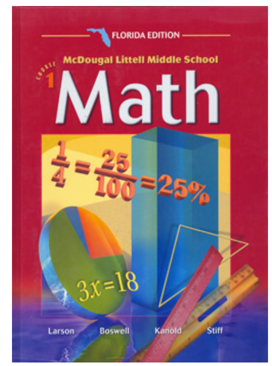
Cover
Title Page
Table of Contents
Body
Glossary
Index

PARTS OF NONFICTION BOOKS

Cover







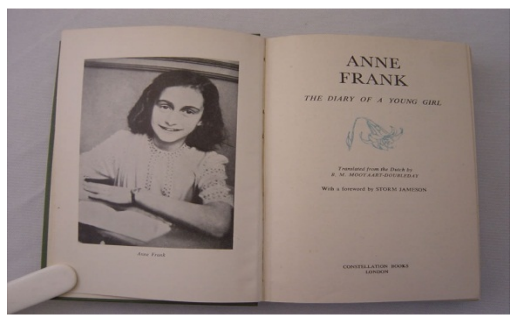
- The cover of a book is the first thing the reader will see and is often one of the things that makes a reader want to read a book.

- A book's title and author(s) are found on a book's cover.

Parts of Nonfiction Books

Title Page

The title page gives important information about a book, including the title, author(s), location the book was published, name of the publishing company, and year the book was published (also called the copyright date).



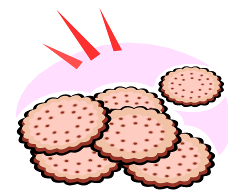
Title pages are found in both fiction and nonfiction books.

Parts of Nonfiction Books

Title Page

101 Cookie Recipes

Quinn S. Smith
Khyle N. Smith



Oceanview Publishing
Hyde Park, Massachusetts
2012

Parts of Nonfiction Books

Table of Contents

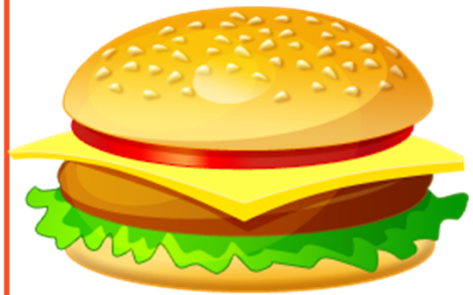
- **The table of contents in a book tells the parts in the order in which they appear.**
- **The table of contents page often lists the page on which a section or chapter begins, as well as the section title.**

Table of Contents

Parts of Nonfiction Books

Body

- If a book were a cheeseburger, the body would be the burger, the most important part!
- It is the longest section of any book.
- Pages in the body of a book are often numbered so that readers can find the pages they want to read.
- Nonfiction books like your textbooks have bodies where the content appears.



Parts of Nonfiction Books

Glossary

A glossary is an alphabetical list of terms (words and phrases) used in a book about a specific subject, and the meanings of the terms.

Anise – a spice with a sweet licorice flavor
Bake – to cook in an oven
Cardamom – a sweet spice grown in India
Dash – a small amount; a pinch
Date – a fruit native to the Middle East
Extracts – flavored liquids used in baking
Flour – to lightly coat a pan with flour
Garnish – to decorate food
Herbs – fragrant leaves of plants
Honey – a thick, sweet liquid made by bees
Icing sugar – fine, powdered sugar

Think of a glossary as a mini-dictionary with a special group of words.

PARTS OF NONFICTION BOOKS
INDEX

- **An index is a list of words or phrases used in a book and where they can be found in the body.**
- **Indexes are often found in the backs of books and can include names of people, places, and events.**

About Text Features:
Additions to Body Text

Headings

Subheadings

Diagrams

Illustrations

Maps

Tables

Captions

About Text Features:

Additions to Body Text

Headings

- **Headings tell readers the topic of the text.**
- **They show the main idea of the text.**
- **They help readers by letting them know what they are about to read.**
- **They focus readers on a topic so they can make connections between what they already know and the text they are about to read.**

About Text Features:

Additions to Body Text

Subheadings

- Subheadings divide the text into sections.
- They tell the main idea of each section of text.
- They are printed in large or bold type to make them stand out.
- Subheadings help readers locate information in the text by telling them where to look.

About Text Features:

Additions to Body Text

Headings and Subheadings

HEADINGS ARE BIG, BROAD TOPICS.

Subheadings are smaller, more specific topics that fit under the headings.

What subheadings might be found under each heading below?

Dogs

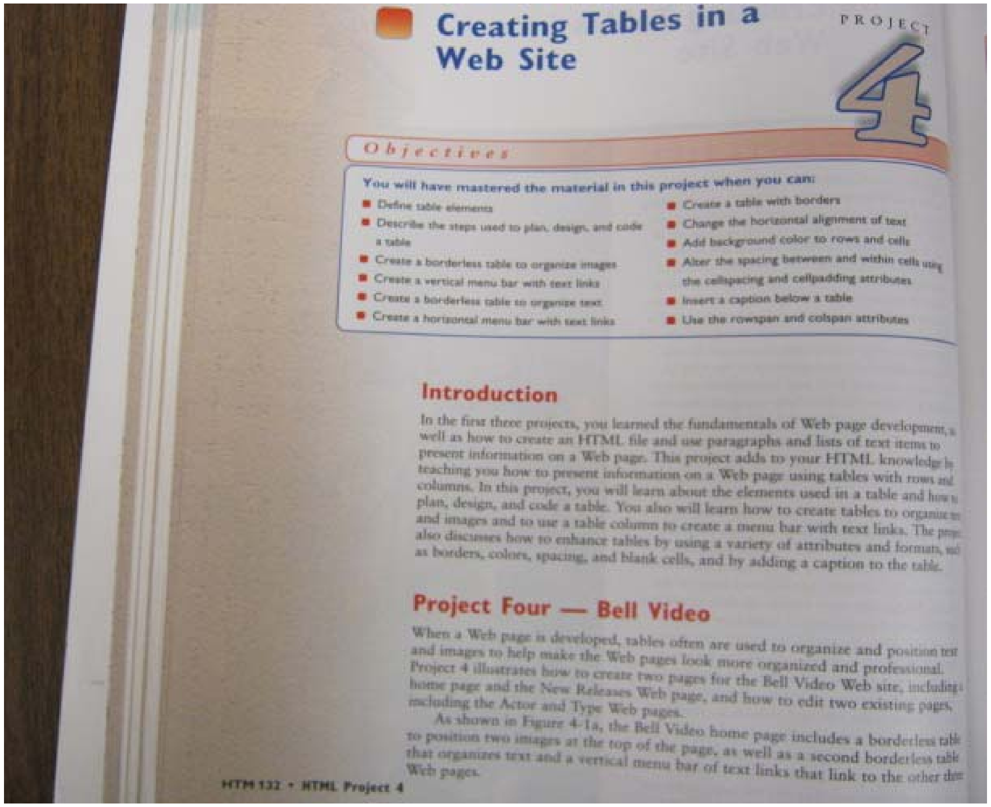
Cars

Music

About Text Features:

Additions to Body Text

Headings and Subheadings

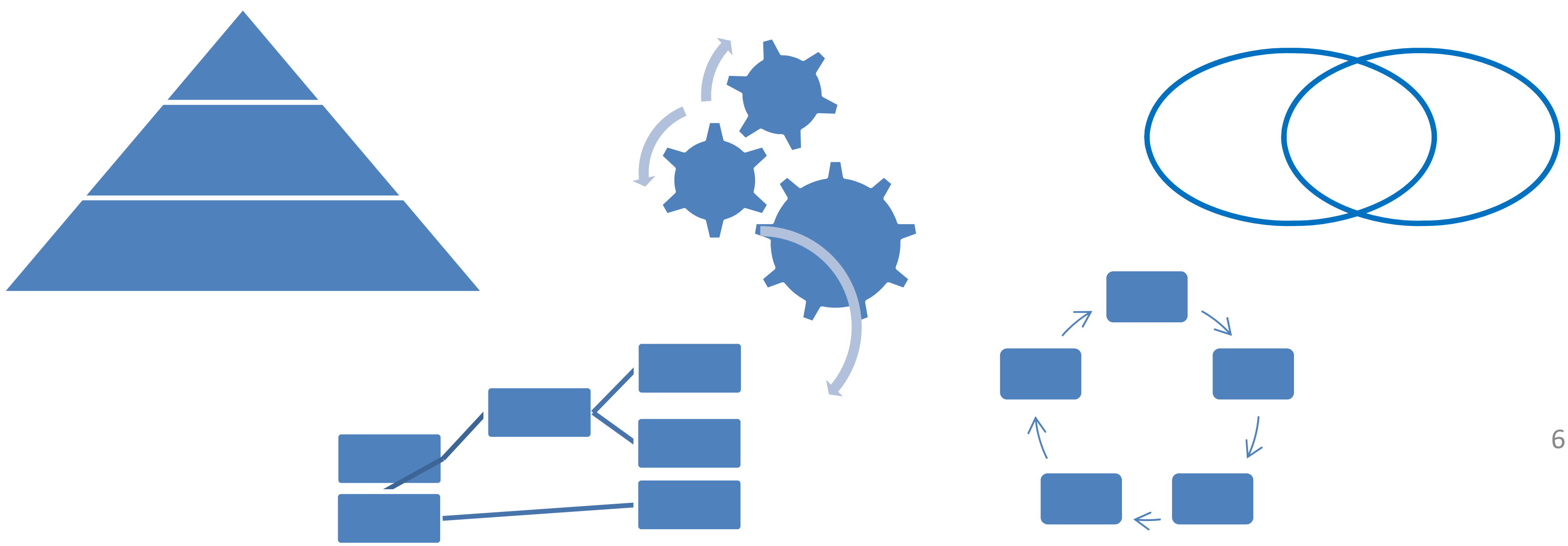


About Text Features:

Additions to Body Text

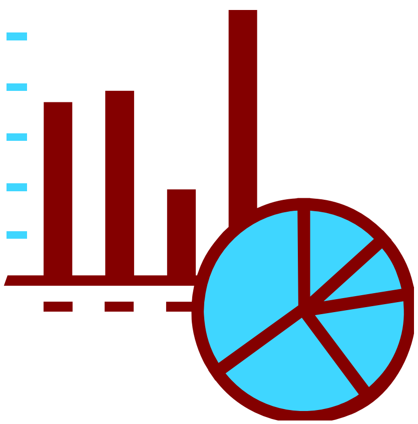
Diagrams

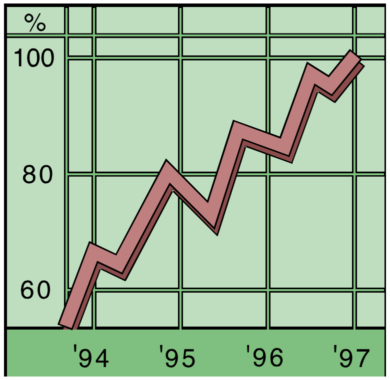
Diagrams are drawings that show how ideas, objects, and parts of objects (like machines) connect.



About Text Features:
Additions to Body Text

Graphs and timelines are also types of diagrams.

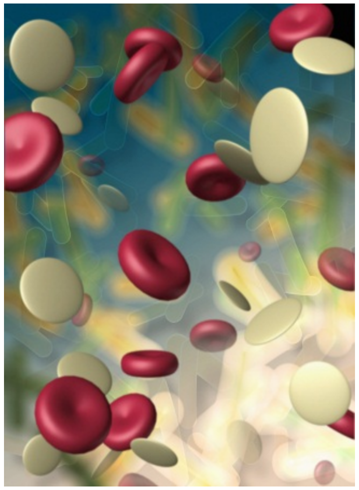




About Text Features:
Additions to Body Text

Illustrations

Illustrations are drawings and photographs. They let readers know what things described in print look like.



About Text Features:

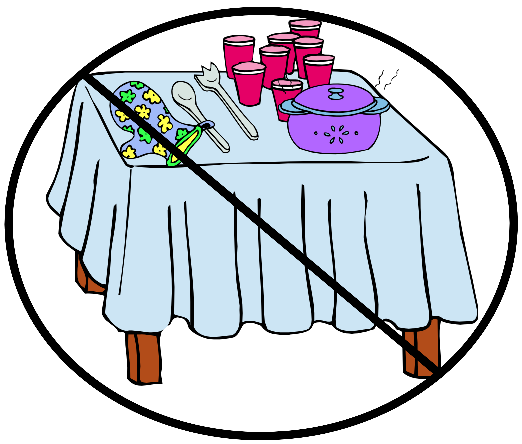
Additions to Body Text

Maps also count as illustrations.

About Text Features:

Additions to Body Text

Tables



Where text features are concerned, tables are orderly arrangements of information, especially ones in which the information is arranged in columns and rows in rectangular form.

About Text Features:

Additions to Body Text

These are examples of tables.

12 X 12 Multiplication Table

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Edit Page(s) | Main Menu | View Website | Webmaster | Logout | ?

Manage/Backup Site Data Tables

CALENDAR_CATEGORY	[View]	[Download]	[Import]	[Empty]
CALENDAR_DISPLAY	[View]	[Download]	[Import]	[Empty]
CALENDAR_EVENTS	[View]	[Download]	[Import]	[Empty]
CAMPAIGN_MANAGER	[View]	[Download]	N/A	N/A
CART_OPTIONS	[View]	[Download]	N/A	N/A
CART_PRODUCTS	[View]	[Download]	[Import]	[Empty]
LOGIN	[View]	[Download]	N/A	N/A
SEC_CODES	[View]	[Download]	N/A	N/A
SITE_PAGES	[View]	[Download]	N/A	N/A
STATS_BROWSER	[View]	[Download]	[Import]	[Empty]
STATS_BYDAY	[View]	[Download]	[Import]	[Empty]
STATS_BYHOUR	[View]	[Download]	[Import]	[Empty]
STATS_REFER	[View]	[Download]	[Import]	[Empty]

System Data Tables

Measurement Conversions

LENGTH : Imperial to Metric			LENGTH : Metric to Imperial	
1 inch(in)	2.54cm	25.4mm	1 centimetre	0.39370 in
6 inches	15.24cm	152.4mm	5 centimetres	1.98850 in
1 Foot	30.48cm	304.8mm	10 centimetres	3.93700 in
1 Yard	91.44cm	914.4mm		
			1 metre	3.2808 ft
1 Foot	30.48cm	0.3048m	3 metres	9.8425 ft
6 Feet	182.88cm	1.828m	5 metres	16.4042 ft
12 Feet	365.76cm	3.657m	10 metres	32.8083 ft
30 Feet	914.40cm	9.144m	15 metres	49.2120 ft
50 Feet	1524.00cm	15.240m	25 metres	82.0200 ft
AREA : Imperial to Metric			**AREA : Metric to Imperial**	
1 yard^2		0.836 metres^2	1 metre^2	1.959 yards^2
2 yards^2		1.672 metres^2	2 metre^2	2.391 yards^2
5 yards^2		4.180 metres^2	5 metre^2	5.979 yards^2
10 yards^2		8.361 metres^2	10 metre^2	11.960 yards^2
25 yards^2		20.902 metres^2	25 metre^2	29.900 yards^2

Periodic Table of the Elements

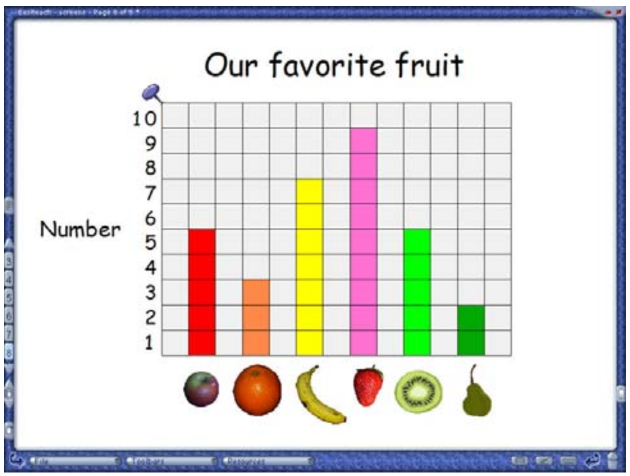
	IA	IIA	IIIB	IVB	VB	VIB	VIIB	VII	VII	VII	IB	IIB	IIIA	IVA	VA	VIA	VIIA	O
1	H																	He
2	Li	Be											B	C	N	O	F	Ne
3	Na	Mg											Al	Si	P	S	Cl	Ar
4	K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
5	Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
6	Cs	Ba	*La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
7	Fr	Ra	+Ac	Rf	Ha	Sg	Ns	Hs	Mt	110	111	112	113					

* Lanthanide Series	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
+ Actinide Series	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr

Print Features

Captions

Brief descriptions found in or near diagrams, illustrations, and tables



Graph indicating sixth graders' favorite fruits

The White House

Principal Mary Brown and teachers from Southeast Middle School who participated in the canned food drive

Ready? Set? *GO!*

The first partners to find each text feature should raise their hands and wait to be called on.

Find an example of
a caption
in your textbook.

Print Features

Bold Print

is used to grab readers' attention.

Colored Print

is sometimes used for the same reason.

(Headings, subheadings, and new vocabulary often appear in **bold** and/or **colored print**.)

Different SiZeS of print

are used to draw readers' attention too.

Ready? Set? *GO!*

Find an example of
bold, colored, or different sizes of print
in your textbook.

Print Features

Italics

Italics are letters that *slant to the right*.

They are used to draw readers' attention to certain words. Italics also identify words that come from foreign languages, and words that are titles of pieces of literature or major works of art.

Italics are used in other ways, but that's all you need to know *right now*.

Ready? Set? *GO!*

Find an example of
italics
in your textbook.

Print Features

Text Boxes

Text boxes are boxes that contain text. The boxes set the text in text boxes apart of other text on a page.

Sometimes sentences in paragraphs appear again on the same page inside a text box. This is done to get readers' attention and make them want to read the paragraphs, or to help them remember important points.

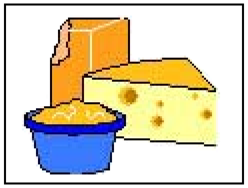
Some text boxes contain diagrams, illustrations, and tables.

Print Features

Text Boxes

Like tables, text boxes can enhance the presentation of data. A text box is essentially a movable data holder. If you consider the whole document to be laid out on a piece of paper, a text box would be a separate sheet of paper placed on top of the main document and thereby movable within the main document. This way of looking at a document is the exact purpose for which the page layout view is intended; when working with text box, utilize the page layout view. Formatted text, graphics, tables, or any other supported object can be placed within a text box so that when the text box is moved the data it contains will be preserved and moved with the text box. Note from the examples contained within this paragraph that when a text box is placed in the middle of a body of text, the text is shifted around the text box; this is a very powerful feature.

```
Little
Bitty
Example
Text
Box
```



To insert a text box into a document, first make sure that you are in the page layout view. Choose "Insert-- Text Box" from the menu bar. The mouse cursor will change to a set of fine cross hairs. Use the cross hairs to create a text box by clicking within the document and dragging the mouse. Note that a rectangle will be drawn as the mouse is dragged. When the mouse button is released a new empty text box will be inserted. Click anywhere within the new text box to enter data. Working within a text box is exactly like working within any Word document.

Ready? Set? *GO!*

Find a
text box
in your textbook.

Print Features

Bulleted Lists

Bullets are **symbols** used to point out items in a list.

Bullets can **appear in many colors and shapes.**

- Circles
- Squares
- Diamonds
- Arrows
- Check marks

Ready? Set? GO!

Find an example of bullets in your textbook.

ACTIVATING

Starting or Starting Up

PRIOR

Earlier or Past

KNOWLEDGE

Information

Activating Prior Knowledge

Just as a football game
begins with a kick-off

and a basketball game
begins with a tip-off,

reading begins with activating
prior knowledge concerning a topic
a person is going to read about.

Ways to Activate Prior Knowledge

1. Random List – **a list with items in no particular order.**

2. Alphabetical List -- **a list with items in alphabetical order**

3. KWL Chart – **a chart used to record what a person knows and wants to know about a topic before reading about it, and has learned after reading about it**

WAYS TO ACTIVATE PRIOR KNOWLEDGE: RANDOM LIST

(A LIST WITH ITEMS *IN NO PARTICULAR ORDER*)

- When making a random list, write whatever you think of as you think of it.
- Your list can include single words or phrases.

Make a random list of anything you know about…

sneezing.

WAYS TO ACTIVATE PRIOR KNOWLEDGE: ALPHABETICAL LIST

1. **Think again about sneezing.**
2. **Next, list the letters in the alphabet on a sheet of paper.**
3. **Then make another list of things you know about sneezing, but this time try to list words or phrases that begin with each letter of the alphabet.**

Is your second list longer than your first list?
(It very well might be, because you've forced yourself to think more about the topic when creating an alphabetical list.)

WAYS TO ACTIVATE PRIOR KNOWLEDGE: KWL CHART

On a sheet of notebook paper, draw a KWL chart like the one below.

What do you KNOW?

Now, in column one, list three things you know about sneezing. You may repeat something that appears on one of the lists you have made.

Setting Purposes for Reading:
Which ones will *you* use?

Why people read:

A. because they want to be entertained
B. because they want to learn about something
C. because they want to find out if what they think they know about a topic is true
D. because a teacher tells them they have to read
E. because they want to improve their vocabularies
F. because they are interested in other people's opinions
G. because they want to find ways to solve problems
H. because they want to predict what something will be about—and see if their prediction is correct

Can you identify other purposes for reading?

Setting a Purpose for Reading

When you *have* to read something, you also have to think of your own reason for reading.

Doing so will help you understand what it is that you have to read.

Finding a Purpose for Reading When you're Not Excited about Reading

- Skim* what you have to read, looking for any words or phrases that attract your attention.
- Ask yourself what you already know about those words or phrases that have caught your attention.
- Think of as many questions as you can about the words or phrases you have identified—anything that you do not know but might want to find out.
- Read to see if you can find answers to your questions.

***skim** – to let your eyes sweep over text to get a general sense of what it is about

Setting a Purpose for Reading

Skim the article you are given, looking for any words or phrases that attract your attention.

Remember

To skim is to let your eyes sweep over text to get a general sense of what it is about.

Ways to Activate Prior Knowledge: KWL Chart

What do you KNOW?	What do you WANT TO KNOW?	What have you LEARNED?

In column two of your KWL chart, list three things you think you might want to know about sneezing that you might learn by reading the article.

Read silently the entire article on sneezing.

What do you KNOW?	What do you WANT TO KNOW?	What have you LEARNED?

Fill in the third column of your KWL chart as you read <u>or</u> after you have read.