

Useful Documents and Appendices

2011-2012

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Calendars

Useful Documents
and Appendices

10 Month Calendar from District PDF

Labor Day – Sept. 5
Rosh Hashanah – Sept. 29-30
Columbus Day – Oct. 10
In-Service – Nov. 8
Veteran's Day -Nov. 11
Thanksgiving Recess – Nov. 24, 25
Christmas Recess – Dec. 26-30

New Year's Day – Jan. 2 Observed
Three King's Day – Jan. 6
M.L. King's Birthday – Jan 16
February Recess – Feb. 20-24
Good Friday – April 6
April Recess – April 16-20
Memorial Day – May 28

182 STUDENT DAYS
186 TEACHER DAYS

July					August					September				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
												6	7	1 2*
												12	13	8 9
												14(c)	15	16*
												19	20	21(d)
												22	23	*
												26	27	(19)
					(29)	(30)	31		(1)					
October					November					December				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
						1	2	3	4				1	2
3#	4	5	6	7	7	(8)g	9	10(e)f*		5	6	7	8	9*
	11	12	13	14*	14	15	16	17	18	12	13	14	15	16
17	18	19	20	21	21(a)	22(b)	23#*			19	20	21	22	23#*
24	25	26	27	28*	28	29	30							
31				20					(18)					(17)
January					February					March				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	3	4	5	*			1	2	3*				1	2*
9	10	11	12	13	6	7	8(a)	9(b)	10	5	6	7	8	9
	17	18	19	20*	13	14	15	16	17#*	12	13	14	15	16*
23	24	25	26	27(e)f						19	20	21	22	23
30#	31				27	28	29			26	27	28	29	30*
				(19)					(16)					(22)
April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5(e)f			1	2	3	4					1
9	10	11	12	13#*	7	8	9	10	11*	4	5	6	7	8*
					14	15	16	17	18	11	12	13	14	15
23	24	25	26	27*	21	22	23	24	25*	18	19#(e)f	20		
30#				(15)		29	30	31						(13)

() =Teacher's Day Only
* = Paydays: Regular Plan
= 1:00 P.M. Classes Dismissed
a = Parent Conference, Report Cards elementary/middle school only
b = Parent Conference, Report Cards high school only
c = Elementary Open House
d = High School - Meet the Teacher Night
e = End of Marking Period for elementary/middle schools
f = End of Marking Period for high schools
g = Release Time - Staff In-service

If this is too blurry to read, check your email for a message from Ann Brillante sent to Metbus-All on August 29, 2011

Student Led Conferences

October 13, January 5, March 15 -- Locations within the school to be announced
Conferences will be scheduled in 10-15 minute appointments from **6.00-8.00pm** by each student's **Faculty Advisor**.

REPORT CARD SCHEDULE 2011-2012

	ELEMENTARY	MIDDLE	HIGH
1ST MARKING PERIOD			
Marks Open	August 31, 2011 Sept. 14-Open House	August 31, 2011 Oct. 7-Failure Warning	August 31, 2011 Sept. 21-Meet the Teachers Night Oct. 7-Failure Warning
Marks Close	November 10	November 10	November 10
Number of Days	47	47	47
Date Issued/ Dist. to Parents	Nov. 21 Parent Conferences	Nov. 21 Parent Conferences	Nov. 22 Parent Conferences
2ND MARKING PERIOD			
Marks Open	Nov. 14	Nov. 14 Dec. 16-Failure Warning	Nov. 14 Dec. 16-Failure Warning Jan. 25-27-Mid Year Exams
Marks Close	January 27	January 27	January 27
Number of Days	45	45	45
Date Issued/ Dist. to Parents	Feb. 8 Parent Conferences	Feb. 8 Parent Conferences	Feb. 9 Parent Conferences
3RD MARKING PERIOD			
Marks Open	Jan. 30	Jan. 30 March 9-Failure Warning	Jan. 30 March 9-Failure Warning
Marks Close	April 5	April 5	April 5
Number of Days	44	44	44
Date Issued/ Dist. to Parents	Mailed Home	Mailed Home	Mailed Home
4TH MARKING PERIOD			
Marks Open	April 9	April 9 May 11-Failure Warning	April 9 May 11-Failure Warning
Marks Close	June 19	June 19	June 19
Number of Days	46	46	46
Date Issued/ Dist. to Parents	Sent Home with Students	Sent Home with Students	Sent Home with Students

If this is too blurry to read, check your email for a message from Ann Brillante sent to Metbus-All on August 29, 2011

BOARD OF EDUCATION CALENDAR DATES

School Year 2011-2012

BOARD OF EDUCATION	ADMIN/FINANCE	CURRICULUM
2nd & 4th Monday 5:30p.m. in Brd. Rm.	1st & 3rd Monday 5:30 p.m. in 5B	1st & 3rd Monday 4:00 p.m. in 8th fl.
July 11	July 05*	July 05*
July 25	July 18	July 18
August 08	August 01	August 01
August 22	August 15	August 15
September 12	September 06*	September 06*
September 26	September 19	September 19
October 11*	October 03	October 03
October 24	October 17	October 17
November 14	November 07	November 07
November 28	November 21	November 21
December 12	December 05	December 05
January 09	January 03*	January 03*
January 23	January 17*	January 17*
February 13	February 06	February 06
February 27	February 21*	February 21*
March 12	March 05	March 05
March 26	March 19	March 19
April 09	April 02	April 02
April 23	April 16	April 16
May 14	May 07	May 07
May 29*	May 21	May 21
June 11	June 04	June 04
June 25	June 18	June 18

**Indicates meeting will be on Tuesday due to legal holiday on Monday (Revised: 7/22/11)*

NHPS Assessment Calendar 2011-12 School Year

Month	Grades	Subject Area	Assessment	Date Admin (Start)	Date Admin (End)	Pick up at 3:30 at DP on:	Due back to supervisor by:	Due to DP by 3:30 on:	Available in SN on*:
October	9-11	Multiple	PSAT	10/12/11	10/12/11				TBA
October	9-12	ELA	Quarterly Assessment 1	11/1/11	11/4/11	WS	WS (opens 11/1)	WS (closes 11/14)	11/18
October	7-12	WL	Quarterly Assessment 1	10/31/11	11/3/11	10/18	11/11	11/17	11/11
October	7-12	SS-Content	Quarterly Assessment 1	10/31/11	11/3/11	10/20	11/11	11/16	11/21
October	7-12	SS-Writing	Quarterly Assessment 1	10/31/11	11/3/11	10/20	11/11	11/16	11/21
October	7-12	Science	Quarterly Assessment 1	10/31/11	11/3/11	10/21	11/11	11/15	11/18
November	9-12	Math	Quarterly Assessment 1	11/2/11	11/4/11	10/25	11/11	11/14	11/17
January	9-12	ELA	Quarterly Assessment 2	1/23/12	1/27/12	WS	WS (opens 1/23)	WS (closes 2/3)	2/7
January	7-12	WL	Quarterly Assessment 2	1/18/12	1/27/12	1/4	2/9	2/15	2/17
January	7-12	SS-Content	Quarterly Assessment 2	1/18/12	1/27/12	1/6	2/8	2/13	2/15
January	7-12	SS-Writing	Quarterly Assessment 2	1/18/12	1/27/12	1/6	2/8	2/13	2/15
January	7-12	Science	Quarterly Assessment 2	1/18/12	1/27/12	1/10	2/7	2/8	2/9
January	9-12	Math	Quarterly Assessment 2	1/18/12	1/27/12	1/11	2/6	2/7	2/8
March	10-12	Multiple	CAPT	3/7/11	3/29/11	N/A	N/A	N/A	TBD
March	9-12	ELA	Quarterly Assessment 3	4/2/12	4/4/12	WS	WS (opens 3/27)	WS (closes 4/13)	4/16
March	7-12	WL	Quarterly Assessment 3	3/27/12	3/30/12	3/15	4/9	4/13	4/18
March	7-12	SS-Content	Quarterly Assessment 3	3/27/12	3/30/12	3/19	4/9	4/11	4/16
March	7-12	SS-Writing	Quarterly Assessment 3	3/27/12	3/30/12	3/19	4/9	4/11	4/16
March	7-12	Science	Quarterly Assessment 3	4/2/12	4/5/12	3/21	4/16	4/18	4/20
March	9-12	Math	Quarterly Assessment 3	4/3/12	4/5/12	3/23	4/16	4/17	4/19

NHPS Assessment Calendar 2011-12 School Year (Continued)

Month	Grades	Subject Area	Assessment	Date Admin (Start)	Date Admin (End)	Pick up at 3:30 at DP on:	Due back to supervisor by:	Due to DP by 3:30 on:	Available in SN on*:
March	9-12	Math	Quarterly Assessment 3	4/3/12	4/5/12	3/23	4/16	4/17	4/19
April	K-12	ELL	LAS-Links	TBD	TBD	N/A	N/A	N/A	N/A
June	9-12	ELA	Quarterly Assessment 4	6/4/12	6/8/12	WS	WS (opens 6/4)	WS (closes 6/18)	6/21
June	7-12	WL	Quarterly Assessment 4	6/6/12	6/15/12	5/14	6/22	6/28	6/29
June	7-12	SS-Content	Quarterly Assessment 4	6/6/12	6/15/12	5/16	6/22	6/27	6/29
June	7-12	SS-Writing	Quarterly Assessment 4	6/6/12	6/15/12	5/16	6/22	6/27	6/29
June	7-12	Science	Quarterly Assessment 4	6/6/12	6/15/12	5/18	6/22	6/26	6/28
June	9-12	Math	Quarterly Assessment 4	6/6/12	6/15/12	5/22	6/22	6/25	6/27

BOARD OF EDUCATION CALENDAR DATES

School Year 2011-2012

BOARD OF EDUCATION	ADMIN/FINANCE	CURRICULUM
2nd & 4th Monday 5:30p.m. in Brd. Rm.	1st & 3rd Monday 5:30 p.m. in 5B	1st & 3rd Monday 4:00 p.m. in 8th fl.
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October 11*	October 03	October 03
October 24	October 17	October 17
November 14	November 07	November 07
November 28	November 21	November 21
December 12	December 05	December 05
January 09	January 03*	January 03*
January 23	January 17*	January 17*
February 13	February 06	February 06
February 27	February 21*	February 21*
March 12	March 05	March 05
March 26	March 19	March 19
April 09	April 02	April 02
April 23	April 16	April 16
May 14	May 07	May 07
May 29*	May 21	May 21
June 11	June 04	June 04
June 25	June 18	June 18

**Indicates meeting will be on Tuesday due to legal holiday on Monday (Revised: 7/22/11)*

Student Led Conference Dates

October 13

January 5

March 15

Contact Parents to Schedule Appointments between 6.00pm and 8.00pm on those evenings. Please be sure to have all Student Led Conferences Logged on the Parent Sign In Sheet.

Student Led Conferences

Student led conferences occur three times per year and are strategically scheduled in the middle of the first, second, and third marking period. Instead of traditional “meet the teacher” night and “report card night,” students must attend individual Student Led Conferences. Student Led Conferences are attended by a student’s faculty advisor, and an adult (anyone over 18) who cares about that student’s future. This adult can be a parent, sibling, other relative, family friend, or friend’s parent as long as they are 18 or over. During these meetings, students present a collection of work representing each of their classes. The student will also explain how well they are doing in each class and how they plan to maintain their grades or improve their grades. All Metropolitan students are expected to achieve Cs or higher on their report cards. During these conferences, advisors can remind parents or guardians of the many student supports that are available including after school tutorial, behavior check sheets or other monitoring tools, counselors and clinicians, etc.

Classroom Instruction, Assessment, Feedback

Useful Documents
and Appendices

Assessment Crisis: The Absence of Assessment FOR Learning

By Richard J. Stiggins

****The following is an excerpt from a larger article**

If we wish to maximize student achievement in the U.S., we must pay for greater attention to the improvement of classroom assessment, Mr. Stiggins warns. Both assessment of learning and assessment for learning are essential.

A real voyage of discovery consists not of seeking new landscapes but of seeing through new eyes. – Marcel Proust

...In their 1998 research review, Paul Black and Dylan Williams examined the research literature on assessment worldwide, asking if improved formative (i.e., classroom) assessments yield higher student achievement as reflected in summative assessments. If so, they asked what kinds of improvements in classroom assessment practices are likely to yield the greatest gains in achievement?

Black and Williams uncovered and then synthesized more than 250 articles that addressed these issues. Of these, several dozen directly addressed the question of the impact on student learning with sufficient scientific rigor and experimental control to permit firm conclusions. Upon pooling the information on the estimated effects of improved formative assessment on summative test scores, they reported unprecedented positive effects on student achievement. They reported effect sizes of one-half to a full standard deviation. Furthermore, Black and William reported that "improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall." This result has direct implications for districts seeking to reduce achievement gaps between minorities and other students. Hypothetically, if assessment for learning, as described above, became standard practice only in classrooms of low achieving, low socioeconomic -status students, the achievement gaps that trouble us so deeply today would be erased. I know of no other school improvement innovation that can claim effects of this nature or size.

To fully appreciate the magnitude if the effect sizes cited above, readers need to understand that a gain of one standard deviation, applied to the middle of the test score distribution on commonly used standardized achievement tests, can yield average gains of more than 30 percentile points, two grade equivalents, or 100 points on the SAT Scale. Black and William report that gains of this magnitude, if applied to the most recent results of the Third International Mathematics and Science Study, would have raised a nation in the middle of the pack among the 42 participating countries (where the US is ranked) to the top five.

This research reveals that these achievement gains are maximized in context where educators increase the accuracy of classroom assessments, provide students with frequent informative feedback (versus infrequent judgmental feedback), and involve students deeply in the classroom assessment, record keeping and communication process. In short, these gains are maximized where teachers apply the principle of assessment for learning.

Stiggins, R.J. (2002). Assessment Crisis: The Absence of Assessment FOR Learning. Kappan, Volume 83, Number 10, pages 758-765. Found online at PhiDeltaKappa: <http://www.pdkintl.org/kappan.k0206sti.htm>

4. The Impact of Ability Grouping in Developed Countries' Schools

In this *Teachers College Record* article, University of Pittsburgh researcher Janet Ward Schofield asks whether ability grouping is widening or narrowing the achievement gap in secondary schools abroad. Numerous studies have shown a gap-widening effect in the U.S. – because, for example, teachers tend to assign less homework to lower-level classes than in higher-level classes, the curriculum is watered down, teachers' expectations are lower, and peer influences undercut achievement.

Schofield did an extensive survey of the literature on secondary schools in developed nations with heterogeneous populations, including Germany, the Netherlands, Israel, and New Zealand. She studied tiered schools (like the German system of *Gymnasium*, *Realschule*, and *Hauptschule*), hybrid systems (like Great Britain's, where many students are ability-grouped within comprehensive high schools), and egalitarian, non-tracked systems (like Sweden's). Here are her conclusions:

- Ability grouping tends to separate students along SES and ethnic lines, increasing the concentration of low-SES, minority, and immigrant students in lower-track classrooms.
- Ability grouping with curriculum differentiation benefits students who enter with higher achievement.
- Ability grouping with curriculum differentiation undermines the achievement of students who start out with lower achievement.
- Classroom dynamics within lower-track ability-grouped classes influence teachers' pedagogical choices and, says Schofield, "make it very hard to teach in a way that is conducive to maximizing lower achieving students' progress."
- Peer culture within lower-track classes often undermines achievement motivation and aspirations.
- Having high-achieving classmates is associated with increased achievement gains for lower-achieving students.

Thus, she says, "ability grouping with curriculum differentiation is likely to increase the achievement gap between these students and their more privileged peers."

"International Evidence on Ability Grouping with Curriculum Differentiation and the Achievement Gap in Secondary Schools" by Janet Ward Schofield in *Teachers College Record*, May 2010 (Vol. 112, #4, p. 1492-1528), no e-link

NINE things that you can do this year to improve the equity gap...

1. **"Treat them like they are rich"** – We don't let rich kids fail. Rich kids have high expectations, intensive assistance, and immediate intervention when they are in trouble, and every student from every ethnic and socioeconomic group deserves the same.
2. **Equity is not equal** – Equity is meeting the needs of each individual student.
3. **Challenge, not sympathy** – listen to the elders of every culture. They do not ask for sympathy. They demand challenge and a chance for their children and grandchildren to have a better opportunity and greater achievement than previous generations.
4. **The "Culture of Success" for every student** – Define what successful students and adults do and then model these successful behaviors and insist on them every day in every setting.
5. **Balanced extrinsic and intrinsic motivation** – Yes, it really is OK to reward students for great academic performance and superior behavior.
6. **Resilience** – Multiple opportunities for success. When students are playing sports, we tell them, "it's not how you start the season that counts, but how you finish." We encourage them to rebound from every disappointment and failure. Great scientists, mathematicians, writers, and readers do the same.
7. **Appropriate consequences** – The consequence for failing to turn in work is neither zero nor F, but the appropriate consequence, **DOING THE WORK**.
8. **Nonfiction Writing** – One of the best ways for students to engage in the lifelong skills of thinking, reasoning and analysis. Specifically, students at every grade level must write to inform, persuade, and analyze.
9. **Relentless Teachers** – The refrain of teachers and learner who close the equity gap is, "we just don't let our kids fail."

Essential Project Checklist (for use when designing projects)

Teacher Name: _____ **Subject Area** _____

Project Title: _____

Does This Project...	Thumbs Up	Thumbs Down	Not Sure
Focus on Significant Content and Authentic Issues Students learn important subject matter content and address problems and issues from the world outside the classroom.			
Organize Activities Around A Driving Question or Challenge Students find the complex, open-ended question or challenge to be a meaningful focus for their work.			
Establish a Need to Know and Do Students are brought into the project by an entry event that captures interest and begins the inquiry process.			
Engage Students in Inquiry Students think deeply and ask further questions as they generate answers and solutions.			
Require Innovation Students generate new answers and / or create unique products in response to the Driving Question or Challenge .			
Develop 21st Century Skills Students build critical and creative thinking, collaboration, and presentation skills that are taught and assessed.			
Encourage Student Voice and Choice Students, with guidance from the teacher, make decisions that affect the course of the project			
Incorporate Feedback and Revision Students use feedback to improve to improve their work and create high quality products			
Conclude with a Public Presentation Students exhibit products or present solutions and explain their work to others and respond to content- and process-focused questions.			

Notes:

Research to support Teacher Feedback

Dylan Williams 2005

Findings from Ruth Butler's research on 132 seventh grade students.

- Students given only marks made no gain from the first to the second lesson.
- Students given only comments scored an average 30% higher.
- Giving marks alongside comments cancelled the beneficial effects of the comments.

Draw some possible conclusions based on the research above.

William, D. "Keeping learning on track: Formative assessment and the regulation of learning." From *Making Mathematics Vital: Proceedings of the twentieth biennial conference of the Australian Association of Mathematics Teachers*. January 2005, pp20-34

21st Century Skills - On Website - 1

21st Century Skills - On Website - 2

21st Century Skills - On Website - 3

21st Century Skills - On Website - 4

21st Century Skills - On Website - 5

21st Century Skills - On Website - 6

21st Century Skills - On Website - 7

Guidelines for Honors Credit

Description of the Honors Contract

An Honors Contract is a mechanism for adding an “honors designation” to a non honors level course at Metropolitan Business Academy. The contract permits honors students to turn a regular high school course into an Honors course by contracting with the instructor to complete extra work and receive honors credit. The contract involves an agreement among the honor student, parent, Metropolitan faculty member, and the guidance office. All of the terms stated in the contract must be successfully completed by the agreed upon due date in order for the student to receive honors credit for the course.

The honors elements defined by the contract should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course. It should be made clear on the *Contract for Honors Credit* how this work exceeds regular course requirements. Honors Contracts will be submitted by November 5th to the guidance office with all required signatures.

Time Involved

Seeing an honors credit contract to completion is a time commitment in addition to the rigorous coursework already required. Faculty members supervising honors credit students should expect to add individual student supervision meetings and any necessary support time to their current semester workload. The details of these meetings should be worked out and agreed to ahead of time and submitted with the contract.

Ideas for Honors Contracts

- An independent research project with demonstrable results.
- Writing a major research paper (in addition to any course requirement).
- Prepare a portfolio of creative writing, poetry, literary criticism, etc.
- Any other exploratory, creative, wide-ranging, or experimental learning experience related to the content of the contracted course.
- Students should bring their ideas to the teacher as well. Students should study something interesting and enriching.

Grading

The Honors Contract does not affect the student’s grade in the course. To receive honors credit for the course, honors students must complete the contracted course with a grade of “B” or better and satisfactorily complete the terms of the contract during the semester that credit is earned. Students receiving an “I” in a course that they have contracted will not receive honors credit upon completion. Also, students receiving an “A” or “B” in a contracted course who have not completed the terms of their contract will not receive honors credit. Instructors will not penalize students who do not complete the terms of their honors contracts; these students will receive the grade earned in the class. Faculty must inform the Guidance Office of the status of the contracted work at the same time they report grades for the course.

When is the Contract Complete?

The contract is complete when the instructor is satisfied that the student has successfully completed all of the predetermined terms of the contract by the due date (remember the course grade has nothing to do with the contract). An evaluation form is sent to the course instructor at the end of the semester and must be signed by the instructor before being returned to the Guidance Office. Only then is the contract complete.

Contract for Honors Credit

Date: _____ Student's Name: _____
(Last Name), (First Name)

Course Title: _____

Course Section: _____

Instructor's Name: _____

Describe as fully as possible the additional work or project that this student must complete in order to earn "Honors" credit for the course. After both the student, parent, and instructor sign the contract, return it to the Guidance Office for final approval. (Use a separate blank sheet if you need more space).

General Project Description	
Specifics	Due Dates

Student's Signature _____ Date: _____

Parent / Guardian Signature _____ Date: _____

Instructor's Signature _____ Date: _____

Guidance Counselor's Signature _____ Date: _____

(This contract must be submitted by October 1st to Ms. Legere, Guidance Counselor)

Evaluation for Honors Credit

Date: _____ Student's Name: _____
(Last Name), (First Name)

Course Title: _____

Course Section: _____

Instructor's Name: _____

(check one)

_____ This student has met the requirements of his Contract for Honors Credit. This student has also earned the grade of B or better in his regular course work for the year and so deserves the Honors designation on his transcripts in the course listed above.

_____ This student has not met the requirements of his Contract for Honors Credit. This student has not earned the grade of B or better in his regular course work for the year and/or did not complete all the requirements of the project by the predetermined deadlines.

Student's Signature _____ Date: _____

Instructor's Signature _____ Date: _____

Directories and
Blueprints

Useful Documents
and Appendices

Metropolitan Business Academy Telephone Directory

(revised 9.15.2010)

Name	Extension	Name	Extension
Brillante, Ann / Magnet Office	7707	Teachers comp lab	7750
Cafeteria/Kitchen	7737	Teachers Lounge	7754
Cafeteria/Office	7735	Teachers Lunch Room (1st FL)	7729
Conference (Guidance)	7724	Teachers Lounge (4th FL)	7754
Conference (Main Office)	7706	Teachers Comp Lab	7750
Echevarria, Carmen	7700	Wilson, Peter (wed&fri) / PPTs	7740
Guidance Conference	7724	Chicosky, Lauren (After School)	7702
Guidance Fax number	(203) 497-7726		
Guidance Reception	7725		
Griffin, William	7733		
Gym	7791		
Hayden Mary (Nurse)	7715		
Jinks, Travis	7723		
Legerre, Belinda	7727		
Library /Comp Equip Room	7732		
Library / Room 311C	7743	Judy Puglisi – cell	203-314-2972
Library / Room 311B	7742	James Moseley - cell	860-301-6558
Library Front Desk	7730		
Library Office	7731		
Lobby Vestibule / Roger Security	7708		
Main Office	7700	School Code-----	070503
Main Office student phone	7704	96 - 100	A+
Main Office Comp/ After School	7702	94 - 95	A
Main Office (mail room)	7703	90 - 93	A-
Main Office (room 108H)	7713	86 - 89	B+
“Miss Kim” (Kim Jewers-Dailley)	7723	84 - 85	B
“Miss Nisha” (Nisha Sajnani)	7723	80 - 83	B-
Moseley, James / Asst. Principal	7711	76 - 79	C+
Muhammad, Talib / (maintenance)	7745	74 - 75	C
Nurse Room	7715	70 - 73	C-
Ortiz, Dianne (Mon&Fri)	7728	66 - 69	D+
Principals Offcie	7710	64 - 65	D
Psychologist (Cotton, Daniel)	443/415-3079	60 - 63	D-
Puglisi, Judith / Principal	7710	0 - 59	F
Ruzbasan, Gary			
Security Entrance Lobby	7708	Metropolitan Bus Academy	p 203.497.7700
Security Camera Room	7748	115 Water Street	f 203.497.7705
Security Office	7717	New Haven, CT 06511	
School Store	7708		
Townshend, Ann / ISSP	7728		

Central Office Staff – Revised 8/2/2011

1ST AND 2ND FLOOR			
<u>Magnet/Registration – 7415/8501</u> <i>Fax – 5697</i> Debbie Breland – 7133 Jubie López – 7405 Irma Rodríguez -Lopez- 8501 Olga Sanchez-Colon – 6641 Tabitha Mase – 7415 Debbie Blue – 5695 (PT)	<u>Personnel –497-7008</u> <i>Fax – 946-8805</i> Vacant - 7006 Maria Houser – 7011 Lisa Mack - 7012 Sylvie Kunz - 7009 Miguelida Samiel - 7005 Mickie White – 7007	<u>Transportation – 8418</u> <i>Fax - 7507</i> Elizabeth Bernardo - 8418 Roberta Camara - 7413 Toni Foster - 8419 Maria Perez – 7496	<u>Music/Audio Visual</u> <i>Fax - 6601</i> Nodella Jordan - 6363 Chris Howard – 8687 <u>Security</u> <i>Fax - 6169</i> Rita Worthy – 5601
3 rd FLOOR			
<u>Student Services - 8990</u> <i>Fax - 7358</i> Cynthia Ballard - 5655 Digna Bonilla - 8990 Daisy Carolina - 5982 Elizabeth DeNeutte - 8987 Melissa Dougherty - 7500 Tamika Douglas - 8994 Stephanie Harvin - 8981 Jennifer Joseph - 8992	<u>Student Services - 8990</u> <u>Continued</u> James Moore - 8962 Stacy Ormond - 8959 Amanda Bonilla (FT temp) - 8993 Sharron S. McCarthy - 8997 Lisa Tirozzi - 2823 Rochelle Villano - 8665 Nancy Whiteman – 8997 Judy Panciera - 8665	<u>Head Start/School Readiness</u> <i>Fax – 2297/5738</i> Eve Johnson - 7433 Ann Caruso - 7457 JoLynn Wilson – 2444 Debbie Lawson – 5736 <u>Comprehensive Arts - 6498</u> <i>Fax - 7630</i> Lisa Davis Rucinski - 7416	<u>Supervisors</u> <i>Fax -8664</i> Aja Bogan - 8904 Kirsten Hansen - 8497 Sue Peters - 4860 <u>Staff Development - 8441</u> <i>Fax - 7630</i> Debbie Davila – 7417 Gail Griffin - 8451
4 th FLOOR			
<u>IT Department 691 prefix</u> <u>Help Desk – 946-8800</u> <i>Fax – 946-7398</i> Robert Cusson –2672 Richard DeNigris - 946-6035 Brian Dower –2674 Kevin Moriarty–2675 Cissy Murphy –2670 Bill Zesner –2673 Jack Hay –2676	<u>Business Office – 497 prefix</u> <i>Fax – 946-7436</i> <u>General Funds</u> Ann Casey - 7031 Karen Barnes - 7035 Elaine Barnett - 7036 Joann D’Angelo - 7032 Bernadette Gruttaduaria - 7033 Robin Odei-Nyteri – 5581 Fred Palange - 7034	<u>Business Office (cont.)</u> <u>Special Funds</u> Carl Alford - 2991 Laura Benevento - 8780 Carmel Consiglio - 6491 Nikki Constance - 8782 Phyllis DeRenzo - 5163 Chantelle Esdaille – 2202	Lillian Gardner - 7501 Ronja Goldson - 2255 Tracey McCutchen - 2332 Brenda Moore – 5102 David Porcher – 5478 Luz Rivera – 8779 Derricka Suggs - 878
		<u>Evaluation, Assessment & Research</u> <i>Fax - 2987</i> Joan Banks - 8799 Patty Luysterborghs – 5161	<u>Evaluation, Assessment & Research (cont)</u> Carolyn Lee – 7032 Katia Levitan-Reiner – 8783 Saicha Griffin (PT) - 5354
5 th FLOOR			
<u>Superintendent’s Office</u> <i>Fax - 7300</i> Dana Billings – 8888 (PT) Doris Clark – 8795 Vall Hudson Brown – 7248	<u>Chief of Staff</u> <i>Fax – 7401</i> Luz Burgos – 7005 <u>Early Childhood</u> Lorraine Vazquez - 7414	<u>Title I</u> <i>Fax – 7188</i> Patricia Burns – 6962 Ann Tracz – 6468 <u>Operations/Finance</u> <i>Fax - 7468</i> Sonia Flanagan 691-2680 Natasha Perez (PT)	<u>Physical Ed/Athletics</u> <i>Fax – 5435</i> Paul Del Gobbo – 2235 Theresa Jackson – 7403 Jake Jarvis – 5631 Tyree McCray – 8497 Evelyn McBean – 8493 William Wynn – 8495 Gene Vitelli – 2235 John Vigliotti – 7256
8 th FLOOR			
<u>Director’s Office – 691 - 2693/2694/2695/2685</u> <i>Fax – 7107</i> Connie Moore – 691-2692 Cynthia Sanchez –691-2687 Dyasha Amin – 946-2342	<u>Bilingual Office – 8685</u> <i>Fax – 6858</i> Betsey Mase – 8685 Susana Negrón – 2303 Maria Rodriguez - 4897	<u>Supervisors</u> <u>Dyasha Amin – 946-2342</u>	

Blue Prints 1

Blue Prints 2

Blue Prints 3

Blue Prints 4

Documents for Student Portfolios

Useful Documents and Appendices

Showcase Portfolio Table of Contents

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Showcase Portfolio Student Reflection Sheet

Name: _____ **Class:** _____

1. Are you proud of the work you have done in this class this year? Why or why not?

2. Do you see any improvement in your work from the beginning of the year to the end? If so, explain your improvement. If not, explain why you believe there has not been any improvement.

3.

What is your favorite assignment you completed in this class? Why? What is your least favorite assignment? Why?

4. Choose one assignment you think you could improve. Explain why you could improve this assignment and how you could improve it.

5. Have you reached the goals you set for this class at the beginning of the year? Explain your answer. Create three goals you would like to reach by the end of next year.

Guiding Principals for Positive Behavior

Useful Documents and Appendices

The Things that Matter Most

What Things Do Great Teachers Do differently?

Whitaker, Todd (2004)

1. Great teachers never forget that is people, not programs that determine the quality of a school.
2. Great teachers establish clear expectations at the start of the year and follow them consistently as they year progresses.
3. When a student misbehaves, great teachers have one goal; to keep the behavior from happening again.
4. Great teachers have high expectations for students but even higher expectations for themselves.
5. Great teachers know who the variable in the classroom is: They are. Good teachers consistently strive to improve, and they focus on something that can control-their own performance.
6. Great teachers create a positive atmosphere in the classroom and schools. They treat every person with respect. In particular, they understand the power of praise.
7. Great teachers consistently filter out negatives that don't matter and share a positive attitude.
8. Great teachers work hard to keep their relationships in good repair – to avoid personal hurt and to repair any possible damage.
9. Great teachers have the ability to ignore trivial disturbances and the ability to respond to inappropriate behavior without escalating the situation.
10. Great teachers have a plan and purpose for everything they do. If things don't work out the way they have envisioned, they reflect on what they could have done differently and adjust their plan accordingly.
11. Great teachers continuously ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they are good.
12. Great teachers keep standardized testing in perspective, they center on the real issues of student learning.
13. Great teacher care about their students. They understand the power of emotion to jumpstart change.

Adult Actions to Prevent Discipline Problems Before They Start

Instructional	Relationship Building	Procedural
<p>Give authentic work</p> <ul style="list-style-type: none"> Students will stay on task if they recognize the bigger picture/purpose of the work 	<p>Don't take their behaviors personally</p> <ul style="list-style-type: none"> Often times their behaviors aren't related to you or the class 	<p>Assign seats, change seating assignments regularly, and move seat if there is an issue</p> <ul style="list-style-type: none"> Supports community building, and it prevents cliques and other discipline problems
<p>Give engaging work</p> <ul style="list-style-type: none"> Students will stay on task if they are interested in the material/project 	<p>Model respect and appropriate behavior daily</p> <ul style="list-style-type: none"> You set the tone for the room, and students learn from what they see 	<p>Have set rules/expectations and reinforce them</p> <ul style="list-style-type: none"> This sends the message that you take safety and the rules seriously.
<p>Project based learning/assessment</p> <ul style="list-style-type: none"> Students will rise to the challenge of managing long term, multi-step projects. Students can match their personal interests to their academic work when completing projects 	<p>Develop relationships by getting to know students</p> <ul style="list-style-type: none"> Students will be more engaged if they can bring some of their own experiences to the class 	<p>Follow through with consequences</p> <ul style="list-style-type: none"> If you don't follow through, students take the rules less seriously
<p>Set high expectations</p> <ul style="list-style-type: none"> Students will stay on task if the teachers send the message that the work may be difficult, but they will be supported 	<p>Ask for support from a colleague or admin. if there was an issue during the previous class</p> <ul style="list-style-type: none"> No one is perfect, and the best way to get better is by reaching out for help/support 	<p>Be aware of who is in the classroom</p> <ul style="list-style-type: none"> Allowing visiting students into the room without a clear purpose takes away from the actual students work
<p>Be aware of what every student is doing in the classroom</p> <ul style="list-style-type: none"> This ensures that students are on task 	<p>Clean slate every day</p> <ul style="list-style-type: none"> If students know they are welcome, they are more likely to stay on task 	<p>Have a plan B for students with out supplies, completed homework, etc.</p> <ul style="list-style-type: none"> Sometimes students aren't prepared, but they still need the opportunity to complete their work

**Adult Actions to Prevent Discipline Problems Before They Start
(Continued)**

Instructional	Relationship Building	Procedural
<p>Be as clear as possible with instructions</p> <ul style="list-style-type: none"> This limits student frustration and ensures that students can complete the task 	<p>Use students names when communicating with them</p> <ul style="list-style-type: none"> It helps to build the classroom community and people like to hear the sound of their own name 	<p>Have an agenda with specified times on the board</p> <ul style="list-style-type: none"> Students will be more engaged if they know what to expect during the class. Students are also motivated to complete items on an agenda
<p>Allow students time to ask questions</p> <ul style="list-style-type: none"> This sends the message that student voice matters, and it will also limit student frustration 	<p>Connect with students personally to make sure everyone is okay</p> <ul style="list-style-type: none"> This helps to identify or manage problems before they escalate 	<p>Ask students what they need</p> <ul style="list-style-type: none"> Sometimes it's an easy answer, like a pen. In other cases, it sends the message that you are aware and concerned, and this helps the student get back on task
<p>Actively move through the classroom</p> <ul style="list-style-type: none"> This sends the message that every student matters and that you are willing to work with them 	<p>Consistently communicate with students that the room is a SAFE place</p> <ul style="list-style-type: none"> This way everyone feels comfortable and welcome, and they will be willing to take the educational risks we ask of them 	<p>Talk to students individually if there is an issue</p> <ul style="list-style-type: none"> This helps students to not feel embarrassed or called out, and it also sends the message that you care
<p>Keep the focus on the work</p> <ul style="list-style-type: none"> Sometimes adolescent personalities can be challenging; be clear with students that you are here to help them learn 	<p>Never use sarcasm</p> <ul style="list-style-type: none"> It is often misunderstood by students and taken literally, personally, or out of context 	<p>Welcome students when they enter the room</p> <ul style="list-style-type: none"> This develops relationships, and it encourages students to get out of the hallway and into your classroom on time

**Adult Actions to Prevent Discipline Problems Before They Start
(continued)**

Instructional	Relationship Building	Procedural
	<p>Always come from a place of concern for the child and their education</p> <ul style="list-style-type: none"> • This is why we are teachers; we want students to succeed, and communicating that message reminds students that we are on their side 	

6. Strategies to Help Students Improve Their Writing

“Writing cannot be a subject that is short-changed or glossed over due to time constraints,” say Vanderbilt professor Steve Graham and doctoral student Amy Gillespie in this article in *Better: Evidence-Based Education*. Stressing the need to devote significant classroom time to writing, they list practices that, according to rigorous studies, have produced results in grades 4-12:

- *Strategies* – Explicitly teaching students strategies for planning, revising, and editing their writing, with the teacher modeling the strategy, helping students as they practice using it, and gradually releasing support as students practice independently.
- *Summarizing* – Explicitly teaching students to pull out the main ideas of what they read. This gives them practice doing concise, clear writing to convey an accurate sense of what they read.
- *Cooperative groups* – Students should practice working in small groups, taking turns being editors to each others’ writing.
- *Tasks* – Writing assignments should have measurable goals, for example, including at least three reasons that support a belief in an opinion paper.
- *Word processing* – Writing on computers allows students to more easily add, delete, and move text, check spelling, and otherwise improve their writing.
- *Sentence combining* – Learning how to put together two or more related sentences helps students learn to write more complex and sophisticated sentences.
- *Authenticity* – Students should write for an authentic audience, take responsibility for continuously improving their written work, and interact with other students throughout the drafting and revising process.
- *Inquiry* – Students benefit from having a clear goal (for example, writing about conflict on the playground), looking at data (observing students arguing on the playground), and translating what they learned into one or more compositions.
- *Prewriting* – Help students prepare for writing by organizing their thoughts, access what they already know, do research to find new information, and arrange ideas visually.
- *Models* – It’s helpful to show students exemplars of effective writing and encourage emulation.

Although these practices are rank-ordered, Graham and Gillespie suggest mixing and matching the strategies according to students’ needs – no one strategy works for all students, they say.

“Evidence-Based Practices for Teaching Writing” by Steve Graham and Amy Gillespie in *Better: Evidence-Based Education*, Winter 2011 (Vol. 3, #2, p. 4-5),

<http://betterevidence.org/us-edition/issue-6/>

Proactive Discipline Tips for Teachers

Keep Students on Track

- Over-plan and know your material well. Teacher “bell to bell, baby!”
- Use calling cards/sticks to keep everyone learning actively.
- Institute a “heads up and eyes open at all times” rule.

Communicate to students that you are serious about:

- Their success in your class.
- Their health and well being.
- The value and power of learning.

Know your students

- Learn students names and interest quickly.
- Greet each student at the door every day.
- Insist on respect for everyone in the classroom.
- Use seating charts effectively. Find the best “learning seat” for each student.
- Communicate with parents as often as possible.

Set clear rules and boundaries

- Write, explain, teach, review, quiz, and enforce classroom rules.
- Be consistent and clear in application of the rules.
- Correct students as privately as possible.
- Avoid personalizing poor behavior
- Make deliberate effort to lower your voice and slow down your actions when angered or challenged by a student.
- Treat even a poorly behaved student with respect. Communicate that even the teacher follows the rules.
- Keep a log of student behaviors that continuously distract the teacher or class and talk to colleagues about how they manage similar behaviors.

Remember to...

- Call parents early and often. Introduce yourself. Report good and bad news.
- When offering gentle reminder, e.g. eye contact, proximity, ask a question related to the assignment or task at hand.
- Take notes on language and behavior of a student you plan to write up so you can be precise. Don’t write office referrals when angry.

Using the Reflection Sheet:

- Encourage students to fill out the sheet.
- Explain that writing down their perspective of what happened in the class, causing them to be removed, ensures that their point of view is documented with the goal of resolving the problem.
- Short answer questions are very general, so some students may need help choosing one or answering one. Use the list below to encourage students.
 - *Who to write to:*
 - Mrs. Puglisi
 - Mr. Moseley
 - Ms. Brillante
 - Parent/Guardian
 - Teacher who removed them
 - Mr. Jinks or Mr. Griffin
 - Miss Kim or other social worker
 - Other adult in the building they respect
 - *Things to be proud of:*
 - Completed Projects
 - Tests/Quizzes
 - Completed homework
 - Participating
 - Group work
 - Being a leader
 - Being on time
 - Being prepared
 - *Possible goals:*
 - Being on time every day
 - Being prepared every day
 - Completing homework
 - Completing projects
 - Receiving a certain grade
 - Participating regularly
 - *Possible strengths:*
 - Participation
 - Communication
 - Working with others
 - Leadership
 - Athletics (team work, leadership, etc)
 - Being on time
 - Being on task
 - Being prepared
 - Being positive

How to... For Teachers

Useful Documents
and Appendices

How to Develop Positive Classroom Management

We've gathered tips from educators about proactive discipline methods. Join the conversation and share your experience about what works.

By Evantheia Schibsted

A recent report found that educators believe that the secret to effective discipline is proactively building relationships, not reacting punitively to student misbehavior. In surveys with 300 New York City public school teachers that included an open-ended question about the largest threat to school safety, the most common response was a lack of cohesive culture and positive relationships between staff and students.

(Download a [PDF of the report, "Teachers Talk: School Culture, Safety and Human Rights."](#) [2])

Additional key findings highlighted teachers' belief in positive approaches that emphasize social and emotional learning over punitive discipline:

- Most teachers feel that educators can address even major threats to safety, such as gangs, fights, and student conflict, only by building positive relationships within the school.
- Less than 45 percent of teachers said that suspensions are effective, while 80 percent said that classroom-management training, conflict resolution, guidance counseling, and mediation are effective for improving discipline.

But how do busy and often undersupported teachers go about building strong relationships with students and developing positive methods of conflict resolution? In the interest of igniting a dialog about what works in classroom management, we've gathered the following discipline tips from educators.

As with any series of principles for a complex topic, though, this is only a starting point. The end point, to the degree it can be reached at all, lies in your classrooms. We know that even strategies that work don't work all the time, and sometimes it feels like nothing works at all.

So now we want to hear from you. [Let us know](#) [3] what you've tried that's worked, and when and how; what you've learned; and what you're still learning. Together, we can build a vision for a peaceful and effective 21st-century classroom.

Here are some tips for starters:

Agree on Classroom Rules at the Beginning of the Year

- Taking time out for this simple step can prevent a lot of misery in the long term. Experienced educators suggest engaging students actively in the process of

determining a set of class rules. Taking this preventative measure creates a positive climate from the start.

Check in with Students at the Start of Class

- Even three minutes can make a difference. You can do this by asking questions, such as, "What do you want to get out of class today?" Teachers can weigh in with their goals for class, too.
- "This is a chance for the teacher, while still maintaining control of a classroom, to share with students at their level," says Liz Sullivan, coauthor of the "Teachers Talk" report and education program director at the [National Economic and Social Rights Initiative](#) [4]. "Have each kid give a short answer. It's a way to communicate with them. Making them feel like a part of the process sets a positive tone."

Be Consistent About Expectations

- This can be the biggest challenge for individuals to address, but it's important to keep in mind that school staff should work together as much as possible to foster consistency in expectations, and discipline methods, throughout the school.
- "Sometimes, staff inadvertently set up gaps," explains Nancy Franklin, a veteran educator with more than a decade of classroom experience who now provides training and support for the [Los Angeles Unified School District's Positive Behavior Support policy](#) [5]. "Students may think, 'If I go to this teacher, I get this answer, but if I go to the principal, I get another answer.' It's like a kid who gets different answers from Mom and Dad."

Reinforce Appropriate Behavior

- "When you are in a classroom with a teacher who reinforces positive behavior, kids calm down," says Franklin. "Think four positives to any corrective feedback."
- Franklin argues that correcting students is the weakest way of teaching rules. "It's not about 'Gotcha -- you did it the wrong way; here's the right way,'" she says. "Students need to be able to trust you and feel safe. That enables them to experience emotional health and flourish."

Maintain Student Dignity

- When corrections are necessary, experts suggest handling situations quietly and calmly. Don't make a big deal in front of the whole class.
- "An approach to discipline that is respectful of human rights and maintains student dignity leads to a school that is inherently safe," says former teacher Sally Lee, coauthor of "Teachers Talk" and executive director of the New York City organization [Teachers Unite](#) [6]. "A school in which students and teachers don't feel safe creates a fearful environment. And where there is a fearful environment, there are low expectations for discipline."

Be Neutral, Not Accusatory

- When problems arise, don't ask, for example, "Why did you take Sally's pencil?" This approach often provokes defensive comebacks such as, "She was mean to me." Instead, ask what happened, opening the way for students to tell their story. Follow up with questions such as "How do you think that made Sally feel?"

Look for the Cause

- It's a good idea to notice when students act out, educators advise. Does it happen only when the child is doing math or reading? Identifying when problems occur may help you recognize the reason.
- Similarly, it's helpful to figure out what the underlying problem is. "If it's a skill deficit, a kid doesn't know how to behave," says Joseph Ryan, a special education researcher at Clemson University who has worked in schools for disabled children. "If it's a performance deficit, the kid knows what to do but needs motivation."

Establish a Fairness Committee

- "Often, a person who is acting out wants to make amends for what they've done," says Josh Heisler, a teacher at New York City's [Vanguard High School](#) [7]. "They won't feel right until they fix the problem."
- Heisler's school set up a fairness committee of teachers and students that promotes a restorative approach, rather than a punitive one, to righting wrongs: Instead of directing offenders to the principal's office or threatening suspensions, teachers let them tell their side of the story to the committee and, hopefully, make amends. When the committee convenes, it asks students questions ranging from "What happened?" and "Who else has been affected?" to "What do you need to do now to repair the harm?"

Share Your Experience

- What would you add to this list? Do you have specific examples of how you've achieved these goals -- or others? We want to know.

Evantheia Schibsted is a New York freelancer who contributes to *Edutopia*. Her articles have also appeared in the *New York Times* and *Wired*, on ABCNEWS.com, and in or on other publications and Web sites.

Go to "[Student-Teacher Relationships Can Be Built Five Minutes at a Time](#) [8]."

[Student-Teacher Relationships Can Be Built Five Minutes at a Time](#) [8]

[The Schoolroom Peace Plan, Part One: Introduction](#) [9]

[The Barbed Wire Model of Classroom Management](#) [10]

[Positive Discipline Strategies Yield Quick Results](#) [11]

[YES Prep Cultivates a Culture of Achievement](#) [12]

[Social and Emotional Learning in Action](#) [13]

<http://www.edutopia.org/classroom-management-relationships-strategies-tips>

Checklist for productive parent-teacher conferences

ADAPTED from the AFT for face to face conference with parents:

Face-to-face meetings with parents have lots going for them. They give you an ongoing conversation, a sense of trust and shared information that will help you help students.

There are three stages in any parent-teacher conference: before, during and after.

Pre-conference

- Be crystal clear on the purpose of the conference when you invite parents. Provide the date, time, place and who should attend, taking into consideration the makeup of the child's family. Having the student attend is a matter of choice.
- Take parents' schedules into account. If possible, allow some evening or weekend sessions to accommodate working parents.
- Give yourself time to cool down before contacting parents about student behavior that has you feeling angry or upset.
- Discuss no more than three topics.
- Request an interpreter if parents are not conversant in English.

During the meeting

- Be sure to greet parents as they enter your room. Remember, some parents are even more nervous than you are, so try to make them feel comfortable.
- Encourage conversation by sitting next to the parent rather than at your desk. Put chairs near a table where you've laid a folder containing samples of the child's work, attendance records, and other pertinent information
- Tell parents you would like to outline your observations first and then discuss them together. Frame your overview this way: what, why, how and when.
- Immediately after the session, jot down highlights for follow-up notes so nothing falls through the cracks.

Checklist for productive parent-teacher conferences (cont'd)

ADAPTED from THE AFT for face to face conference with parents

Continued

- Report progress using positive comments as well as negative. Say, "Last week, Barb did really well writing paragraphs. But, as we moved into essays, she struggled with punctuation and using connectors between paragraphs. On the other hand, she has a real flair for math." Provide concrete examples supported by student work; avoid generalities. Never compare a student to another classmate or sibling.
- Listen attentively to what parents have to say. Before responding, paraphrase what you've heard; for example: "So your concern is that Barb needs more individual help in writing?"
- Outline what has been done to help the child, and then recommend assistance available at the school or in the community. Draw parents into what should be a collaborative venture by saying something like, "Let's work on this together." Then incorporate their suggestions into a plan of action.
- Make sure some of your suggestions include activities parents can do at home.
- Take time to get to know parents. Ask about their interests, jobs and home routines. Also ask about the child's interests, talents and challenges.
- Review the main points of discussion and the steps identified to address them. Finally, set up a protocol for following up, thank parents for coming and let them know you're available to work with them through phone calls, e-mail or further meetings.

Follow-up

- Take a few minutes to record notes from your meetings, and put them in a folder where you keep track of parent contact.
- Keep parents updated on the status of the agreed-upon action plan.
- Use multiple modes of communication. Keeping in mind that your notes may not make it home, repeat your messages in e-mails, phone calls and one-sheet classroom newsletters. Avoid using education jargon.
- Tell the student about the meeting and any further actions you and the child's parents have agreed upon. Continue to keep students as well as parents in the loop.
- Send home individual notes to praise students for improved or outstanding work.
- Check in with parents periodically. Ask if there's any way you can help with guidance or enrichment projects at home.

When writing a discipline referral

DO - Be Descriptive and Precise

DON'T Be angry, emotional, or make it personal.

Reread what you have written before submitting a referral.

Ask yourself...

- 1. Does it accurately describe the situation?**
- 2. Does it clearly explain the problem behavior and how it interrupted the learning for that student, or the learning of other students?**

Effective

Today during period 2, Michael entered class late without a pass. He refused to sign the Tardy log. I talked to him briefly in the hall where he apologized and said he was angry about his brother. He agreed to get right to work and to sign the tardy pass. When he reentered the room, he still did not sign the log. He sat down at his desk and started to get to work. I signed the tardy log for him. After several minutes, Michael then turned around in his desk and disrupted another student. I asked him if he needed a pencil or anything to help him get to work. He said, "I'm not in the mood for this shit." He then walked out of the room.

Ineffective

Today during period 2, Michael entered class late without a pass. He never has a pass when he comes to class late even though he has been told several times that I would write him up. Sometimes it is like I am talking to a wall with these kids. **He refused to sign the Tardy log** and so **I talked to him briefly in the hall.** When we were out there **he apologized** and **agreed to sign the log.** I told him he was still being disrespectful by coming to class late and he was never going to catch up if he continued this pattern. I tell him that all the time. He never listens. **When he reentered the room, he still did not sign the log.** I knew he wouldn't. He is very disrespectful. **He sat down at his desk and started to get to work. I signed the tardy log for him. After several minutes, Michael then turned around in his desk and disrupted another student.** He is always turning around in his seat to talk to Laura no matter how many times I tell him to get back on task. **I asked him if he needed a pencil or anything to help him get to work.** I knew that wasn't the problem. He continues to disrespect me every time he is in my room. Even if he had a pencil, I know he wouldn't do the work. I explained to him that what we were doing in class wasn't rocket science and if he needed help, I could help him. **He said, "I'm not in the mood for this shit." He then walked out of the room.** After he left, the whole room was disrupted and no students were able to get anything done on account of his behavior.

Effective

Lisa had her phone out and was texting during class. She has had her phone out for the last two classes but has put it away when asked, with minimal disruption. Today she took it out several times. She did not disrupt other students, but she also did not get her own work done. I will be calling her parents tonight. This is to document the issue. No further action needed.

Ineffective

Lisa had her phone out and was texting during class. I would never do that to any of my teachers, so I do not know why she thinks it is ok. **She has had her phone out for the last two classes but has put it away when asked, with minimal disruption. Today she took it out several times.** The cell phone situation in this building is out of control and the students act like they do not have to follow any rules. **She did not disrupt other students, but she also did not get her own work done.** Maybe she doesn't really care about quadratic equations, and she only cares about her facebook status and texting her boyfriend. Maybe she can write "skilled texter" on her college applications. Because at this rate, her math skills at this rate, do not have a prayer. Either way, **I will be calling her parents tonight** to let them know that she is behind and she needs to keep her cell phone at home. **This is to document the issue.** I am hoping that the parents speak English when I call them. **No further action needed.**

*** THESE ARE FICTIONALIZED EXAMPLES***

Tips for Calling Parents

It's not difficult to make the first call to a parent or guardian if you are prepared!

Establish a relationship early

- Introduce yourself.
- Tell parents what their child is studying.
- Remind them about Student Led Conferences, even if you are not their advisor.
- Comment on their child's progress.
- Inform them of a special achievements.
- Inform them of their child's strengths or share an anecdote.
- Try to call within the first two weeks of school.

Share Good News

- Make sure to share good news instead of only bad news. Parents are accustomed to having schools contact them only when their children are in need of academic or behavioral remediation.
- When you make calls to share positive information, be prepared for them to sound surprised-pleasantly surprised.
- Another added benefit to positive communications: Parents are more likely to be involved when good news is shared more often than bad.

Tips for Using the Phone to Communicate with Parents

- Write down a reason for the call
- Role play the call with a colleague
- Do not call parents if you are angry or frustrated
- Be prepared to listen and problem solve
- Explain to parents that you all have the same goal (whatever that is): for their child to achieve, child to engage in work, student to be on time, student to increase grade, etc.
- Remind parents of your availability for tutoring or for the other supports in our school available for students.
- Before making a call, write down the reasons for the call. One reason is simply to introduce yourself to the parent or guardian. These tips can help you prepare:

If Parents react negatively, seem angry, or rude,

- Do not or escalate the situation or take their words personally.
- Keep the conversation connected to strategies to help students engage in the work.
- If the conversation becomes too negative or no longer problem solving focused, end the conversation quickly and invite the parent in to meet with you and an administrator to strategize together how best to support their child.
- Notify administrators right away if there is a situation with a parent or student that requires additional support.

Tips for Writing Effective Letters of Recommendation for Students

Inform Students

Students tend to be uninformed about their needs and responsibilities in seeking letters of recommendation. Guide students by providing them with a detailed list of what will assist you in writing a letter on their behalf. Many professors create a handout or web page listing the desired information. Here are some suggestions:

- Explain the purpose of the letter
- Desired focus of the letter (e.g., discuss my research skills and experiences in your lab, or discuss my responsibilities as a teaching assistant in your class)
- Useful skills (e.g., computer, statistical, or interpersonal skills)
- Related experiences (extracurricular, work experience, clubs, volunteer work)
- Reasons for pursuing course of study
- Resume
- Transcript

Think About It

Do not immediately agree to write a letter on behalf of a student. Instead, take a little bit of time to think about it and reflect on your experiences with the student.

Be Honest

If you don't know a student well or cannot write a positive letter on his or her behalf, explain your reservations to inform the applicant. If he or she insists, help students brainstorm other adults who could write such a letter. A favorite teacher, a member of their church, a coach, etc.

Be Specific

Use specific examples to support your statements. Specific examples will enhance the value of positive comments and will protect you from legal action. If you choose to include unfavorable information, you must include specific examples to illustrate your point.

Organize the Letter

An effective letter of recommendation is structured. Begin your letter by indicating for whom you are writing, what they are applying to, and an overview of the tone of the letter. Indicate to what extent and length of time you have known the student. Your next step should be to review grades and your records regarding the student. Next, provide specific examples that illustrate the student's intellectual ability, capacity for independent and original thought, knowledge of the field, or attitude and motivation. Close by reiterating your overall recommendation and its strength.

Beware of Ambiguity

Letters of recommendation tend to be overwhelmingly positive. Because most letters are inflated, readers examine them as if they were written in code. Recommendation letters thus become a projective test wherein any ambiguity is questioned. Any equivocal information might be interpreted in a negative light, even if you did not intend so.

Adapted from Tips for Writing Letters of Recommendation

By Tara Kuther, Ph.D.

Accessed on 8.31.11: <http://gradschool.about.com/cs/writingletters/a/writeletter.htm>

Classroom Environment Rubric

Classroom Teacher _____ Date _____

Classroom Subject Area _____ Room Number _____

	Exemplary	Proficient	Needs Improvement	Comments
Student Portfolios for each student, including work with teacher feedback, and use of rubrics				
Content Area and inspirational posters, intellectually stimulating environment				
Personal items that build relationships				
Student Work Exemplars Posted				
Organized work space, a place for everything, including student work, makeup work, supplies.				
Examples of successful and culturally diverse role models posted				
Evidence of student recognition				

Teachers are encouraged to consult with colleagues on their room decoration and organization. Use this rubric as a tool as desired (personal checklist, or organize a voluntary walkthrough with a colleague). This rubric is teacher created; feel free to offer suggestions for improvement to this rubric.

Five Planning Tips for New Teachers

By Amy M. Whited

As the year begins, each teacher is filled with anticipation. Will this be a great year? Will I make a difference? Will I get through the curriculum? Will I be prepared? Will I be able to meet the needs of all my students? Effective planning is the key to a successful school year. Luckily, much of the planning can be done before students ever step foot in the classroom. Working with your teammates during the summer is always a bonus. If that cannot be arranged, using your time wisely and efficiently at the beginning of the school year can help you feel just as prepared.

1. Plan With the End in Mind

Effective teaching begins with knowing the curriculum. If your district has an established curriculum, read through the entire document to familiarize yourself with the expectations for the complete year. If your district does not have a prescribed curriculum, spend time reviewing your state standards and start "mapping" your year. Become familiar with end of year goals; this familiarity will help keep you focused on results. In addition, find out what state and district assessments you are required to administer. Familiarize yourself with those assessments so that you are prepared and, in turn, your students will be prepared. As Harry Wong might say, "Failing to plan is planning to fail."

2. Establish Expectations Early

It is easy to picture that first day when the kids will enter your classroom quickly and quietly and sit right down in their assigned seats eager to learn. Sadly, this scenario is not always the norm. Indeed, those who have taught middle school will attest that a kindergarten student is more likely to sit down ready to learn than your average middle school student. Students begin testing the boundaries on that very first day. Get organized and come prepared for your students armed with a seating chart. Consider collaborating with your class on an expectation rubric. If you want students to organize their belongings, you must show them how. Expectations must be communicated, modeled, and yes, practiced and practiced until it becomes routine. Once an expectation has become a routine, you never have to talk about it again. It is easier to spend time up front establishing the routines than stopping instruction to teach expected behavior. Remember to use a "common language" when talking about expectations. To some, "work with your neighbor" means, "turn and goof off!"

3. Establish Effective Conditions for Learning

There has been much research done on conditions that promote learning. Keep this research in mind as you set up your class. Consider the desk configuration, cooperative work areas, supplies availability (such as textbooks), and posting your standards and daily objectives. All of these things can lead to a more effective and smooth running classroom.

4. Organize Yourself for Instruction

Establish organization tools before the students step into the class. In addition to that seating chart, consider: Creating a communication notebook which includes a phone log and a place to organize school information and a master school calendar; Write your first parent communication letter which outlines your expectations, homework, curriculum etc; and create the rubrics you will use to assess student work. Spend time up front creating a place for student bodies of evidence. Simple filing tools can be created during those last few days of summer so that you don't get buried in paperwork the first few weeks of school.

5. Be Flexible

Last, but by no means least, make sure to be flexible. Even the best laid plans need to have some flexibility built in. Make sure to consider plans B and even C when thinking about your classroom. And don't become frustrated by a chaotic start of the year – this is normal! Stay calm, take a deep breath and start each day fresh.

Definitions to Help Recognize Child Abuse

Physical Abuse

Physical assaults such as striking, kicking, biting, throwing, burning or poisoning that caused, or could have caused, serious physical injury to the child.

Sexual Abuse

Vaginal, anal, or oral intercourse, vaginal or anal penetration; and other forms of inappropriate touching or exhibitionism for sexual gratification.

Sexual Exploitation

Use of a child in prostitution, pornography, or other sexually exploitative activities.

Physical Deprivation

Failure to provide basic necessities, such as food, clothing, hygiene and shelter, that caused serious physical injury, sickness or disability.

Medical Neglect

Failure to provide the medical, dental, or psychiatric care needed to prevent or treat serious physical or psychological injuries or illnesses.

Physical Endangerment

Reckless behavior toward a child, such as leaving a young child alone or placing a child in a hazardous environment that caused, or could have caused, serious physical injury.

Abandonment

Leaving a child alone or in the care of another under circumstance that suggests an intentional abdication of parental responsibilities.

Emotional Abuse

Physical or emotional assaults, such as torture and close confinement, that caused or could have caused serious psychological injury.

Emotional Neglect

Failure to provide the emotional nurturing and physical and cognitive stimulation needed to prevent serious developmental deficits.

Failure to treat a child's psychological problems

Indifference to a child's severe emotional or behavioral problems or parental rejections of appropriate offers of help.

Improper Ethical Guidance

Grossly inappropriate parental conduct or lifestyles that imposes a specific threat to a child's ethical development or behavior.

Excerpt: D. Besharov, Recognizing Child Abuse (NY, the Free Press, 1990) p. 30.

If you suspect that a student at Metropolitan Business Academy has been abused according to these guidelines, you are mandated to report your suspicions to the Principal and to the CT Department of Children and Families.. In addition, the Nurse should be notified immediately if there are physical signs of abuse present. Any mandated reporter, i.e. any adult teacher or staff member, has the right to file a Form 136, Child Abuse Form, on their own accord.

Templates, Forms, and Rubrics

Useful Documents and Appendices

Teacher's Name _____ Subject _____
Name of Textbook _____ Price of New Textbook _____

	Student Name	Book Number	Condition	Date Received	Date Returned
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					

Parent Contact Log – On Website

Class Activity Proposal Form

(this form can be accessed online and completed digitally and emailed)

All proposals must be submitted 35 days in advance of proposed activity.

Event / Activity Name: _____ Sponsoring Class: _____

Name and email address of chair person: _____

Names and email address of all committee members:

Class Advisor: _____

Categorize Purpose of event: (Circle or Highlight all that Apply)

<input checked="" type="checkbox"/> Community Building	<input checked="" type="checkbox"/> Incentive	<input checked="" type="checkbox"/> Informative
<input checked="" type="checkbox"/> Fundraisers	<input checked="" type="checkbox"/> Educational	<input checked="" type="checkbox"/> Raise Social Awareness
<input checked="" type="checkbox"/> Other: Explain		

Description of the Activity:

Objectives / Goals / Mission:

Event Details:

- Proposed Date _____
- Proposed Time _____
- Proposed Location _____
(If Metropolitan – specify locations within school) _____

Budget:

How much money will you spend on this event?

List Below:

Items:	Price	Rationale:

Will your class make money from this event? What things will you be selling / charging for / etc?

Pending approval, will a permit need to be submitted? Yes / No

What is the plan for supervising this event / activity? What faculty will be there? What other adults will be there? What is the contact information for adults outside of the school (email and phone number).

Endorsement Signature of the Class Advisor _____

For administrative use:

Event Approved _____

Event Unapproved _____

Signature of the Principal _____ Date _____

Class Activity Report

Activity Description	
How many meetings were held to support this event?	
Describe what was successful about this event.	
4. What went well?	
5. What could be improved next time?	
6. How much money was spent in total?	7. How much Money was made in total (after accounting for expenses)?
8. Will you try this again or recommend it to another class? Why or why not?	
Other comments:	

MBA Classroom Log

Teacher Name: _____ Room #: _____

Tardy Log

<u>Name</u>	<u>Date</u>	<u>Time</u>	<u>Pass?</u>
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No
			Yes/No

Hall Pass Log

<u>Name</u>	<u>Date</u>	<u>Destination</u>	<u>Time Out</u>	<u>Time In</u>

TEACHER PASSES

<p align="center">Metropolitan Business Academy Teacher Pass</p> <p>Student Name:</p> <p>Time:</p> <p>Date:</p> <p>Destination:</p> <p>Teacher Signature:</p>	<p align="center">Metropolitan Business Academy Teacher Pass</p> <p>Student Name:</p> <p>Time:</p> <p>Date:</p> <p>Destination:</p> <p>Teacher Signature:</p>
<p align="center">Metropolitan Business Academy Teacher Pass</p> <p>Student Name:</p> <p>Time:</p> <p>Date:</p> <p>Destination:</p> <p>Teacher Signature:</p>	<p align="center">Metropolitan Business Academy Teacher Pass</p> <p>Student Name:</p> <p>Time:</p> <p>Date:</p> <p>Destination:</p> <p>Teacher Signature:</p>

POST THIS INFORMATION IN YOUR ROOM:

MBA School Wide Procedure & Policy for Tardy Students:

All teachers must have a tardy log and clip board with a pen or pencil attached in a visible and accessible area of the classroom. A format for this tardy log can be found in the ***Useful Documents and Appendices*** section of this manual. All late students must sign their name, date, time, and if they had a pass or not on the classroom log when they enter the room. Teacher should review the log for accuracy at the end of each class period. **All teachers must accept students with or with out a pass.** If a student is tardy three times, the teacher must contact a parent/guardian to let them know in a proactive way that their child was late and missed important class time as a result. Classroom routines should be established so that tardy students are able to access materials quickly and begin working. Do not ignore tardy students as a consequence for being late. This only encourages inappropriate, off task, and disruptive behavior. Acknowledge the student, and help the student to be on task quickly.

MBA School Wide Procedure & Policy for Hall Passes:

Students are only allowed **FIVE** passes out of class per marking period. Students must sign their name, the date, destination, time in, and time out on the classroom log. A format for this Hall Pass Log can be found in the ***Useful Documents and Appendices*** section of this manual. Students will use the **MBA** pass. They will write their name, date, destination, and time they left your room. **You** must sign the pass before they leave. Remind students that they are only allowed to use the bathrooms on the same floor as their classroom. If a students says it is an emergency and has used all five of their passes, fill out the Metropolitan Business Academy Teacher Pass. Students still need to document this on the Hall Pass Log. Multiple emergencies warrant a call home. Some teachers offer students extra credit points in exchange for unused bathroom passes. This will encourage students to only leave the room when absolutely necessary.

NHPS Data Practices Rubric

For any school or district forum focused on student learning data, including BLDT and Data Days....

CATEGORY of DATA PRACTICE PERFORMANCE	Rating ¹	Evidence and Comments
<i>A. Logistics and Coordination</i>		
1. Data discussions are scheduled at regular and meaningful intervals		
2. Data discussions involve appropriate membership (i.e. leadership, classroom, non-classroom)		
3. Agenda/schedule is clear, focused, and implemented with appropriate time for meaningful discussion		
4. Meeting roles and norms are identified and followed, including agenda and committee communication		
<i>B. Data Analysis</i>		
1. Discussion includes problem solving on multiple and high quality data on student learning		
2. Analysis includes both overall group trends, subgroup analysis, and individual student identification		
3. Analysis leads to relevant conclusions (i.e. “so what”)		
<i>C. Adult Action Planning</i>		
1. Discussion identifies concrete and relevant actions steps to improve student learning		
2. Discussion identifies clear results indicators for monitoring, including adult actions and student learning		
3. Responsibility and timing of follow up actions is clear		
4. Communication about analysis, decisions, and actions to stakeholders (i.e. staff, parents, students) is clear and timely		
<i>D. Follow-Up</i>		
1. Action steps and results indicators are subsequently monitored and evaluated for effectiveness		
2. Plans are adjusted and updated based on monitoring and evaluation		

¹ Rating Scale: Exemplary, Strong, Effective, Developing, or Needs Improvement. Use NA if criterion is not relevant for the meeting or portion of the meeting observed.

Strategy Meeting AGENDA

- Assign time keeper, facilitator, and note taker / emailer of notes.
- Facilitator should remind team members of the purpose of meeting and keep discussion student centered, and quickly negotiate ground rules.
- Strategy Meeting discussion format to discuss students (no longer than 15 minutes)
- Recap strategies and make sure all team members are clear about any follow up that they committed to.
- All strategy notes should be emailed to point the person designated by the administrator.

Strategy Meeting Discussion Format

Student: _____ Grade: _____ Date: _____

1. Instructional and/or behavioral concerns (Please include present level of academic performance. Behavioral concerns should include frequency, and duration) **3 min**

2. Student strengths. **2 min**

3. Areas in need of improvement **2 min**

4. Previous interventions used (private student conference, student-teacher strategy meeting, parental contact, student progress reports, lunch time tutorials, after school support, reorganization of instructional delivery, etc.) What does this student respond positively to? **2 min**

5. Brain storm options **3 min**

6. Select intervention **1 min**

7. Supports necessary to deliver intervention **1 min**

8. How and when will this intervention be evaluated and revised if necessary? **1 min**

Other Notes:

Student Led Conference Sign In Sheet – On Website

