

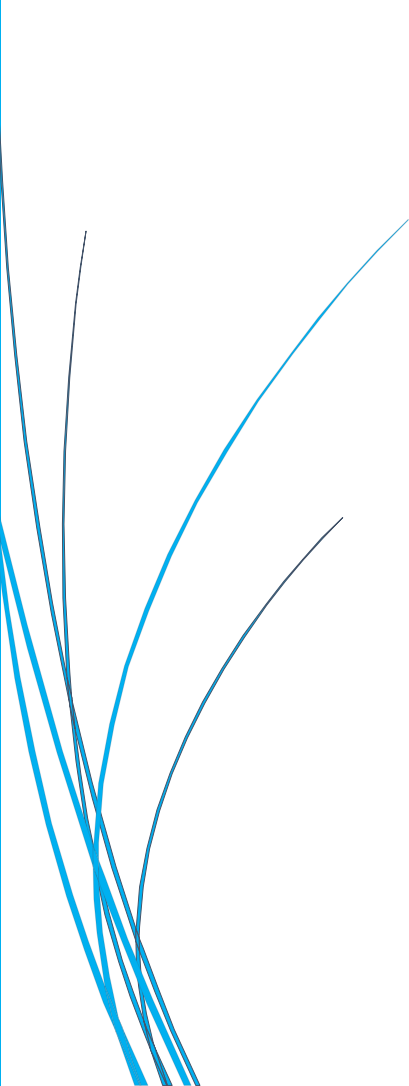


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 2-Communication



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COMMUNICATION

ACCOMPLISHED PRACTICE #2

USES EFFECTIVE COMMUNICATION TECHNIQUES WITH STUDENTS AND ALL OTHER STAKEHOLDERS.

SAMPLE KEY INDICATORS

- Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
- Establishes positive interactions between teacher and student in all areas.
- Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
- Communicates with and challenges all students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
- Provides all students with opportunities to learn from each other.
- Motivates, encourages, and supports individual and group inquiry.
- Encourages students' desire to receive and accept constructive feedback on individual work and behavior.
- Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.
- Develops short and long term personal and professional goals relating to communication.

PARENT COMMUNICATION-COMPONENT 1

DEFINITION:

The give and take of information between parents/guardians of students and teachers. This communication can take place in many different forms – oral (in person or on the phone) and written (notes, letters, e-mail, text messages, etc.)

TARGET AUDIENCE:

Pre K-12th Grade Teachers/Students

HOW?

GUIDELINES FOR COMMUNICATING WITH PARENTS

1. Recognize that schools and homes have shared goals:

- Parents are partners
- Build trust

2. Respect parents and communicate that respect. Be aware of:

- Tone of voice
- Body language
- Word choice
- Amount of time you make parents wait

Make every effort to:

- Give parents benefit of doubt
- Assure parents of confidentiality
- Encourage families to tell you about special circumstances that may affect their child.

3. Understand the different types of school-family communication and the advantages and limitations of each. When communicating about **individual** children use:

- Progress reports
- Attendance notices
- Get acquainted calls or messages
- Conferences
- Work samples
- Telephone calls
- Email
- Planner

When communicating about **class or school-wide** topics use:

- Newsletters
- Recorded telephone messages
- Radio and television messages
- Handbooks
- Bulletin boards
- Announcements

- Flyers
- Email
- School's Facebook page
- [School's Website](#)

4. Tailor communication to your audience. Communication should be clear:

- Use clear and concise language
- Short and to the point
- Ask your students' families which type of communication they are more likely to read

5. Be sure to check written material for spelling, grammar, and punctuation.

6. Get expert help if you need it; this is a sign of professionalism.

Consult:

- School psychologists
- Social workers
- Public relations employees
- Family resources
- Youth service centers

Capitalize on school resources related to communication, photography, and graphics.

7. Communication is a two-way street. Invite responses when communicating with parents.

Include statements such as:

- For further information call:
- If you have any questions...
- If you want to talk with me, I will be available between
_____ & _____.
- If you have any ideas send them to school.
- I want your suggestions.
- Please email me.

BEGINNING OF THE YEAR COMMUNICATION

Upper Grades

Send a syllabus to Parents

Include: Grade weights and categories

 Tentative semester outline

Know the school policy for addressing parent-teacher disagreements.

Use discretion about when and where children and their families are discussed.

Show understanding toward your parents and students.

PARENT- TEACHER CONFERENCE TIPS

“BE HEARD” principles for effective parent-teacher conferences:

Best intentions assumed

Emphasis on learning

Home-school collaboration

Examples and evidence

Active listening

Respect for all

Dedication to follow-up

Invite both parents. Misunderstandings are less common if both parents hear what you have to say. Having both parents present also allows you to gauge the kind of support both parents provide the child.

Allow enough time. Allow time between conferences so you can make necessary notes on concluded conference and properly prepare for the next one.

Be prepared. Have student data, examples of student work, attendance records, updated skyward gradebook and assessments. Walk parents through the work and assessments that show the student’s progress and abilities.

Plan ahead. Have a general outline in mind but be flexible. Notes on the individual student will assist you to cover strengths and needs and help you come up with a proposed plan of action. Don’t overwhelm the parents; no more than two or three concerns should be addressed.

Know who you are meeting with. Alleviate anxiety by making the parents feel welcome. Arrange the chairs in a conference-style seating so you’ll all be equals together. Check records ahead of time and make sure you know the correct names of the parents. Don’t assume; if in doubt - ask. Know who the student resides with.

Open on a positive note. All parents are proud of their children and need to hear about their strengths as well as their challenges. This helps show parents that teachers value the unique strengths of their child and have high expectations for their ability to succeed in school and in life.

Structure the session. Have an “agenda” and share it with the parents as soon as they arrive. Be flexible to allow parents to add to the agenda if necessary. When multiple teachers are in the meeting, have a set amount of time for each teacher.

Avoid “teacher talk”. Do not use educational jargon or acronyms. Be sure to explain terms to the parents.

Keep confidentiality. Do not use other students’ names during the conference. Do not talk about the class as a whole. (ex. “He is in a bad class.”)

CONFERENCE PLANNING SHEET

1. Subject areas/topics - What do you intend to cover?
2. Major objectives - Reason for conference/what do you need to communicate to both parent and student?
3. Conference plan - What questions will you ask/what points will you make/suggestions?
4. Materials - What materials should be shared with parents?
5. Action plan - What specifics will you recommend/how can parents help?
6. Closure – Summarize the conference notes for the parents. End with a friendly thank you for their concern and support.
7. Evaluation - ask yourself:
 - Was I prepared?
 - Did I listen attentively?
 - Did I encourage parents to talk/offer suggestions?
 - Did I plan with parents?
 - Did I learn anything which will help the student?
 - If the conference could be repeated, would I take any different action?
8. Document in your notebook.

PARENT CONFERENCE PREPARATION GUIDE

Child's Name: _____

Conference requested by: _____

Date of conference: _____

Time: _____

Location: _____

Persons requested to attend:

Date notified:

Primary concern of person(s) requesting conference: _____

Student strengths: _____

Student weaknesses: _____

Current grade average: _____

Current days absent: _____ Tardy: _____

Suggestions for improvement: _____

PRE-CONFERENCE FORM FOR PARENTS

Student: _____ Date: _____

Parent(s): _____

Child's strengths observed at home by parent(s): _____

Child's needs observed at home by parent(s): _____

Parent's Insights:

Things at school that seem to be going well: _____

Concerns / questions: _____

QUESTIONS PARENTS MAY ASK DURING THE CONFERENCE

What subject does my child like most? Least?

What can I do to help my child with subjects he finds difficult? How can I help my child study? Prepare for class? Improve his work?

Is my child trying as hard as he can?

Does my child participate in class discussions and activities?

Is my child in different classes or groups for different subjects? Which ones? How are the groups determined?

How well does my child get along with others?

Has my child missed classes?

Have you noticed changes in the way my child acts? For example, have you noticed squinting, tiredness, or moodiness that might be a sign of physical or other problems?

How are you measuring my child's progress? Through tests? Portfolios? Class participation? Projects?

What kinds of tests do you give? What do the tests show about my child's progress? How does my child handle taking tests?

PROBLEM SOLVING CONFERENCE

Steps:

- ❖ Begin with positive statement

“Thank you for coming. I know you are concerned about your child’s education.”

- ❖ State specific problem - be prepared to show documentation.
- ❖ State the actions you have taken - support with documentation.
- ❖ Ask for input.
- ❖ State what you will do.
- ❖ Determine what parents will do.

- ❖ If parent’s response is negative or not supportive, be positive but assertive.

“I understand how you must feel, but if it continues....”

- ❖ Make confident statements.

“I know that working together; we can help your child.”

“We both want positive experiences for you child.”

“We both want what is best for your child.”

- ❖ Create follow-up plans - when, where, how to make progress updates.
- ❖ Summarize conference and action plan.

“It is my understanding that we have decided.....”

“Let me make sure I understand the plan of action.....”

PARENT / TEACHER PROBLEM SOLVING WORKSHEET

Student: _____ Phone #: _____

Date: _____ Time of Contact: _____

Statement of concern: _____

Describe problem (in observable terms): _____

State the steps you have taken to correct the problem: _____

Parental input: _____

Work out a solution -

What will you do: _____

What will the parent do: _____

Expectations for the student: _____

DEALING WITH A DIFFICULT PARENT

- Be on eye level with parent.
- Be respectful.
- Be calm.

- Listen attentively.
- Don't argue or interrupt.
- Don't accuse or judge.
- State facts.

It's a teacher's responsibility to give parents an accurate assessment of students' academic progress (based on data-not the teacher's opinion). Some parents may take the evaluation of their child in a negative or defensive way. Be professional, and do not take things personally. If the conference becomes too heated to be effective, the teacher should conclude the meeting and ask to reconvene at another time. The teacher can request that an administrator attend future conferences with the parent.

TAKEN FROM 14 STEPS TO TEACHER ASSERTIVENESS - "HOW TO COPE WITH DIFFICULT PARENTS, PRINCIPALS AND STAFF MEMBERS" BY MIKE MOORE.

CONFERENCE DOCUMENTATION

Student: _____

Date: _____

Persons Present: _____

Issues Discussed: _____

Actions Taken:

Person Responsible:

Signature:

Title:

Follow up date: _____

PARENT / TEACHER CONFERENCE CHECKLIST

Strengths and Areas of Improvement

Child's Name: _____ Date: _____

Teacher's Name : _____ Grade: _____

General School Performances	Strength	Needs Improvement
1. Listens attentively	_____	_____
2. Follows directions	_____	_____
3. Is well organized	_____	_____
4. Pays attention to detail	_____	_____
5. Completes work	_____	_____
6. Participates in classroom routines	_____	_____
7. Works appropriately with materials	_____	_____
Examples / Comments	_____	

Social Growth

1. Gets along with peers	_____	_____
2. Works cooperatively in groups	_____	_____
3. Initiates conversations with adults and peers	_____	_____
4. Uses courtesy in speech and action	_____	_____
5. Respects property and rights of others	_____	_____
6. Accepts responsibility of own actions	_____	_____
Examples / Comments	_____	

Skill Areas

1. Math: Area of strength	_____
2. Math: Needs extra practice	_____
3. Language: Area of strength	_____
4. Language: Needs extra practice	_____
5. Science: Area of strength	_____
6. Science: Needs extra practice	_____
7. Social Studies: Area of strength	_____
8. Social Studies: Needs extra practice	_____

How you can help at home: _____

Follow up plan: _____

PARENT CONFERENCE SHEET

A conference with your child's teacher is scheduled for _____ at _____, in room _____.

This planning sheet will help you identify topics you may want to discuss during the conference. Please complete any sections that are appropriate and bring it to the conference with you.

What are your goals for your child this year?

What specific concerns do you have about your child's academic progress or behavior?

What general questions do you have about classroom curriculum, standards, evaluation techniques, or procedures?

What questions or concerns does your child have about school? (Complete this section with your child.)

Does your child have any health problems that might affect his or her behavior or academic progress?

Is your child dealing with any personal or family issues that might affect his or her behavior or academic progress?

What do you want the teacher to know about your child?

PARENT CONFERENCE

Date: _____

Teacher: _____

Phone: _____

Email: _____

Name of Student:

Class:

Current Grade:

Previous Nine Week Grades:

Absences:

Strengths	Areas that need improvement

Course of Action: _____

PHONE CALL TO PARENTS

What to do:

1. **Begin** with a caring, positive statement.
2. **Describe** behavior/academic concern.
3. **Tell** what you have done. Be specific.
4. **Identify** what you would like the parent to do.
(Speak with the child, sign an agenda daily, monitor homework, come in for a conference, visit the class, etc.)
5. **Listen.**
6. **Follow up.**
Give parents an update and thank them for their assistance and/or offer other suggestions.
7. **Document.**

IF PROBLEM PERSISTS REPEAT THIS SEQUENCE.

PARENT PHONE CALL WORKSHEET

Student: _____ Phone #: _____

Parent or Guardian: _____

Date and time of call: _____

Use the space below to note important points you will cover with the parents.

1. Begin with a caring, positive statement: _____

2. Describe the behavior/academic concern (state in observable terms): _____

3. Review what you have done to correct the problem: _____

4. Get parent input: _____

5. Record parent comments: _____

6. Present your solution to the problem:

What will you do? _____

What will the parent do? _____

7. Express confidence once again in your ability to solve the problem together.

NOTES:

WHO CAN HELP?

PEOPLE

Refer to your school's Administration (Each school is slightly different)

WEBSITES

- i. [Five keys to Successful Parent-Teacher Communication](#)
 - ii. [Seven Effective Parent Teacher Communication Tips](#)
-

BOOK

- i. Teachers' Messages and Notes Home by Laurie Steding
- ii. The Tactful Teacher, Effective Communication with Parents, Colleagues & Administration by Yvonne Bender
- iii. Teacher Talk! The Art of Effective Communication by Cheli Cerra & R. Jacoby

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

General Comments

1. He / she is working to their fullest capacity in all subjects.
2. Is learning to share and listen.
3. Is becoming more dependable during work periods.
4. Is developing a better attitude toward ____ grade.
5. Is showing interest and enthusiasm for the things we do.
6. Is learning to occupy his time constructively.
7. Wants responsibilities and follows through.
8. Can be very helpful and dependable in the classroom.
9. Always uses her time wisely.
10. Has strengthened her skills in ____.
11. Has great potential and works toward achieving it.
12. Is completing his work in a timely manner.
13. Is strong in ____.
14. Is learning to be a better listener.
15. Is learning to be careful, cooperative, and fair.
16. Is continuing to grow in independence.
17. Enthusiastic about participating.
18. Gaining more self-confidence.
19. Has a pleasant personality.
20. Has worked very hard and earned his grades.
21. Has improved steadily.
22. Is learning to listen to directions more carefully.
23. Now accepts responsibility well.
24. ____'s work habits are improving.
25. Has been consistently progressing.
26. Has shown a good attitude about trying to improve in ____.
27. The following suggestions might improve his ____.
28. I am hoping this recent interest and improvement will continue.

29. Seems eager to improve.
30. Has shown strong growth in _____.
31. Is cooperative and happy.
32. Volunteers often.
33. Is willing to take part in all classroom activities.
34. Works well with her neighbors.
35. _____'s attitude toward school is excellent.
36. Has the ability to follow directions.
37. Handwriting is beautifully done.
38. Learns new vocabulary quickly.
39. Has a sense of humor and enjoys the stories we read.
40. Is a steadfast, conscientious worker.
41. Is very helpful about clean-up work around the room.
42. Anxious to please.
43. Brings fine contributions.
44. Has a pleasant disposition.
45. Works well.
46. Is hard-working.
47. Is pleasant and friendly.
48. Needs to apply skills to all written work.
49. Gets along well with other children.
50. Your constant cooperation and help are appreciated.
51. Has shown an encouraging desire to better herself in _____.
52. Making steady progress academically.
53. Quality of work is improving.
54. Responds well.
55. Is maintaining grade-level achievements.
56. Works well in groups, planning and carrying out activities.
57. Seems to be more aware of activities in the classroom.
58. Takes an active part in discussions pertinent to _____.
59. Accepts responsibility.
60. Extremely conscientious.
61. Bubbles over with enthusiasm.
62. Has a sense of humor we all enjoy.
63. Has an excellent attitude.
64. Work in the areas of _____ has been extremely good.
65. Is an enthusiastic worker during the _____ period.
66. Needs to work cooperatively with others in groups.
67. Possible for _____ to exceed grade expectations.
68. Grasps new ideas readily.
69. Needs to develop a better sense of responsibility.
70. Enthusiastic about work in general.
71. Performs well in everything he undertakes.
72. Unusually mature.
73. Seeks information.
74. Mature vocabulary.
75. Doing strong work in all areas.
76. Is a clear thinker.
77. Excels in writing original stories and poems.
78. Is a good student who appears to be a deep thinker.
79. Has good organization of thoughts.
80. Has vast background knowledge of _____.
81. Is a very fine and serious student and excels in _____.
82. Rate of achievement makes it difficult for _____ to keep up with the class.
83. Must improve work habits if _____ is to gain the fundamentals needed for _____ grade work.

84. _____'s academic success leaves much to be desired.
85. Handwriting needs to be improved.
86. Cooperative, well mannered.
87. Is a very happy, well-adjusted child, but _____.
88. Makes friends quickly and is well liked by classmates.
89. Cries easily.
90. Good worker and attentive listener.
91. Good adjustment.
92. Good attitude.
93. Capable of achieving a higher average in areas of _____.
94. Has difficulty retaining process of addition, etc.
95. Is inconsistent in his efforts, especially in _____.
96. Sacrificing accuracy for unnecessary speed in his written work.
97. Needs to listen to directions.
98. Never completes assignments in the allotted time.
99. Fails to finish independent assignments.
100. Would improve if he developed a greater interest in _____.
101. Comprehends well, but needs to work more quickly.
102. Needs to be urged.
103. Can follow directions.

Mathematics Comments

104. Can work with numbers up to _____ with understanding.
105. Understands the signs +, -, = and uses them to make number statements.
106. Understands and uses basic facts of addition and subtraction to _____.
107. Reverses some numbers still.
108. Understands place value up to _____.
109. Can use manipulatives to add and subtract.
110. Can use manipulatives to show place value to _____.
111. Relies heavily on concrete objects.
112. Knows the basic shapes.
113. Can count to _____.
114. Is able to create graphs using simple data.
115. Understands several methods of graphing.
116. Is beginning to memorize the number facts.

Language Arts Comments

117. Enjoys listening to poetry.
118. Enjoys listening to stories.
119. Reads extensively.
120. Needs to increase speed and comprehension in Reading.
121. Listens carefully.
122. Evaluates what he/she hears.
123. Phonics - (is able to distinguish, has difficulty distinguishing) sounds in words.
124. Now knows and is able to use _____ consonant and vowel sounds.

125. Confuses the sounds ____ and ____.
126. Is able to blend short words using the vowel(s) ____ with or without assistance.
127. Is learning to attack words independently.
128. Uses the phonics skills to attack new words.
129. Reading is (smooth, jerky, hesitant, rapid, irregular, or fluent).
130. Comprehends what he/she reads.
131. Is interested in books and reading.
132. Can read to follow directions.
133. Can now recognize ____ sight words.
134. Reads for pleasure.
135. Needs lots of repetition and practice in order to retain reading vocabulary.
136. Is still confusing words which look alike.
137. Is beginning to read words in groups (phrases).
138. Reading is becoming (not yet becoming) automatic.
139. Enjoys discussing the stories.
140. Has had difficulty with learning ____ so in the coming term we will focus on ____.
141. Speaks in good sentences.
142. Speaks clearly.
143. Has difficulty using (pronouns, verbs) correctly.
144. Enjoys dramatization.
145. Enjoys participation in conversation and discussion.
146. Expresses ideas clearly.
147. Has a good oral vocabulary.
148. Takes turns talking.
149. Speaks with confidence to the group.
150. Uses punctuation correctly.
151. Is able to place periods and question marks correctly.
152. Uses colorful words.
153. Uses (complex, simple) sentences.
154. Is now able to write a complete sentence independently.
155. Participates in group story telling (composition).
156. Can write an original story of (one or two sentences, of a few sentences).
157. Puts words in the appropriate order.
158. Is able to read his sentences back.
159. Shows self confidence in writing.
160. Can compose several related sentences.
161. Is building a good spelling vocabulary.
162. Uses his individual dictionary to find unfamiliar words.
163. Enjoys learning to spell new words.
164. Is able to learn to spell words easily.
165. Sometimes reverses letters in a word.
166. Has difficulty remembering the spelling of non-phonetic words.
167. Is helped by using hand or body motions to remember spelling.

Writing Comments

168. When printing, often reverses letters, such as ____, ____, etc.
169. Has good (poor) fine-motor skills.
170. Is able to print on the lines.
171. Spaces letters and words correctly.
172. Some printing is excellent but is often untidy in daily assignments.

More General Comments

173. Enjoys doing neat careful work.
174. Is friendly and cooperative.
175. Cooperates well.
176. Helps others.
177. Has a sense of humor.
178. Has a good attitude towards school.
179. Is working well in all subjects.
180. Is learning to listen carefully.
181. Is gaining self-confidence.
182. Often completes work early.
183. Is very thoughtful.
184. Takes pride in work well done.
185. Is eager to learn.
186. Makes little effort when not under direct supervision.
187. Often seems tired at school.
188. Is not very appreciative of the value of (time, courtesy, sharing, neatness, accuracy).
189. Shows initiative; thinks things through for himself/herself.
190. Lacks independence / is gaining independence.
191. Is too easily distracted.
192. Is becoming more self-reliant.
193. Is an attentive student.
194. All work is neatly and accurately done.
195. Is a polite conscientious pupil.
196. Is working above grade level in _____.
197. Works too slowly.
198. Does not complete assignments in the allotted time.
199. Seems unable to finish required work.
200. Does colorful and interesting art work.
201. Is especially good at _____.
202. Requires too much supervision.
203. Please encourage him to do things on his own.
204. Should be encouraged to _____.
205. Needs frequent encouragement.
206. Is maturing.
207. Is learning to concentrate.
208. _____ has matured nicely this year, academically and socially.
209. He/She assumes responsibility well and has a fine attitude.
210. He/She still needs strengthening in the concept of long division.
211. Thanks for the help I know you have given her.
212. There has been a noticeable improvement in _____'s study habits this reporting period, which is very encouraging.
213. Please continue during the summer with _____ review and as many reading experiences as possible.
214. _____ would benefit from reading many library books this summer.
215. He needs to improve his reading speed and comprehension if he is to have success in the _____ grade.
216. If _____ will put forth in the future the effort he has shown in the past two reporting periods, he will receive a great deal from his schooling.
217. With _____'s ability to apply herself to each task, she should receive much satisfaction from her school experiences.
218. _____ continued to blossom as the year progressed.
219. _____'s oral reading is very expressive and her oral reporting is excellent.
220. Thank you for your interest in _____'s attitude.
221. Although he has had some difficulty adjusting to our room and various duties, he

- usually tries to cooperate.
222. _____ has had some problems adjusting to our room, as you know from my reports to you.
223. Many of her difficulties occur on the playground and she then carries a poor attitude in the classroom.
224. This hurts her academically.
225. She is capable of much better work.
226. I'm sorry I didn't get to meet you this year.
227. _____ has made nice progress this reporting period.
228. He is maturing nicely and I hope this continues.
229. Although _____'s growth in social maturity is continuing, it is not consistent.
230. _____ still needs guidance and support from both you and me. Thanks for your cooperation.
231. _____ is a wonderful girl and I'm happy to have had her in my room.
232. She has made many fine contributions to our class and is an inspiration to her classmates.
233. With _____'s friendly, cooperative attitude, she will always be a pleasant addition to any class.
234. I have enjoyed the association I have had with _____.
235. His friendly, sincere way has made him a very popular member of the _____ grade.
236. Regardless of how busy _____ is, he still has time to do something nice for someone. For this reason, he is one of the _____ best-liked members of my class.
237. I enjoyed having _____ in my class. She is a sweet and cooperative child.
238. _____ is a pleasant, conscientious student.
239. He is self-confident and has excellent manners.
240. It has been a pleasure to have him in my class.
241. I enjoyed having _____ in my room.
242. She assumes responsibility well, excels on the playground and is well liked by her peers.
243. She's helped to make my year a pleasant one.
244. She is a big help in seeing that our room looks clean and pleasant.
245. She has been most cooperative and only needs strengthening in Social Studies skills to bring her up to _____ grade level.
246. _____ is a fine citizen and takes a keen interest in school.
247. _____ has a strong work ethic.
248. _____ takes a keen interest in all work and is most agreeable and a willing worker. It has been wonderful having him _____ in my room.
249. Exhibits excellent attitude.
250. Possesses good self-discipline.
251. Respectful of others.
252. Works independently on assignments.
253. Exhibits creativity.
254. Does good work.
255. Always cooperative
256. Classroom attitude shows improvement.
257. Pleasant student to work with.
258. Quality of work has improved.
259. Hard worker.
260. Participates well in class.
261. A pleasure to have around.
262. Experiences difficulty following directions-when unsure needs to ask for questions.
263. Needs to actively participate in classroom discussion.
264. Needs better study skills.
265. Requires incentives.
266. Low quiz/test scores.
267. Assignments/Homework incomplete/late.

268. Needs to pay attention in class.
269. Disruptive in class.
270. Needs to improve classroom attitude.
271. Excessive tardiness.
272. Excessive absences.
273. Failure to turn in make-up work.
274. A conference is requested.
275. This subject modified/ leveled according to ability.
276. Does not work up to his/her ability.
277. Student will be retained in current grade next year. Please contact the school to arrange a conference.
278. A pre-arranged observation of your child is always welcome.
279. Makes careless errors.
280. Difficulty understanding the material.
281. Does not know math facts well.
282. Interrupts others.
283. Gets upset easily.
284. Work is not neat.
285. Disorganized.
286. Needs to proofread work.
287. Does not form letters correctly.
288. Assignments are not neat.
289. Excessive talking.
290. Needs to spend time on task.
291. Does not put enough time into assignment.
292. Needs to improve self-discipline.
293. Needs to improve respect for others.

If a student is having difficulty - say so! Say what you have tried already to help him/her, and what you are going to do differently in the next term to help the child. Never say the child is having problems without giving a possible solution you are going to try and what has already been tried. This shows you are doing everything in your power to change the situation.

WHO CAN HELP?

PEOPLE

- i. Veteran Teacher
 - ii. Mentor Teacher
-

WEBSITE

[Summary comment stems about student performance](#)

BOOKS

- i. Writing Effective Report Card Comments by S. Sanders
- ii. The Portfolio and its Use: Developmentally Appropriate Assessment of Young Children by C. Grace
- iii. Reporting on Student Learning: Lessons from the Past, Prescriptions for the Future by T.R. Guskey
- iv. Toward Better Report Cards by G. Wiggin

Make sure all written correspondence is accurate and conveys professionalism.

- ✓ Check spelling
- ✓ Check grammar
- ✓ Look at finished product
- ✓ Insure writing is easy to read
 - Check font size
 - Check darkness of print

Keep a copy of everything you put in writing.

Write clearly and concisely so message is easy to understand.

- ✓ Check times, dates, locations
- ✓ Avoid educational jargon and acronyms

Send communication far enough in advance so parents may respond.

Use different colors for different correspondence.

- ✓ Assists in identifying correspondence.
- ✓ Keys parents into knowing it is something that needs to be dealt with.

NEWSLETTERS

Create a template that you can use over and over.

Use cut and paste to add and delete information, events, dates, etc.

Keep formats the same for each newsletter so you don't have to reinvent it each time.

Include:

- Curriculum updates

- Birthdays

- Thank-you notes

- Field trip, special events information

- Activities that can be done at home

- Dates of tests, projects, etc.

- Skills that can be practiced at home

- Homework and dates due

- Supplies that are needed

- Word of the week

- Question of the week

STUDENT SURVEY

Name: _____ Grade: _____

Age: _____ Period: _____

In order for me to get to know you a little better, please fill out the following:

Concerning this class, I am a person who...

likes _____

doesn't like _____

can _____

plans to _____

would never _____

would rather _____

wants to learn how to _____

is really good at _____

gets angry when _____

has the good habit of _____

wishes I could change the way other people _____

wishes I could _____

if I break a RULE, likes to be corrected by _____

expects to get a/ (an) _____

thinks it is really cool to _____

thinks it is really uncool to _____

learns best when _____

Outside of school, I am a person who...

never misses the tv show titled _____

listens to music by _____

before dinner, can usually be found at _____

after dinner, can usually be found at _____

will some day _____

enjoys doing _____

is really good at _____

has the most fun at _____

What topic do you want to learn about this year? _____

What do you like to do in your free time? _____

Do you work after school or on weekends? _____ If so, how many hours per week do you work? _____

Do you have any specific interests that you plan to pursue after high school?

What do you enjoy most about school? Least? _____

What do you find the most difficult about school? _____

Is there any other information about yourself that you want me to know?

VOLUNTEERS-COMPONENT 4

DEFINITION:

Get everyone involved; Parents, Grandparents, Community, Brothers and Sisters, Aunts and Uncles, Neighbors, etc.

TARGET AUDIENCE:

Pre-K-12 Grades

HOW?

Volunteers play an important role in Baker County Public Schools. Thousands of hours were logged by thousands of volunteers this past year. Individuals who wish to become a school volunteer need to:

- Complete a Baker County Volunteer Application
- Complete a background check (those with a positive criminal background must provide a written description of the offense to accompany the application.)
- Provide picture ID and/or FL Driver's License number.

These items should be turned into the school's volunteer coordinator. Volunteers may not serve in the classroom or field trips until these items have cleared.

For more information, please contact the school's volunteer coordinator.

WHO CAN HELP?

PEOPLE

- i. Veteran Teacher
- ii. Mentor Teacher
- iii. School Volunteer Coordinator

WEBSITES

- i. [Parent Helpers in Your Classroom](#)
- ii. [Tips for Welcoming Parent Volunteers](#)