

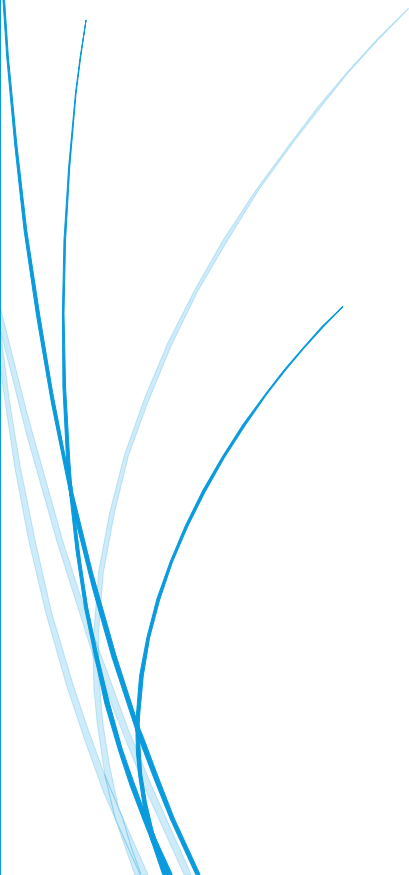


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 11-Role of the Teacher



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ROLE OF THE TEACHER

ACCOMPLISHED PRACTICE #11

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

SAMPLE KEY INDICATORS

- Serves as a student advocate in the school and with the social, legal, and health agencies in the community.
- Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.
- Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
- Uses the community to provide students with a variety of experiences to examine and explore career opportunities.
- Works effectively with school volunteers to promote student interest, motivation, and learning.
- Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral and reporting actions.
- Recognizes in students overt signs of alcohol and drug abuse, and takes appropriate intervention, referral and reporting actions.
- Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.
- Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
- Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.
- Develops short and long term personal and professional goals relating to the roles of a teacher.

PROGRESS MONITORING PLAN-COMPONENT 1

DEFINITION:

A Progress Monitoring Plan (PMP) is a plan that indicates a student's weaknesses and how those weaknesses will be addressed.

TARGET AUDIENCE:

Teachers of Level I and Level II Students and Retainees

HOW?

A Progress Monitoring Plan (PMP) is for a student who has demonstrated, either by classroom performance or diagnostic testing, below grade level performance in any academic area. Once a student is identified as being below grade level, his/her teacher should create a PMP for him/her. The PMP lists diagnostic results, intervention strategies, and progress updates. An Individual Education Plan (IEP) should not be confused with a PMP. A student with an Individual Education Plan has his/her PMP needs addressed on the IEP.

WHO CAN HELP?

PEOPLE

- i. Mentor Teacher
- ii. Instructional Coach
- iii. Guidance Counselor
- iv. Educational Leaders

RESPONSE TO INTERVENTION (RTI) / MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)-COMPONENT 2

DEFINITION:

The problem solving/response to intervention (RtI) method of developing and implementing instruction and interventions based on a three tiered model is referred to as the Multi-Tiered System of Supports.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

Tier 1 – Core instruction and interventions utilize the general education staff to observe, take and analyze student data to adjust instructional techniques and provide differentiated instruction. The focus of Tier 1 is on core instruction and universal screening data are used to formulate interventions. The teacher may establish baseline data, complete a record review, uses existing databases, and conducts curriculum based assessments and/or behavior assessments. Parents are contacted to discuss data, possible interventions, and any need for vision, hearing or speech/language screenings. Progress monitoring data are collected to determine the effectiveness of interventions.

Tier 2 – Supplemental instruction/interventions are managed by the MTSS team. A team meeting is held with parent involvement to review the intervention referral, plan interventions, obtain consent for screening, as necessary, and obtain social/developmental history data when appropriate. Intervention plans are formalized in writing, and screenings are conducted subsequent to consent, as appropriate. Designated personnel implement interventions which include progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of another meeting which is held to discuss observation, review results of interventions and review rate of progress to determine if the student is making adequate gains.

Tier 3 – Intensive interventions are managed by the MTSS team and must include ESE district or student services district level staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3, and develops targeted intensive individual interventions for academic concerns. A formal behavior intervention plan is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of another meeting which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information for Tiers 1, 2 or 3, before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student is in need of exceptional education services.

WHO CAN HELP?

PEOPLE

- i. School-Based Leadership MTSS Team Members
- ii. Educational Leaders
- iii. Instructional Coach
- iv. Guidance Counselor

WEBSITES

- i. [Florida's Multi-Tiered System of Supports](#)
- ii. [Florida's Positive Behavior Support Model](#)
- iii. [Intervention Central](#)
- iv. [Student Support Services Project](#)
- v. [Research Institute on Progress Monitoring](#)

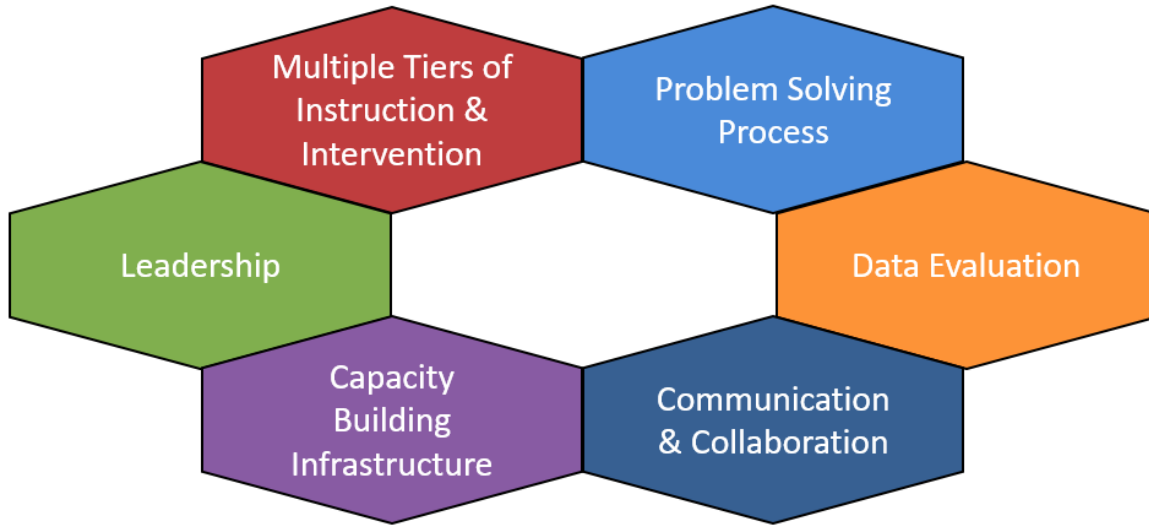
CRITICAL COMPONENTS OF MTSS-COMPONENT 3

DEFINITION:

*MTSS is a **framework** to ensure successful education outcomes for ALL students by **using** a data-based problem solving process to **provide**, and **evaluate** the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports **matched** to student need in alignment with educational standards.*

TARGET AUDIENCE:

Pre-K-12th Grade Teachers



Multi-tier Model of Service Delivery

- Standards Based Instruction
- Assessments to inform instruction
- Enables efficient use of school resources
- Evidence-based programs and practice
- Focus on integration & alignment with core (Academic & Behavior)
- Frequency & intensity of instruct/intervention match to student need

Problem-Solving

- Consistent 4-step PS process:
 - Step 1: Define, in objective and measurable terms, the goal(s) to be attained
 - Step 2: Identify possible reasons why the desired goal(s) is not being attained.
 - Step 3: Develop & implement a well-supported plan involving evidence-based strategies to attain the goal(s)
 - Step 4: Evaluate the effectiveness of the plan in relation to stated goals.
- Education decisions (e.g. intervention effectiveness) are measured by student growth
- Collaborative Team-based
- Decision protocols; decision-rules

- Frequency & intensity of assessment & problem solving match to student need

Leadership

- Principal actively involved in MTSS implementation
- Strategic MTSS Implementation Plan developed
- Cross-disciplinary Leadership Team is responsible for MTSS implementation
- Leadership Team organizes professional development and coaching supports for MTSS implementation

Data Evaluation

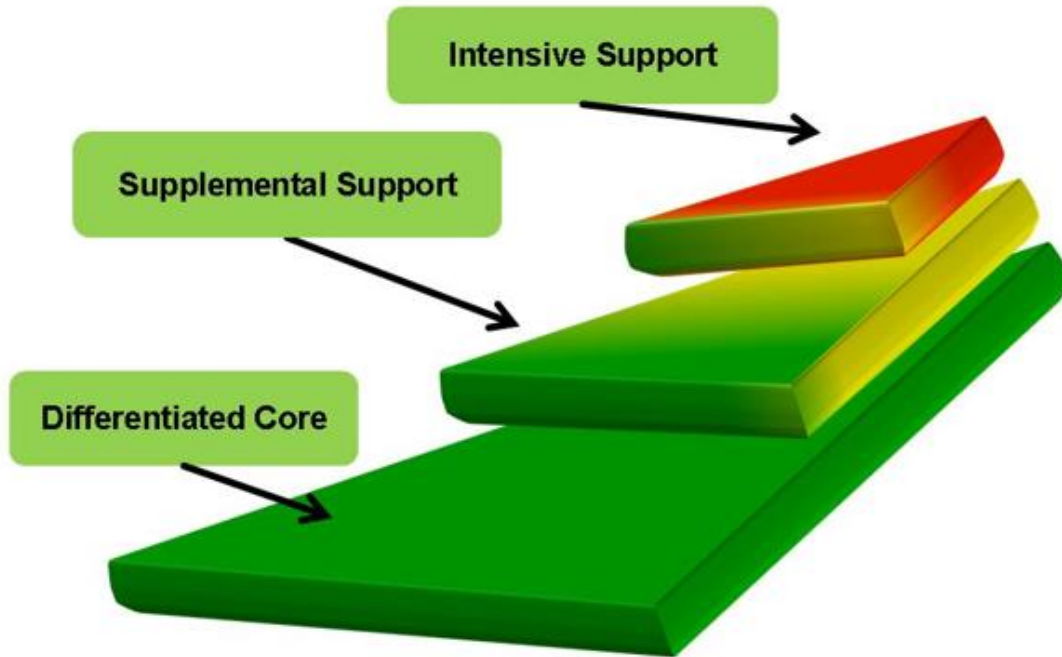
- Integrated data system
- Comprehensive efficient and user-friendly data system for decision-making
- Evaluation of effectiveness of interventions and fidelity of implementation
- Use of valid and reliable assessments from a variety of sources
- Ongoing assessment of student learning

Building Capacity & Infrastructure

- Ongoing data-driven Professional Development and Coaching
- Professional Development aligned with expected responsibilities of trainees
- Schedules allow for multiple tiers of instruction and intervention, along with collaborative, data-based problem-solving
- Establish written practices, policies, and implementation plans

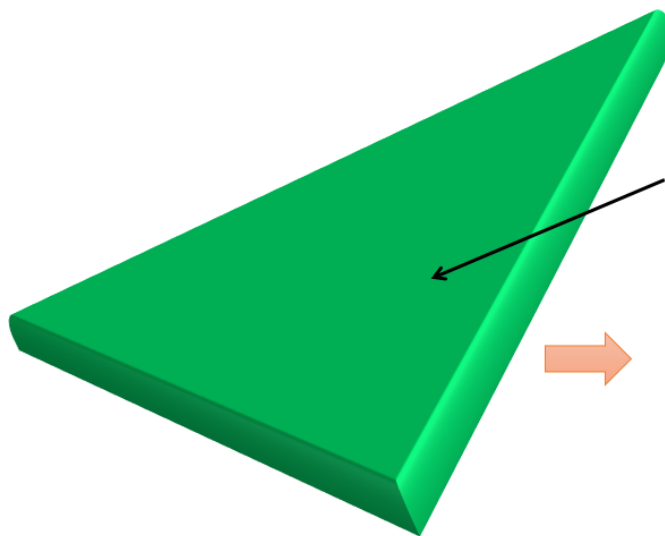
Multi-Tiered Model of Service Delivery

Layering of Support



TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

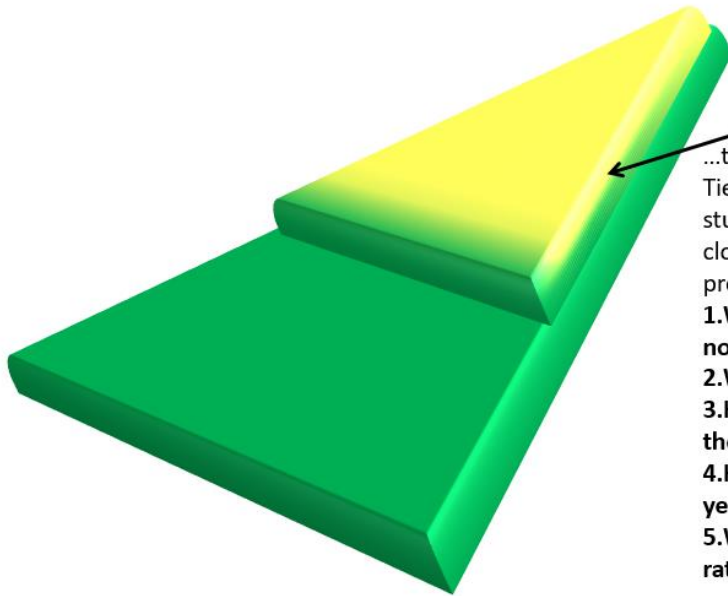
Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How do we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

TIER II: Supplemental, Targeted



Tier II
For approx. 20% of students

Core

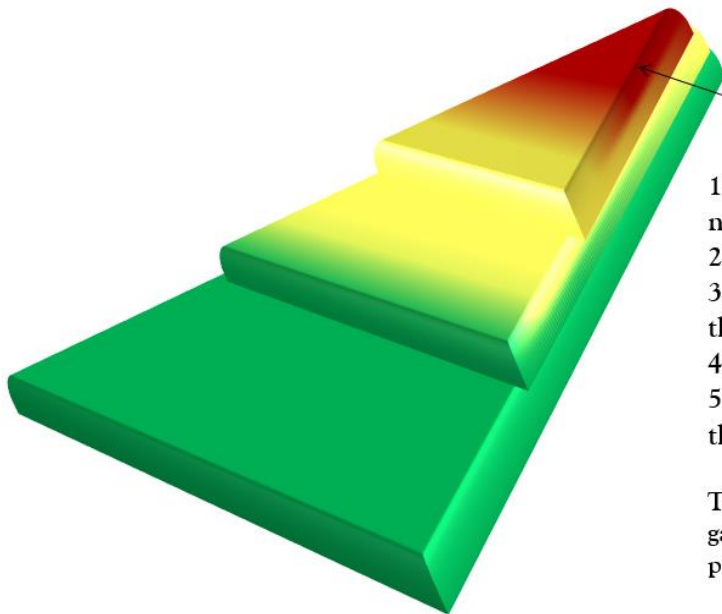
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Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

Multi-Tiered System



Tier III

For Approx 5% of Students

Core

+

Supplemental

+

Intensive Individual Instruction

...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

4 Step Problem Solving Checklist

STEP 1: *PROBLEM IDENTIFICATION*

_____ The problem is stated based on data

Example: Based on FSA, Robert is reading below grade level.

_____ A replacement behavior is identified that is observable, measurable, and reportable

Example: Robert needs to improve his reading fluency rate from 42 words correct per minute to 100 wcpm.

_____ A GAP Analysis is performed using current level of performance for target student, benchmark level, and peer performance (Greater than “2” = a significant gap)

Example: Robert = 42 wcpm 95 (Peer) / 42 (Robert) = 2.3 (Significant gap)
Benchmark = 100 wcpm 100 (Benchmark) / 42 (Robert) = 2.4
(Significant gap)
Peer Performance = 95 wcpm 100 (Benchmark) / 95 (Peer) = 1.0
(Not significant)

STEP 2: *PROBLEM ANALYSIS*

_____ Hypothesis statement (The problem is occurring because_____.)

_____ Prediction statement (If _____ would occur, the problem would be reduced.)

Example: Robert is not reading on grade level, because he lacks the ability to read fluently. (Hypothesis)
If Robert improves his fluency skills, he will be more successful with reading. (Prediction)

_____ Hypothesis is **validated** using ICEL by RIOT (Gathering information about Instruction, Curriculum, Environment, or Learner by Review, Interview, Observation or Test).

Example: Observe the environment in which Robert is required to read independently.
Administer fluency timings. (**Test the Learner**)
Ask Robert how he feels about reading. (**Interview the Learner**)

STEPS 3 AND 4: *INTERVENTION DEVELOPMENT/PROGRESS MONITORING*

_____ An intervention is developed in those areas in which data is available and hypothesis has been verified.

Example: On several fluency timings, Robert consistently performed below the benchmark.

_____ The intervention plan includes **ALL** of the following components:

_____ Details (What skill will be taught, who will teach the skill, when will instruction take place, where will instruction take place, how often, how long, how will progress be monitored, and how frequently will progress be monitored?)

- _____Support (Whom will the interventionist give documentation to and/or who will be available to answer any questions the interventionist may have?)
- _____Intervention implementation integrity/fidelity (Who will ensure the interventionist is qualified to deliver instruction and will check to see if the intervention is taking place?)
- _____Documentation (How will delivery of the intervention be documented, e.g. dates, times, and how will progress monitoring results be documented?)

Follow up: Study progress monitoring and determine if results are positive, questionable, or poor to help make decisions: e.g. continue intervention, increase the intensity of the intervention, or change the intervention.

ICEL RIOT Matrix

DOMAINS	R Review	I Interview	O Observe	T Test
I Instruction	Permanent products, e.g. tests, worksheets, projects	Teacher's thoughts about their use of effective teaching and evaluation practices, e.g. checklists	Effective teaching practices, teacher expectations, antecedent conditions, consequences	Classroom environment scales, checklists & Questionnaires, student opinions about instruction & teacher
C Curriculum	Permanent products, e.g. books, worksheets, materials, curriculum guides, scope & sequence	Teacher & relevant personnel regarding philosophy, district implementation and expectations	Classroom work, alignment of assignments (curriculum materials) with goals & objectives (curriculum) Alignment of teacher talk with curriculum	Level of assignment and curriculum material difficulty, opportunity to learn, a student's opinions about what is taught
E Environment	School rules & policies	Ask relevant personnel, students, & parents about behavior management plans, class rules, class routines	Students, peers, and instructor; Interactions & casual relationships; Distractions & health/safety violations	Classroom environment scales, checklists & questionnaires, student opinions about instruction, peers, and teacher
L Learner	District records, health records, Records for: Educational history, onset & duration of problem, teacher perceptions of problem, pattern of behavior problems, etc.	Relevant personnel, parents, peers & students (what do they think they are supposed to do and how do they perceive the problem?)	Target behaviors- dimensions and nature of problem	Student performance – Find the discrepancy between setting demands (instruction, curriculum, environment) & student performance

ATTENDANCE RECORDS-COMPONENT 4

DEFINITION:

Educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Superintendent.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

1. Teachers shall record absentees each period of the school day and report absences as required by the school.
2. Parents/Guardians should be notified each time their child is absent insofar as possible.
3. When a student has been absent five (5) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated or at any other time if deemed necessary by the school principal.
4. Absences must be reported in writing to the school by the parent/guardian or adult student as soon as possible. Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.

WHO CAN HELP?

PEOPLE

- i. Attendance Clerk at School
- ii. Mentor Teacher

WEBSITES

- i. [Standards Gradebook Teacher's Guide](#)
- ii. [Skyward Gradebook Quick Start Guide](#)

CLASSROOM WALK-THROUGH-COMPONENT 5

DEFINITION:

Classroom Walk-Through (CWT) with Reflective Feedback is a tool to enhance classroom visits, assess curriculum and instructional alignment on a day to day basis, help increase student achievement and is a way to talk with teachers about improvement in their teaching and learning.

- A focused classroom visit for a brief period of time followed by reflection.
- It is designed to assist principals and assistant principals in “coaching” for improved practice in the classroom.
- Should take no more than two to four minutes.
- Classroom walk-through is not intended for evaluation purposes.

TARGET AUDIENCE:

Pre-K-12th Grade Teachers

HOW?

Administrators visit teachers’ classrooms to help teachers improve their effectiveness in the classroom, increase student achievement and increase professional development.

There are 4 types of classroom visits:

1. Visible presence.
2. Informal teacher observation.
3. Formal teacher observation.
4. Brief classroom walk through.

WHO CAN HELP?

PEOPLE:

Educational Leaders
Reading Coaches
Guidance Counselors
Mentor Teachers

7 HABITS OF HIGHLY EFFECTIVE PEOPLE-COMPONENT 6

DEFINITION:

Solid ideas for improving personal and professional management and forming quality relationships with other people.

TARGET AUDIENCE:

Pre-K-12th Grade Teachers/Students

HOW?

HABIT 1: Be Proactive

Proactivity

Being proactive means taking initiative, not waiting for others to act first, and being responsible for what you do. The opposite of proactive is reactive. Reactive people react to what goes on around them. Proactive people act based on principles.

HABIT 2: Begin with the End in Mind

All Things Are Created Twice

Plan well. Think things through. The carpenter's rule is "measure twice, cut once."

HABIT 3: Put First Things First

The Time Management Matrix

	Urgent	Not Urgent
Important	<i>QUADRANT I</i> crises, pressing problems, deadline-driven projects	<i>QUADRANT II</i> prevention, PC activities, relationship building, recognizing new opportunities, planning, recreation
Not important	<i>QUADRANT III</i> interruptions, some calls, some mail, some reports, some meetings, popular activities	<i>QUADRANT IV</i> trivia, busy work, some mail, some phone calls time wasters, pleasant activities

HABIT 4: Think Win/Win

A commitment that allows everyone to win. Cooperation not competition. Agreement or solutions are mutually beneficial and satisfying. All parties are committed to the action plan.

HABIT 5: Seek First to Understand Then to be Understood

Listening is an important but often neglected part of communication. Listening with the eyes, ears, and heart will help us understand feeling meaning and content. This skill of empathic listening takes practice.

HABIT 6: Synergize

Synergy means that the whole is greater than the sum of its parts. An environment that supports it creates synergy. Relationships that join people of different abilities and styles of thinking are opportunities for synergy.

HABIT 7: Sharpen the Saw

The process of daily renewing the four dimensions of our nature: physical, mental, spiritual, and social/emotional. Transitions need to be gradual. Small, progressive steps are more powerful and dynamic than large drastic changes.

WHO CAN HELP?**PEOPLE**

Mentor Teachers
Educational Leaders
Instructional Coaches
Guidance Counselors

BOOK

7 Habits of Highly Effective People by Stephen Covey

Questions for New Teachers

School Policies

- What am I expected to wear?
- When do teachers get paid?
- What is the school calendar?
- What are the procedures for signing in?
- What do I need to do if I need to leave my classroom?
- What is the daily bell schedule?
- What duties do I have outside of my classroom?
- What emergency procedures should I know?
- Where do students wait in the morning before school begins?
- What time may students come in to the room?
- What is the attendance policy?
- Is there a school tardy policy?
- Is there a school-wide discipline plan?
- Is there a homework policy?
- Is there a procedure for lunch counts or collecting lunch money?
- How do I address the principal? (Ms., Mrs., Miss, Mr., Dr.)
- What should I do if I am ill and cannot come to work?
- Who is the technology head or contact?
- How do I get supplies for my classroom?
- Is there any money to buy supplies that are not in the building?
- Are there restrictions on Xeroxing? Where is the Xerox? What is the process for running copies?
- What other office machines are available to use?
- What can I ask a teaching assistant to do for me?
- What are my responsibilities if I have an ESE or ESOL student in my classroom?
- Who will be evaluating me?
- If I spend my own money to purchase something for my classroom, is there some way for me to get the money reimbursed?
- If I talk to the principal, should I drop in the office, write a note, or ask for an appointment?
- If I feel that a student is wearing inappropriate clothing, what can or should I do?
- Where do I send students who are suddenly ill?
- What should I do when I don't know what to do?
- Who in the building can assist me in dealing with a "difficult" parent or student?
- What is the policy if violence occurs and whom should you contact to break up a fight or remove a threatening student?
- If I am experiencing some personal dilemmas, is there a confidential resource within the building that I may talk to?

Building Concerns

- Where do I park my car? Do I need a special sticker?
- When am I expected to be at school and leave in the afternoon?
- How early can I arrive and how late can I stay?
- Where do I eat lunch?
- Which telephones are for faculty use?
- Which restrooms are for faculty use? Do I need a key?
- How can I get furniture moved in my classroom?
- Should I lock my classroom door?
- May I have a key to the building?
- May I take school equipment home to use?
- How do I arrange my classroom furniture to meet the needs of my students and my own teaching style?
- What time do I need to arrive in the building on school days?
- What time may I leave the building after students leave?
- If I have something heavy to carry, may I ask for help from the custodian?
- What are the custodians' names?
- Are there assigned spaces in the parking lot?
- What are some easy and cost effective bulletin boards that I can use to start the school year?
- What are the cafeteria staff's names?

Curriculum Concerns

- Am I expected to get a certain amount done by the end of the school year?
- What are the Florida Standards and Benchmarks?
- What can I add or subtract things from the curriculum?
- May I have animals in the classroom?
- What should I do if I don't have enough books or workbooks?
- Where and when should I get textbooks for my classroom?
- If I don't quite understand what the curriculum guide suggests, whom should I ask?
- Is there a standard for grading that I must follow?
- Are there rules about make-up work for students who miss?
- What type, if any, lesson plans do I need to have?
- How much or what I am teaching do I need to share with others?