

## EFFECTIVE SCHOOL PRACTICES: PROMOTING COLLABORATION AND MONITORING STUDENT'S ACADEMIC ACHIEVEMENT

### CHALLENGE

- **Media:** This year is the first year that Wilbur Middle School is being held accountable for all of its students standardized test scores. Principal Yolanda Flores needs to find a way of bringing the test scores of her special needs students up. Fortunately, she is not alone (movie)

### INITIAL THOUGHTS

- What are your reactions to the suggested strategies that came up in the meeting?
- What are the first steps that Ms. Flores, the school principal, and the School Improvement Team should take to support students with disabilities throughout the school system?
- What strategies can the School Improvement Team implement to help obtain their goal for improving test scores for students with disabilities by 10%?

### PERSPECTIVES AND RESOURCES

- Module Objectives (box)
  - After reviewing the Perspectives and Resources section and completing the accompanying activities, you should be able to:
    - Identify the principal's role in supporting collaborative practices among the school and community
    - Demonstrate awareness of the principal's role in monitoring student's academic achievement and in promoting effective school practices

#### ▶ Page 1: Assume Collective Responsibility for All Students

- Beacons of Excellence schools (box with bulleted list)
- Criteria for Beacon of Excellence schools (bulleted list)
- Collective responsibility is achieved when school leaders... (bulleted list)

#### ▶ Page 2: Promote Collaboration Between Teachers and Principals

- Research on Beacons of Excellence schools shows several key ways that principals and teachers collaborate (bulleted list)
- Benefits to Staff and Students (box with bulleted list)
- Beacons of Excellence (box)

#### ▶ Page 3: Encourage Collaboration Among Teachers

- Collaboration in class
- Collaboration outside of class (bulleted list)
- Benefits to Staff and Students (box with bulleted list)
- Some of the ways principals can encourage collaboration among teachers are... (bulleted list)
- **Media:** John Calton describes some of the ways he helps teachers work collaboratively in his elementary school (audio)

- **Media:** Janet Polsteen talks about teaching collaboratively in an inclusive classroom and principal supports (audio)
- **Media:** Brenda Flowers talks about teaching collaboratively in an inclusive classroom and principal supports (audio)
- Beacons of Excellence (box)

#### 🔍 **Page 4: Support Collaboration Between School Staff and Parents**

- Principals can... (bulleted list)
- Parents can... (bulleted list)
- **Media:** Donna Reels talks about the importance of school personnel identifying with a parent's dream (audio)
- Benefits to Staff and Students (box with bulleted list)

#### 🔍 **Page 5: Ensure Shared High Expectations**

- Examples of what happens when a school's staff has high expectations for all students (bulleted list)
- To achieve high results with their school, principals and teachers... (bulleted list)
- Benefits to Staff and Students (box with bulleted list)
- **Media:** Maggie McLaughlin describes how special education impacts the general education curriculum based on the individual needs of students with disabilities (movie)

#### 🔍 **Page 6: Make Decisions About Accommodations**

- Teachers...(bulleted list)
- Parents... (bulleted list)
- Students... (bulleted list)
- IEP teams... (bulleted list)
- **Media:** Maggie McLaughlin describes some of the decisions that must be made by IEP teams (audio)
- **Activity:** View the links and review Roberta's case (box with links)
  - o *Link:* Try Your Skill: Roberta's Case
  - o *Link:* Decisions and Explanations of Roberta's Case

#### 🔍 **Page 7: Implement Test Situations**

- Tips for Implementation (bulleted list)
  - o *Link:* Checklist (PDF)
  - o Help students prepare for test (bulleted list)
- **Media:** Virginia Richardson explains how teachers can guide parents as they help their students to prepare for the "big test" (audio)

#### 🔍 **Page 8: Monitor the Data**

- Thurlow, Elliott, and Ysseldyke (2003) list eight important items principals should know about the data report for a particular test (box with numbered list)
- *Link:* IRIS Module *Accountability: High-Stakes Testing for Students with Disabilities*
- The IRIS Module *Accountability: High-Stakes Testing for Students with Disabilities* suggests to... (bulleted list)

### **Page 9: Use Data to Guide Decisions**

- *Link:* IRIS Module *Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities*
- Principals should look for obvious problem areas (bulleted list)
- **Activity:** Find results from a recent assessment in your school district (or another district, if necessary) based on the eight items listed on the previous page (box)
- Principals should make sure that inclusive assessment practices are being implemented carefully at their schools by... (bulleted list)

### **Page 10: Evaluate the Plan Regularly**

- Information to collect regularly (bulleted list)
- **Activity:** Re-examine the data you collected for the activity on Page 9 (box)

### **Page 11: References, Additional Resources, and Information**

- References
- Additional Resources and Information

### ASSESSMENT

- “Please complete the items below” (questions)

### WRAP UP

- **Media:** Representatives from a school community provide a brief summary of the key points of effective school practices (movie)
- Reflections on Initial Thoughts (box)