



Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement

Module Home

- **Module Description:** This Module focuses on the entire school population and highlights partnerships between general education and special education faculty that result in the creation of a 'collective responsibility' and shared high expectations for all students (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Concept Map

Challenge

- **Video:** 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.

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 & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing 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 [bullet points]



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- Criteria for Beacon of Excellence schools [bullet points]
- Collective responsibility is achieved when school leaders... [bullet points]

❖ Page 2: Promote Collaboration Between Teachers and Principals

- Research on Beacons of Excellence schools shows several key ways that principals and teachers collaborate [bullet points]
- Benefits to Staff and Students [bullet points]
- Beacons of Excellence

❖ Page 3: Encourage Collaboration Among Teachers

- Collaboration in class
- Collaboration outside of class [bullet points]
- Benefits to Staff and Students [bullet points]
- Some of the ways principals can encourage collaboration among teachers are... [bullet points]
- Audio: John Calton describes some of the ways he helps teachers work collaboratively in his elementary school
- Audio: Janet Polsteen talks about teaching collaboratively in an inclusive classroom and principal supports
- Audio: Brenda Flowers talks about teaching collaboratively in an inclusive classroom and principal supports
- Beacons of Excellence

❖ Page 4: Support Collaboration Between School Staff and Parents

- Principals can... [bullet points]
- Parents can... [bullet points]
- Audio: Donna Reels talks about the importance of school personnel identifying with a parent's dream
- Benefits to Staff and Students [bullet points]

❖ Page 5: Ensure Shared High Expectations

- Examples of what happens when a school's staff has high expectations for all students [bullet points]
- To achieve high results with their school, principals and teachers... [bullet points]
- Benefits to Staff and Students [bullet points]
- Video: Maggie McLaughlin describes how special education impacts the general education curriculum based on the individual needs of students with disabilities



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❖ Page 6: Make Decisions About Accommodations

- Teachers... [bullet points]
- Parents... [bullet points]
- Students... [bullet points]
- IEP teams... [bullet points]
- Audio: Maggie McLaughlin describes some of the decisions that must be made by IEP teams
- Activity: View the links and review Roberta's case
 - Link: Try Your Skill: Roberta's Case
 - Link: Decisions and Explanations of Roberta's Case

❖ Page 7: Implement Test Situations

- Tips for Implementation [bullet points]
 - Link: Checklist [PDF]
 - Help students prepare for test [bullet points]
- Audio: Virginia Richardson explains how teachers can guide parents as they help their students to prepare for the "big test"

❖ 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
- Link: IRIS Module *Accountability: High-Stakes Testing for Students with Disabilities*
- The IRIS Module *Accountability: High-Stakes Testing for Students with Disabilities* suggests to... [bullet points]

❖ 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 [bullet points]
- 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
- Principals should make sure that inclusive assessment practices are being implemented carefully at their schools by... [bullet points]

❖ Page 10: Evaluate the Plan Regularly

- Information to collect regularly [bullet points]
- Activity: Re-examine the data you collected for the activity on Page 9



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❖ Page 12: References & Additional Resources

- References
- Additional Resources

❖ Page 13: Credits

- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Representatives from a school community provide a brief summary of the key points of effective school practices
- Reflection on Initial Thoughts

Assessment

- Complete the numbered questions

You Have Completed This Module

- Give Us Your Feedback
 - Link: Module feedback survey form
- Professional Development Hours
 - Link: IRIS PD Hours Shop
- Related Resources [links]