The New Teacher's Rollbook Companion

Provided by
California Teachers Association
Instruction & Professional Development

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Whom to Call

Security Problem _____
(irate parent; unauthorized person on campus; student problem outside of class)

Injury or Medical Problem _____

Student Discipline Problem _____

School Phone Number _____

School Address _____

Substitute Request (day) _____

(eve) _____

Personnel Office _____

Payroll Office _____

PAR/BTSA Provider _____

CTA Office & Building Rep _____

SSC/Governance Team Rep _____

THE NEW TEACHER'S ROLLBOOK COMPANION

7th Edition - 2007

Instruction & Professional Development
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Welcome to the Profession

Dear Colleague,

On behalf of the 335,000 members of the California Teachers Association, welcome and congratulations on your current teaching assignment.

Whether you are a new teacher or an experienced professional facing a new assignment, the Rollbook Companion has been carefully designed to address your needs. It provides practical hands-on suggestions for successful classroom management, organization and instructional planning, while also serving as an introduction to your professional organization, the California Teachers Association.

The California Teachers Association (CTA) has a wide variety of instructional resources available to help you teach our culturally rich and diverse student population. Please contact your local association president or CTA staff for information and assistance regarding the professional and instructional resources available to you.

You have chosen a challenging and honorable profession. Our children are our future, and a rich educational experience is essential for every student. We hope the Rollbook Companion will prove useful in getting your teaching assignment off to a confident and satisfying start.

David A. Sanchez, *President*
California Teachers Association

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Getting Ready

Experienced teachers know that advance preparation is the key to a successful first day. This will establish the tone for the entire school year. Planning time invested before the first day of school will result in less stress and better classroom management.

Before the students arrive, arrange the desks and other classroom furniture. Remember to consider the traffic patterns as students enter and leave your room. Position your desk so that you can visually scan the class and observe off-task behavior.

Put up a bulletin board that reflects the curriculum you will be teaching. Save space for student work and begin displaying student work during the very first week of school. This communicates that you value student work, encouraging student motivation. By setting up a display near the door or labeling or decorating your door, you will create a unique identity for your room. This helps foster student identity with their class.

Key Concepts:

- Careful planning for the opening of school helps alleviate the teacher's stress.
- Students arrive uncertain of the teacher's expectations and want to know what the standards will be for discipline, grades, homework and course work.
- The opening days set the tone for the year (semester).

Opening of School Checklist

- [ ] Tour school building
- [ ] Meet key staff: principal, secretary, custodian, department chair
- [ ] Identify BTSA support provider
- [ ] Visit classroom, set up furniture, bulletin boards, etc.
- [ ] Create lesson plans for first week (including activities for preliminary assessments, study skills, and getting to know your students)
- [ ] Create preliminary seating charts
- [ ] Plan walking routes for class to: playground, cafeteria, bus stop, fire drill
- [ ] Make name tags for each desk (elementary); set up station with tags and pens (middle and secondary)
- [ ] Obtain supplies from principal or designee: paper, marking pens, pencils, scissors, tape, staples, pushpins, etc.
- [ ] Inventory base program and curriculum materials provided
- [ ] Find out procedures for obtaining textbooks and other instructional materials
- [ ] Put up bulletin board displays
- [ ] Organize your desk, work files, curriculum materials, work areas, etc.
- [ ] Meet with grade level or department colleagues to plan cooperative activities, long term projects, etc.
- [ ] Logistics: student files, room monitors, checking-out materials, etc.
- [ ] Obtain copy of content and performance standards
- [ ] Know the district retention/promotion policy

It's Routine

All of us have routines in our daily lives. Over time they become things we do automatically. This frees us for more thoughtful or interesting projects. The same also applies to classroom management. The more "automatic behaviors" you establish, the more time you and your students have to pursue significant learning experiences.

Formulate routines for such procedures as attendance, dismissal, using the restroom, obtaining a hall pass, pencil sharpening, homework collection, getting students' attention, field trips, turning in assignments late and safety drills. Establish standards for appropriate lunchroom and large group behavior.

Experienced teachers have learned to "expect the unexpected". Prepare in advance for activities on shortened day schedules and for unexpected emergencies. In some areas, garage sales and flea markets can be a rich and inexpensive source of classroom materials for the unexpected periods you need a stimulating activity.

Key Concepts:

- Good routines are vital to a successful classroom.
- Carefully thought out routines not only support classroom organization and management, they provide learning opportunities for students.
- Routines must be clearly communicated to students.

Teacher's Toolbox

Multicultural lessons

___Sept. ___Nov. ___Jan. ___March ___May ___July
___Oct. ___Dec. ___Feb. ___April ___June ___Aug.

Schedule of school events

___assemblies ___open houses ___fund raisers ___picture day ___report cards
___conferences ___rallies ___faculty meetings ___testing

"Openings"

___news clips ___board activities ___silent reading ___short writing activities

Filing system for student work and teaching materials

___student work files ___overhead transparencies ___bulletin board ideas
___fillers: e.g., puzzles ___rainy day activities (elem.) ___professional journals/articles
___curriculum ideas ___free time ideas ___community resources

Student tasks/parent volunteers

___identify jobs for students and a system of rotation ___parent volunteer materials and sign-up

Teacher supplies

__tissues __sticky notes __pens/pencils __scissors __tape/dispenser
__"white-out" __index cards __ruler __filetrays __emergency kit

Classroom Management

Classroom management and discipline are strongly interwoven. It isn't possible, nor is it desirable, to create a list of rules that will address every misbehavior. Doing so challenges some students to engage in adverse behavior because it is not "on the list". It is better in the long run to focus on teaching self-discipline through your classroom management strategies. This means routines and expectations must be efficient and effective, consequences may need to be tailored to individual students, and rules/routines need to make sense to your students.

You need to model what you expect. Your students will learn to be responsible learners and will develop self-discipline when these concepts are incorporated in your teaching.

Key Concepts:

- Good discipline doesn't just happen. It is the result of careful planning and anticipation of student behavior.
- Effective management of student behavior can prevent the beginning, the continuance, or the spread of inappropriate behavior.
- Some inappropriate behavior can be a symptom of another problem or a "cry for help" from the student.
- The goal of classroom management strategies is student self-discipline.
- Become familiar with the current research regarding strategies for managing student behavior.
- Know your district policies.

Note: Ask your local association if they sponsor an "I Can Do It" Classroom Management workshop.

Management Considerations

Rules & Routines

- [ ] Chart the traffic flow in the classroom: plan an area for small group interaction, activity centers, computers
- [ ] Post rules and routines: passing out papers, using restrooms, sharpening pencils, getting supplies, working in groups
- [ ] Beginning and ending routines: roll call, if tardy, turning in work, clearing desks, dismissal
- [ ] Contingency planning: interruptions, bulletins, early dismissals, parent visits, personal emergencies
- [ ] Other procedures: fire drills, earthquake drills, etc.
- [ ] Work requirements: heading papers, incomplete work, due dates, makeup work, homework policy, grading policy
- [ ] Draft letter to parents summarizing rules and routines

Student Discipline

- [ ] Align rules with district and school policies
- [ ] Limit the number of rules
- [ ] Elicit student input when establishing rules
- [ ] Some rules are non-negotiable
- [ ] Discuss and review the rules regularly
- [ ] Different rules apply to different situations

Goals of Behavioral Intervention

- [ ] Eliminate the behavior
- [ ] Maintain the lesson
- [ ] Maintain the student's self-esteem
- [ ] Disciple students calmly, quietly and privately
- [ ] Develop a progressive system of logical consequences that will be used before an office referral is made

Parent Conferences

Students learn best when parents are involved in their children's schools. When parents and teachers work together, students achieve higher test scores and grades, demonstrate positive behavior and attitudes—resulting in improved long-term academic achievement.

At the beginning of the school year, take the opportunity to make personal contact with parents. This can be accomplished through a letter of introduction, telephone conversation or newsletter.

The parent-teacher conference is an opportunity to involve parents in the education of their child. The key to a successful conference lies in good communication and careful planning.

Key Concepts:

- Successful parent-teacher conferences are the result of careful planning.
- Consider sending a pre-conference letter soliciting agenda items from parents.
- Hold conferences in a comfortable, quiet setting without the distractions of ringing phones or people walking in and out.
- Be prepared for parents who are non-English speaking.
- Prepare an agenda and have examples of student work, tests, grades and homework.
- Have suggestions for home activities that will support the educational program.
- Conclude the conference on a positive note. Remember, parents and teachers are a team. Developing strategies as a parent/teacher team to support the student's learning should be a primary goal of the conference.
- Consider student-led conferences and multiple conferences.

Conference Checklist

Pre-Conference Planning

- ☐ Letter to parents to identify schedule, agenda items and helpful hints
- ☐ Schedule
- ☐ Student work folders
- ☐ Student data
- ☐ Student self-assessment

Conference

- ☐ Seating/waiting area in hall
- ☐ Arrange a quiet conference area with "adult-sized" chairs and table
- ☐ Coffee/hot water/tea; sugar/creamer; cups/napkins; pens/pencils
- ☐ Written expectations for student work/behavior
- ☐ Prepare a personal comment or observation about each student
- ☐ Prepare a discussion agenda for each student
- ☐ Suggestions for home activities

Post Conference Planning

- ☐ Follow-up agreements—checklist and timeline for year
- ☐ Prepare conference summary and plan future parental contact

When You Need a Substitute

It's inevitable that, on occasion, you will be absent from class. Nevertheless, meaningful instruction must continue in your absence. Many students view a teacher's absence as a holiday from work. Inform your students that you expect them to continue with regular learning routines and learning activities when a substitute is present.

If you know in advance that you will be absent, let your students know the expected duration. You will find less disruption when you return. Also, communicate your expectations for student behavior and academics during your absences, have a folder ready for a substitute teacher and pre-assign a few students to class responsibilities in your absence.

Key Concepts:

- Anticipated absences require carefully prepared lesson plans.
- Emergency lesson plans should always be available for absences.
- Your substitute should be provided with additional information necessary for managing your class in your absence.
- Your expectations of your students should be clear to them.

Substitute Emergency Kit

Do you have the following prepared for your substitute?

- ☐ Substitute information packet
- ☐ Seating charts
- ☐ Whom to phone for help
- ☐ Names of teachers next door
- ☐ Basic daily/weekly schedule
- ☐ Supervision schedule (yard duty, bus duty, hall duty, etc.)
- ☐ Warnings!
- ☐ Lesson plan/generic plan for the "unexpected"
- ☐ Materials and activities students enjoy (crossword puzzles, etc.)
- ☐ Student helpers assigned
- ☐ Class rules and expectations
- ☐ Individual student schedules such as special education or other pull-out programs
- ☐ Other

Earning a Professional Clear Credential

All teachers with a preliminary credential issued after July 1, 2002 are subject to additional requirements to earn a professional clear credential. In addition to employment in a California public school, additional study, training, and intensive mentoring support is required to secure a recommendation from a program sponsor for the granting of the professional clear credential. These additional requirements may be fulfilled in several ways. The options below are applicable to Single Subject and Multiple Subject teaching credentials. For Education Specialist/Special Education teaching credentials, check the website of the California Commission on Teacher Credentialing (www.ctc.ca.gov) as the requirements are currently under review.

Option 1

Credential candidates may choose to participate in a teacher induction program. Within 120 days after being hired by a public school district, credential candidates must choose to participate in (1) a BTSA induction project, (2) a university-sponsored induction program, or (3) a locally developed and CCTC-approved induction program. The two-year induction program provides training and intensive mentoring that is based on the results of the Teacher Performance Assessment and an individualized induction plan. By the end of the induction program, credential candidates will develop a professional portfolio which will be evaluated by the induction program sponsor. A recommendation for the professional clear credential is made by the induction program sponsor.

Option 2

Credential candidates may choose to participate in a fifth year of study in a University program approved by the California Commission on Teacher Credentialing. Your credential granting sponsor can provide information about approved fifth year programs. A recommendation for a professional clear credential will be signed by the University sponsor when the candidate completes the approved fifth year program. Option 2 is only available to holders of SB 2042 preliminary credentials issued before August 30, 2004. Candidates who received an SB 2042 credential on or after August 30, 2004 are required to complete Option 1.

Option 3

Credential candidates who are certified by the National Board of Professional Teaching Standards (NBPTS) in a qualifying subject area may be issued a professional clear credential upon direct application to the California Commission on Teacher Credentialing (CCTC).

Professional Development

As a licensed professional, you are one of the most important influences on student learning. Teachers are expected to be skillful in the art of human relations, mangers of diverse groups of people, as well as knowledgeable and articulate in the content areas they teach. Teaching is a complex process.

Teaching consists of the visible act of teaching and invisible decisions based on theory, values and past experience. Articulating and reflecting upon the professional decisions you make is fundamental to improving your instructional skills. It is always important to design a plan for your continuing professional growth and development.

Key Concepts:

- Professional development is continuous throughout your career.
- Professional development provides opportunities to deepen understanding, learn new instructional techniques and study the research underlying the disciplines and technologies taught.
- Professional development focuses on how students learn and the different problems students may have in learning.
- Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- Professional development should be connected to a comprehensive change process focused on improving student learning.

Credential Renewal

Effective January 2007, all professional, professional clear, and clear teaching and service credentials (except Child Development Permits) must be renewed online at http://teachercred.ctc.ca.gov. The California Commission on Teacher Credentialing (CTC) no longer accepts paper applications for credential renewal unless the holder lives outside the United States and is unable to renew online.

There are no professional development, coursework, or service requirements to renew a clear credential but the applicant for renewal must attest to his/her continued fitness to teach and pay the application fee.

Five year Preliminary or Level I credentials cannot be renewed or extended. You must complete all the requirements for the Clear/Level II credential prior to the expiration of your Preliminary or Level I credential. These requirements are listed on the face of your Preliminary/Level I credential or can be found online at www.ctc.ca.gov.

Standards, Assessment & Accountability

Standards and accountability are driving education today. Proponents of this trend argue that teaching and learning must be grounded on and evaluated against specific standards that apply to all.

Standards

In California, the standards movement was formalized in 1996 by legislation (AB265) to create academic content and performance standards. Content standards have been adopted in California for:

- Career Technical Education
- English Language Arts
- Mathematics
- History-Social Science
- Physical Education Model Content
- Science
- Visual and Performing Arts

The most useful standards are specific (teachers know what pupils are supposed to do); observable, measurable and manageable (can reasonably be taught in a typical classroom setting).

Performance standards or proficiency standards: These are standards that define the degree to which students must master particular knowledge and skills. Well written content standards describe what the student is expected to know.

For a student, a performance standard is an understanding of how well he or she must perform.

For teachers, performance standards tend to become goals of instruction. Teachers may seek to have all students achieve a particular level with respect to well specified knowledge and skills.

Opportunity to learn, delivery, or input standards: These are standards that define the specific conditions and resources that enable and sustain more effective learning. They may include mandated programs, particular instructional practices or specify "approved facts" which all students must be taught.

Accountability

Accountability is a characteristic of an educational system whereby the schools, school districts, state government, or federal government are held responsible for the achievement of students. The term may also be applied to holding students responsible for a certain level of achievement for promotion or graduation.

Assessment

Curriculum frameworks and statewide pupil assessment programs are aligned to the California content standards. Schools and pupils are evaluated and held accountable to grade level standards through standardized tests called the California Standards Tests (CST).

Student Linguistic Diversity

With 6.3 million students, California's enrollment equals that of New York, New Jersey and Pennsylvania combined. Students attending California schools represent greater linguistic and ethnic diversity than any other state. Fifty percent of all Limited English Proficient (LEP) children in the United States are in California. Estimates are that over 80 different languages are spoken by students in public schools.

California's student enrollment looks strikingly different from that of the other states and the U.S. as a whole. As the graph illustrates, California has a sizable portion of each major ethnic group.

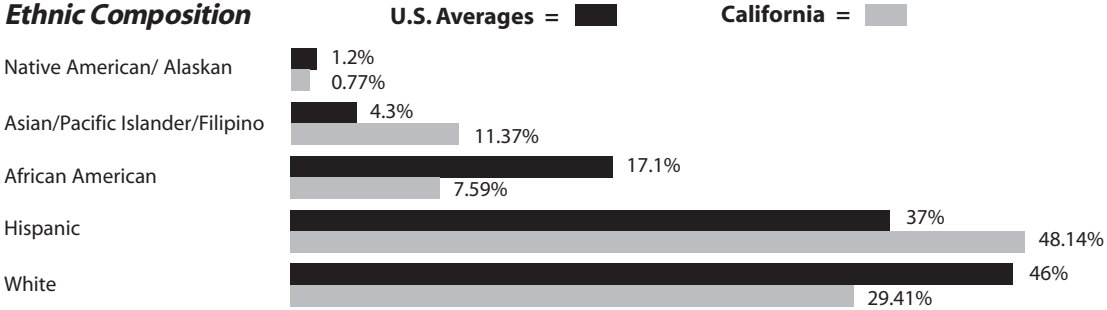
Teaching English language learners requires more than just "good teaching practice." A teacher must have a special authorization to teach in a classroom that is designated as ELD (English Language Development), SDAIE (Specially Designed Academic Instruction in English) and/or Bilingual.

Key Concepts:

- California educators are facing an increasingly diverse student population.
- To be successful in the multicultural classroom, educators need to be sensitive to the cultural backgrounds and ethnic differences of their students.
- Become familiar with the process for developing lessons that ensure the success of every student.
- Be aware of CLAD, BCLAD, and the SB1969/SB395 certification process.
- Be aware of the challenges children must face while learning the English language.

A Glance at California's Students

One in eight students in the United States attends school in California. California classrooms are home to 6.3 million students. The California school population will continue to increase at a rate well above the national average.



English language learners constitute 25% of the total student enrollment in K-12. **Approximately 82% of all identified English language learners speak Spanish** as their primary language. The top nine language groups of English language learners are:

Spanish	1,341,369	Hmong	21,907	Mandarin	12,452
Vietnamese	34,263	Pilipino	20,556	Armenian	8,655
Cantonese	22,756	Korean	16,091	Khmer	8,469

SOURCES: California Department of Education, Educational Demographics Unit, Enrollment Data 2005-2006 & Language Census www.cde.ca.gov
U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2005-2006 www.nces.ed.gov/ccd

Practice

English learners who lack academic content knowledge and English language proficiency pose a real challenge for their teachers, but teachers can assist these students to catch up with their classmates by using research-based ELD and SDAIE teaching strategies.

English learners (ELs) who receive appropriate educational opportunities in our public schools become proficient in English and attain high levels of achievement in core academic areas.

National and state assessments, as well as state graduation requirements, reflect new levels of required achievement, including requirements mandated by the No Child Left Behind Act of 2001.

Schools that meet the challenges presented by English learners implement teaching strategies that are consistent with research on effective schools, and ensure that ELs have access to ELD and SDAIE instruction.

The Importance of Appropriate Lesson Plans for ELs

ELs are more successful when they are able to make connections between what they know and what they are learning by relating classroom experiences to their own lives. They learn to attach labels and terms to things already familiar to them, and their learning becomes situational rather than abstract when provided with the opportunity to experience what they are learning about.

Lessons and activities for ELs must promote language development in all skills while ELs are mastering content objectives. Through careful planning, teachers of ELs make learning meaningful and relevant by using materials and activities that foster real-life application of concepts studied, and by making use of age- and grade level-appropriate content and materials.

Meeting Content Standards with Appropriate Lesson Plans

Concrete content and language objectives that identify what students should know and be able to do must guide teaching and learning. They must be clearly stated, and students need to be informed about them both orally and in writing.

Effective teachers of ELs consider the following when planning lessons:

- content concepts they wish to teach, using district curriculum guidelines and grade-level content standards to guide them
- the student's first language literacy
- the student's second language proficiency
- the student's reading ability
- cultural and age appropriateness of the materials in English
- difficulty level of the material to be read
- amount of background experience needed to learn and apply the content
- ways to activate student's prior knowledge related to the content to be presented

Using Supplementary Materials

Supplementary materials can enhance meaning, create context and clarify confusing concepts, making lessons more relevant.

This is especially important for students who do not have grade-level academic background and/or who have language and learning difficulties. Lectures and pencil-and-paper activities centered around a text are often difficult for these students.

Information that is embedded in a real-life context enables students to bridge prior experiences with new learning and allows ELs to understand and complete more cognitively demanding tasks.

Using a variety of supplementary materials can also support different learning styles, when students can see, hear, feel, perform, create, and participate while making connections and constructing personal, relevant meanings.

Hands-on manipulatives
These can include anything from manipulatives for math, to microscopes for science, to globes for social studies.

Realia
Realia are real-life objects that enable students to make connections to their own lives, e.g., nutrition labels on food products for a health unit.

Pictures
Photographs and illustrations can depict nearly any object, process, or topic, and magazines, commercial photos, and hand drawings can provide visual support for a wide variety of content and vocabulary concepts.

Visuals

Visuals can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. ELs often have difficulty processing auditory information and need to be assisted by visual clues.

Multimedia

A wide variety of multimedia materials are available to enhance teaching and learning, including simple tape recordings and videos, DVDs, interactive CD-ROMs, and resources available on the World Wide Web. For some students and tasks, media in the students' native language may be helpful. It is important to preview websites for appropriateness and readability.

Demonstrations

Students' learning is enhanced when teachers provide scaffolding for less-experienced students. Scaffold ELs by carefully planning demonstrations that model how to follow steps or directions to complete tasks, and include supplementary materials.

Related literature

A wide variety of fiction and nonfiction can be included to support content teaching. Creating class libraries with trade books on key topics can provide students with supplements to the textbook.

Adapted text

Adapted text increases the readability of a piece of text. Rewrite lengthy sentences with specialized terminology in abbreviated form and provide definitions for difficult vocabulary. Retain the major concepts but increase the readability of the text.

Students With Special Needs

In 1975, the United States Congress enacted Public Law (PL) 94-142, or the Education for All Handicapped Children Act. It was the first federal law to ensure that students with exceptional needs would be guaranteed a free and appropriate public education. In 1990 the name was changed to Individuals with Disabilities Education Act (IDEA).

The Congress passed the Reauthorization of the IDEA and it was signed into law by President Clinton on June 4, 1997. The 1997 Amendments to the IDEA shifted the focus from mere 'access to public education' to emphasizing the participation of special education students in the general curriculum.

After nearly three years of bipartisan work, Congress reauthorized the IDEA on November 19, 2006. IDEA 2004 and resulting regulations contain changes in several important areas, including methods to identify students with learning disabilities, early intervening services, highly qualified teachers, discipline, and meeting accessibility standards. Please pay close attention to CTA publications and district advisories for information regarding IDEA 2004.

What is Special Education?

"Special Education" means specifically designed instruction and related services, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instructional program. Special education provides a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive, general classroom environment. The instruction can also include a special education classroom, home instruction, instruction in hospitals and institutions.

Special education affects general education in a number of ways. Over the past ten years, the number of U.S. students enrolled in special education programs has risen 30 percent. Three out of every four students with disabilities spend part of their school day in a general education classroom. In turn, every general education classroom across the country includes students with disabilities. Only three decades ago these same children would have been isolated in separate institutions or simply kept at home, with little or no chance of becoming independent, productive citizens.

What is an IEP?

The IDEA requires every student who qualifies for special education to have an IEP. An IEP is a written Individualized Education Program designed to meet the unique needs of a student with a disability. It is a mandated document that spells out the education plan and related services a student with disabilities will receive. This document is developed and reviewed by an IEP team.

Who are the participants on the IEP team?

The IDEA states that the IEP team shall include:

- One or both of the pupil's parents, or a representative selected by a parent.
- Not less than one general education teacher of the pupil (if the pupil is, or may be, participating in the general education program).
- At least one special education teacher or, when appropriate, at least one of the child's special education providers.
- A representative of the Local Education Agency (LEA) who is qualified to provide or supervise specially designed instruction, is knowledgeable about the general curriculum and the availability of resources.
- An individual who can interpret the instructional implications of the assessment results.
- At the discretion of the parents, other individuals who may have knowledge or special expertise regarding the pupil.
- If appropriate, the pupil.

What is the role of the general education teacher at the IEP meeting?

The general education teacher participating in the IEP meeting should be the teacher(s) who is (are), or may be, responsible for implementing the IEP. The general education teacher assists in developing behavioral interventions and strategies, the determination of program modifications and most importantly, how best to instruct the student in the general education program.

If teachers are unable to attend the IEP meeting, how do they know what the IEP contains?

A copy of the IEP is to be maintained at each school site. The California Education Code mandates that, prior to the student's placement, the special education teacher or general education teacher be knowledgeable of the IEP. Check with your special education teacher for specific procedures used at your school site.

What "special factors" are to be considered by the IEP team?

Special factors to be considered are:

- the strengths of the child;
- the concerns of the parents for enhancing their child's education;
- the results of the initial evaluation or most recent evaluation of the child;
- the academic, developmental and functional needs of the child;
- the behavior of the child;
- the student's language needs if the student has limited English proficiency;
- providing instruction in Braille if the student is blind or visually impaired;
- the communication needs of the student if they are deaf or hearing impaired;
- whether the student requires "assistive technology".

Who can initiate an IEP meeting?

The parent/guardian, general education teacher, special education teacher, or administrator may request an IEP meeting.

Does the teacher have to sign the IEP?

The education code is silent on this issue. If the teacher attended the IEP meeting, then the IEP should be signed. If the teacher disagrees with the IEP, he/she should sign as a "dissenting member" of the IEP team and attach a written statement documenting the reasons for the dissent.

May a student with disabilities participate in district and state assessments?

The IDEA provides that "all children with disabilities are included in general State and district-wide assessment programs... with appropriate accommodations and alternate assessments, where necessary and as indicated in their respective IEPs." The IEP team must include a statement in the IEP if a student is to take a state or district assessment with accommodations and modifications. If the IEP team determines that the child will not participate in the district or state assessment, the IEP must state why it is inappropriate and how the student will be assessed.

What kind of accommodations/modifications need to be made by the classroom teacher?

The general classroom teacher should be involved in the IEP meeting to determine specific modifications. Modifications may include more time to complete assignments, using a specialized computer, reviewing directions, shortened assignments, etc.

Creating a Learning Environment

Each of us has a preferred learning style that seems to come naturally. The challenge for the teacher is to create a learning environment that supports the best learning strategies for all students. You may notice the different learning styles of your students when they are working. Visual learners may close their eyes or look to the ceiling as they try to recall a visual picture. Auditory learners may be quick to respond to oral questions or will move their lips or whisper when they are reading. Kinesthetic learners may use their fingers when counting, tap their feet or pencil when concentrating or seem to move out of their seat more than other students.

When designing lessons or teaching study skills, remember: visual learners have the natural ability to hear and write what they see. Auditory learners have the natural ability to recognize visually and write what they hear. Kinesthetic learners have the natural ability to hear and visualize what they write.

Key Concepts:

- Students are diverse in their learning styles.
- Effective instruction should incorporate sound research findings to meet the diversity of learning styles in the classroom.
- Teach to the students' strength; provide experiences to strengthen their weakness.
- The challenge for the teacher is to create a learning environment that supports the best learning strategies for all students.

Multiple Intelligences: The Gardner Theory

The theory of Multiple Intelligence was developed by Harvard psychologist Howard Gardner. According to Gardner, individuals have at least seven distinct learning styles or intelligences. Lessons that incorporate all of the "Seven Intelligences" will help create a classroom atmosphere that supports each individual's learning strengths. Schools and teachers are utilizing Gardner's theory in some of the following ways: student centers, school themes, interdisciplinary units and individual instructional units.

Logical-Mathematical:
The capacity to use numbers effectively and to reason well. Highly developed in mathematicians, tax accountants, statisticians, scientists, computer programmers and logisticians.

Teaching Ideas	**Instructional Materials & Assignments**
___problem solving	___calculators
___science experiments	___math manipulatives
___mental calculation	___science equipment
___computer programming	___ecology materials
	___statistical charts

Bodily-Kinesthetic:
Expertise in using one's whole body to express ideas and feelings and in using hands to produce or transform things. Highly developed in actors, mimes, athletes, dancers, craftsperson's, sculptors, mechanics and surgeons.

Teaching Ideas	Instructional Materials & Assignments
___hands-on interactive learning	___building tools
___drama, dance	___sports manipulatives
___sports that teach	___on-site demonstration
___exercise breaks	___skits, plays
___virtual reality	___simulations
	___interviews

Musical:
The capacity to perceive, discriminate, transform, and express musical forms. Highly developed in musical performers, afficionados and critics.

Teaching Ideas	Instructional Materials & Assignments
___rapping	___tape recorder
___songs that teach	___tape collection
___mnemonics	___musical instruments
___composing software	___performance
___create dances	___musical collage

Linguistic:
The capacity to use words effectively either orally or in writing. Highly developed in story-tellers, orators, politicians, poets, playwrights, editors and journalists.

Teaching Ideas	Instructional Materials & Assignments
___graphic organizers	___books
___guest speakers	___books on tape
___word games	___computers
___journal writing	___tape recorders
___word processing	___peer counseling
___discussions	___written reports
___story telling	___desktop publishing

Intrapersonal:
Self-knowledge and the ability to adapt. Highly developed in explorers, researchers, inventors, elite athletes, psychologists and authors.

Teaching Ideas	Instructional Materials & Assignments
___simulations	___self-chosen project
___self-paced software	___self-checking materials
___individualized instruction	___study areas
___independent study	___journals
___options in course of study	

Interpersonal:
The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. Highly developed in counselors, doctors, social workers, teachers, nurses, politicians and salespersons.

Teaching Ideas	Instructional Materials & Assignments
___electronic bulletin boards	___jigsaw, round robins
___cooperative learning	___role play
___tutoring	___CD Rom
___community involvement	___interactive video
___think-pair-share	___creative group tasks
	___mobiles, collages

Spatial:
The ability to perceive the visual-spatial world accurately. This intelligence is highly developed in hunters, scouts, guides, interior designers, architects, artists and inventors.

Teaching Ideas	Instructional Materials & Assignments
___visual presentations	___charts, graphs, drawings, maps
___mindmapping	___photo essay
___visual thinking activities	___optical illusions
___draw and paint software programs	___multimedia projects

Naturalist:
The ability to identify and classify patterns in nature, the way we relate to our surroundings and the role each part of our surroundings play. People who are sensitive to changes in weather patterns or are adept at distinguishing nuances between large numbers of similar objects may be expressing naturalist intelligence abilities.

Teaching Ideas	**Instructional Materials & Assignments**
___planting gardens	___dinosaur kits
___categorizing specimens	___categorizing activities
___projects on gravity	___specimen charts
___projects on electricity	___botany chart

Spiritual:
The desire to know about experiences and cosmic entities that are not readily apprehended in a material sense. Explores the nature of existence in multifarious guises.

Existentialist:
The ability to learn in the context of where humankind stands in the "big picture" of existence. This intelligence is seen in the discipline of philosophy. An existentialist learner asks "Why are we here?" and "What is our role in the world?"

ESEA: The Elementary and Secondary Education Act—No Child Left Behind/NCLB

The reauthorization of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, was signed into law on January 8, 2002. The requirements of the reauthorization imposed broad federal authority over school policies at the state and local level. The ESEA is currently being considered for reauthorization once again by the U.S. Congress. Check CTA's website (www.cta.org) and the website of the National Education Association (www.nea.org) for the most updated information.

The ESEA states that it is based on four principles: stronger accountability for student achievement, increased flexibility and local control, expanded options for parents, and an emphasis on proven teaching methods.

Some of the major requirements of ESEA/NCLB include:

Teacher quality:
All academic classes (math, science, language arts, foreign language, history/social science, economics, arts) must be taught by highly qualified teachers (HQT).

Instructional assistants:
All paraprofessionals who assist in classroom instruction must have a two-year college degree or demonstrate subject matter competence based on a rigorous assessment.

English learners:
In addition to academic testing, the state must demonstrate learning gains for English language learners.

Content standards

The ESEA requires states to define student achievement of state standards as basic, proficient and advanced. California refined the definition to include "below basic" and "far below basic" as benchmarks to define student achievement. The state assessments in mathematics and reading/language arts for grades 3-8 and for at least one grade level in high school are aligned to rigorous content standards.

Student testing

Yearly testing is required for children in grades 3-8 in mathematics and reading/language arts. Tests must be fully aligned with content standards and must measure higher order thinking skills.

Adequate Yearly Progress

Adequate Yearly Progress (AYP) sets targets and measures progress in reading/language arts and mathematics for all students school-wide and for all subgroups of students within the school.

Parental information

Districts must make available to parents information about the qualifications of teachers and paraprofessionals; the right to "opt out" of providing student information to military recruiters; the status of the school in meeting student achievement goals; the right to transfer their child from a low performing school at the district's expense; the district's plan to improve a persistently dangerous school; options for parent training and involvement in planning for school improvement.

Handy Web Sites

Educational Issues

California Teachers Association: www.cta.org

National Education Association: www.nea.org (see sections of the site "works4me" and "teacher toolkit")

California Department of Education: www.cde.ca.gov (see section on Curriculum & Instruction)

California Commission on Teacher Credentialing: www.ctc.ca.gov, email: credentials@ctc.ca.gov

U.S. Department of Education: www.ed.gov

California State PTA: www.capta.org

IDEA Practices: www.ideapractices.org

Council for Exceptional Children: www.cec.sped.org

California Association for the Gifted: www.cagifted.org

California Reading Association: www.californiareads.org

ERIC – Education Resources Information Center: www.eric.ed.gov

Education Week: www.edweek.org

Teacher Classroom Resources

PBS TeacherSource: www.pbs.org/teachersource

Schools of California Online Resources for Educators: www.score.k12.ca.us

California Learning Resource Network: www.clrn.org

California Technology Assistance Project (CTAP): www.ctap.k12.ca.us

Blue Web'n: www.bluewebn.com/wired/bluewebn

MarcoPolo Internet Content for the Classroom: www.marcopolo-education.org

Ask Jeeves: www.AskforKids.com

Community Resources

The Internet Public Library: www.ipl.org

CA. Dept of Social Services/Children and Family Services: http://www.childsworld.ca.gov/

Education Acronyms & Buzzwords

ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
API	Academic Performance Index
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CA HSEE	California High School Exit Exam
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CPM	Categorical Program Monitoring
CSTP	California Standards for the Teaching Profession
CTA	California Teachers Association
EC	Education Code
EL	English Learners
ELD	English Language Development
ESEA/NCLB	Elementary and Secondary Education Act/No Child Left Behind
FTE	Full Time Equivalent
IDEA	Individuals with Disabilities Education Act
IHE	Institution of Higher Education
LEA	Local Education Agency (School District)
NEA	National Education Association
PAR	Peer Assistance and Review
PSAA	Public Schools Accountability Act
ROP	Regional Occupational Program
RSP	Resource Specialist Programs
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class—a self-contained class for children whose handicaps prevent them from participating in a regular class.
SSC	School Site Council
STAR	Standard Testing Reporting Program
TPA	Teacher Performance Assessment
TPE	Teacher Performance Expectation

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