

1 Preparing for a Successful School Year

Patience, persistence and perspiration make an unbeatable combination for success.

—Napoleon Hill (1883–1970)

Patience, persistence, perspiration, and preparation are the keys to achieving a successful school year for the new special education teacher. The work habits and time management skills that beginning teachers employ during the first days of school set the tone for the remainder of the year. Traditionally, school systems begin the new school year with a preplanning time period designed to provide the opportunity for teachers to prepare for instruction, collaborate with colleagues, participate in professional learning opportunities, and chart a general direction for the upcoming year. Frequently, the new special education teacher must use this time period to confirm his or her new class rosters, resolve transportation issues, coordinate with related service providers, select teachers for students in general education settings, collaborate and plan with general education teachers, create or fine-tune students' schedules, select appropriate instructional materials, and create a class schedule that is conducive to the school's master schedule. The beginning teacher can often be found asking the question, "Where do I begin?"

In the sections that follow, the authors identify six strategies that they have found to be the building blocks for a successful school year. The authors discuss each strategy and provide the reader with the necessary supporting forms and checklists for successful implementation. The chapter includes basic information that will guide the teacher in his or her efforts to address matters ranging from how to familiarize oneself with his or her new school to establishing an effective communication system. The beginning teacher will discover that although each school year is unique, preparation is always the constant element that is critical for a successful and productive year.

STRATEGY 1: GET TO KNOW YOUR SCHOOL

Most school systems will have general orientation sessions for new hires prior to the start of the school year. These sessions generally include a welcome address by the system's superintendent or director of schools, an introduction of support personnel, specific information pertaining to employee benefits and payroll, an orientation to the teacher evaluation program, and an overview of the school system's demographic information and tests results. While these sessions are important, getting to know his or her new school must be a priority for the beginning teacher. The first step the teacher should take once securing his or her first position is to schedule an appointment with the school's principal. The principal can provide the beginning teacher with critical information pertaining to the school's basic framework. Typically, schools have a vision and/or mission statement that defines the school's primary focus; a school improvement plan that lists the goals and objectives designed to increase the school's effectiveness; an Adequate Yearly Progress report that reveals the status of the school in meeting the requirements of the No Child Left Behind Act; and other historical documents and information that can provide the beginning teacher with a basic understanding of the school's journey or "story." The teacher should take this opportunity to request an advance copy of the school's faculty and staff handbook, a copy of the student handbook, a list of the school's extracurricular activities and organizations, and to ask the principal specific questions pertaining to his or her expectations of faculty and staff members and a list of all professional learning opportunities for teachers. Finally, the new teacher should use the appointment time to get acquainted with the school facility and obtain general information about the current faculty and staff. A school yearbook is an excellent resource to assist the new teacher's efforts in becoming familiar his or her new school and colleagues. The authors have created a checklist that the beginning teacher can use as guide during the meeting.

Materials or Resources

Form 1.1 Get to Know Your School Checklist

STRATEGY 2: ALLOCATE TIME FOR REFLECTING

The first-year special education teacher should allocate a sufficient amount of time for personal reflection throughout the school year. The authors recommend that the teacher maintain a journal to record daily or weekly thoughts and feelings pertaining to his or her school experiences. The teacher will find this exercise to be one that not only relieves stress but also can provide insight into classroom practices that prove to be productive and identify those that definitely need to be "tweaked." In addition to maintaining a journal, the authors recommend that the beginning teacher conduct a self-evaluation at the midpoint and the end of the school year as a means to evaluate his or her first

efforts as a professional educator. The authors provide the reader with a basic instrument that can be used by most teachers.

Materials or Resources

Form 1.13 Self-Evaluation Instrument for the Special Education Teacher

STRATEGY 3: LOCATE A MENTOR TEACHER

A mentor teacher is an individual who can provide the beginning teacher with the emotional support that is helpful as he or she navigates through unfamiliar territory during the first year. Mentor teachers can assist beginning teachers by supplying them with valuable information pertaining to the nuts and bolts of the school's day-to-day operation, serving as role models, sharing knowledge and skills, providing support and encouragement, and, most important, listening. Daugherty (2003) reported in his survey of teachers who had been awarded the Sallie Mae Award, which is given by the American Association of School Administrators and the Student Loan Marketing Association to first-year teachers who have demonstrated superior instructional skills and exhibited excellent interaction with students, faculty, and parents, that "a majority of award winners emphasized the value of mentorship programs aimed at easing the transition from student or intern teacher to professional" (p. 460). Others have discovered that "beginning special education teachers should have weekly contact with their mentors for mentoring to be effective. Also, the mentor optimally would be a special educator working in the same field and in the same building as the beginning teacher" (Fore, Martin, & Bender, 2002, para. 20). The authors suggest that the new teacher find a mentor who is currently teaching in the same field and building to maximize the effectiveness of the mentoring program.

STRATEGY 4: IDENTIFY ESSENTIAL TASKS

Beginning special education teachers should identify and prioritize all essential tasks that must be accomplished during the pre- and post-planning time periods and on a monthly basis throughout the school year. The authors have developed checklists of items for each period that will help the new teacher establish good work habits and time management skills and successfully complete his or her first year. The authors are aware that a tremendous amount of diversity exists among special education programs and delivery models; despite this fact, however, there continue to be certain tasks that must be accomplished by the teacher of students with exceptionalities if the goal of a successful school year is to be achieved. The contents of every teacher checklist are broken down into four major categories:

- Special education administrative tasks
- General classroom and instructional tasks

- Noninstructional tasks
- Professional learning tasks

The authors recommend that the teacher review each checklist and select the tasks that are relevant and add additional tasks as needed to meet the individual needs of his or her students or program. The authors have created several forms to support the tasks outlined in the planning checklists.

Materials or Resources

Form 1.2 Preplanning Checklist

Form 1.3 Monthly Planning Checklist

Form 1.4 Postplanning Checklist

Form 1.5 Correspondence Log

Form 1.6 Student Emergency Information

Form 1.7 Noninstructional Classroom Supply Checklist

Form 1.8 Instructional Classroom Supply Checklist

Form 1.9 Classroom Inventory Checklist

Form 1.11 Student Service Information

Form 1.12 Present Levels of Performance

STRATEGY 5: ORIENT ASSIGNED PARAPROFESSIONALS

“Paraprofessionals are non-certified staff members who are employed to assist certified staff in carrying out the education programs and otherwise helping in the instruction of students with disabilities” (Friend & Bursuck, 2002, p. 103). The new teacher typically has the primary responsibility of orienting the paraprofessional assigned to his or her special education program. The teacher should include the following in his or her orientation session: define the individual’s role and responsibilities, outline classroom expectations and procedures, discuss the rules of confidentiality, take the paraprofessional on a tour of the school, review the school’s faculty handbook, discuss basic school information, and preview the areas in which the paraprofessional will be evaluated at the end of the year. The authors have developed a checklist of the most common responsibilities of paraprofessionals and have included a list of suggestions for working with these individuals (Form 1.10). This information is

located in the supplemental forms and resources section of this chapter. The teacher must emphasize that the paraprofessional is an important member of the special education team and plays a critical role in facilitating the education process for students. Paraprofessionals need periodic feedback from the supervising teacher to address areas of concern and provide positive reinforcement for effective practices. Salend (2001) states,

Feedback can include job performance, rapport with students and other school personnel, and information on how to work more effectively. You can also ask paraeducators and volunteers for their point of view about their roles in the school, and you can acknowledge their contributions with notes from students and teachers, graphs or other records of student progress, certificates of appreciation, and verbal comments. (p. 123)

The teacher will find that his or her assigned paraprofessionals are invaluable assets to both the special and general education classrooms. Often, paraprofessionals who have worked in the same school over a period of time can provide the new teacher with significant information pertaining to the students and the particulars of the school.

Materials or Resources

Form 1.10 Paraprofessional's Classroom Responsibilities Checklist

Resource 1.1 Suggestions for Working With a Paraprofessional

STRATEGY 6: ESTABLISH A COMMUNICATION SYSTEM

The new teacher must establish a system for communicating with parents and students in order to establish rapport and build solid partnerships. The authors recommend the following activities to assist the teacher in his or her efforts to implement an effective communication system:

Conduct an Orientation Session

Orientation sessions provide the new teacher with an opportunity to establish communication with parents and students and can assist with setting the tone for the remainder of the school year. The best time to conduct an orientation session is prior to the start of the new school year. Most schools have an “open house” prior to the start of school, and the new teacher could incorporate his or her orientation into this activity. Teachers can take this opportunity to introduce all staff members who will be working with students, provide parents with a description of the special education program or model, discuss classroom expectations

and procedures, preview academic curriculum and materials, and take parents on a tour of the school. The authors recommend that the teacher design a simple needs assessment survey to collect information from parents regarding areas of concern and educational topics of interest that can be addressed through future parent workshops. The teacher should provide an opportunity for parents to evaluate the orientation session to gain insight into the quality of the session and obtain information on areas that need improvement. The evaluation may consist of a pencil-and-paper instrument or a computer-assisted survey.

Conduct Parent Workshops and Information Sessions

Parent workshops and information sessions assist the beginning teacher in building a bridge of understanding and communication with parents. Workshops allow parents to learn new skills and practice others, whereas information sessions provide parents with insight on specific topics of interest or concern. The authors recommend the following steps to plan a quality parent workshop:

- Step 1: Select topic or focus
- Step 2: Select date, time, and location
- Step 3: Develop goals and objectives
- Step 4: Collect materials or coordinate to have a guest speaker
- Step 5: Develop an agenda
- Step 6: Advertise, advertise, and advertise
- Step 7: Develop an evaluation instrument

Create an Informative and User-Friendly Web Page

The creation of an informative, user-friendly Web page and e-mail account will maximize the new teacher's ability to disseminate and receive information from parents and students. "Technology can assist in communicating a message which can be received at the convenience of the target audience without the barriers of space, place, or time" (Sabella & Booker, 2003, p. 207). The authors found in their review of school Web sites in the United States that Web pages of teachers differ significantly in design, size, and type of information provided on a page. In light of this discovery, the authors developed three categories of information that they recommend for a teacher's Web page. The reader is cautioned that Web pages are best when kept simple in design and updated on a continuous basis. In addition, the teacher must remember that not every student and parent has access to technology, and critical information should continue to be distributed in a hard-copy format. The authors have included a multitude of Internet links that teachers can use when constructing their pages.

Recommended Web Page Information***Introduction of the special education teacher and staff***

- a. Teacher and staff pictures (use digital camera)
- b. Teacher and staff biographies
- c. Teacher and staff telephone numbers with extensions
- d. Teacher and staff e-mail addresses

Classroom information

- a. Class schedule
- b. Classroom policies and procedures
- c. Syllabi for academic subjects (possibly by grading period)
- d. Weekly homework assignments
- e. Highlights of special projects
- f. Procedures for requesting a conference with the teacher

Parent and student information and resources

- a. Specific grade-level information
- b. Monthly class bulletin or newsletter (noting important dates and upcoming events, specific class information, specific academic or social skill of the month, and other tidbits)
- c. Web site links
 1. Parent support organizations
 2. Student support organizations
 3. Homework assistance for students
 4. College
 5. Financial aid and scholarships
 6. Career
 7. Career information for specific fields
 8. College entrance exams

Materials or Resources***Resource 1.2 Web Sites for Parents and Students***

FORM 1.1 Get to Know Your School Checklist

Directions: The authors suggest that the beginning teacher use the checklist below during the meeting with his or her new principal. The checklist can serve as an agenda for the meeting and assist the teacher in gaining an in-depth understanding of the school and the principal's expectations.

_____ Discuss and review the school's mission or vision statement

_____ Discuss and review the current school improvement plan

- a. Academic program priorities
- b. SIP goals and objectives
- c. Specific school initiatives

_____ School profile

- a. Student demographics
- b. Students on free and reduced lunch (total number only)
- c. Student test data
- d. Student promotion and retention statistics
- e. Student daily average attendance
- f. Student dropout rate
- g. Student graduation statistics
- h. Student diploma completion
- i. Student extracurricular activities and organizations
- j. Student discipline information
- k. Special education programs

_____ Principal's expectations of teachers

- a. Observations
- b. Lesson plans
- c. Parent communication
- d. Classroom management
- e. Extracurricular activities
- f. School committees
- g. School duties

_____ Miscellaneous information

- a. School hours for students and teachers
- b. Faculty meetings dates and times
- c. Yearly school calendar of activities and important dates
- d. Name of assigned mentor

FORM 1.2 Preplanning Checklist

Purpose: The Preplanning Checklist serves as a guide to ensure that all major tasks have been addressed by the new teacher prior to the start of the new school year. The checklist is divided into five major areas: Special Education Administrative Tasks, Classroom/Instructional Tasks, Noninstructional Tasks, Professional Learning Tasks, and Additional Teacher Tasks.

Special Education Administrative Tasks

- _____ Procure the name and contact information for the special education person assigned to your school (possibly referred to as the special education coordinator or lead teacher).
- _____ Procure assigned caseload of students with disabilities from the school's principal, special education director, or special education county/district office.
- _____ Procure assigned students' Individualized Education Programs (IEPs) from school's principal, special education director, or special education county/district office.
- _____ Review all students' IEPs and complete Student Service Information Form (Form 1.11).
- _____ Contact school counselor and review students' schedules for the new school year.
- _____ Coordinate with the school counselor and place students in general education classes as dictated by the IEP.
- _____ Conference with teachers of students placed in general education settings.
- _____ Complete Classroom Adaptations Evaluation form (Form 3.4) and distribute to teachers of students placed in general education settings (see Chapter 3).
- _____ Distribute necessary student discipline information or addendums to the appropriate school administrator.
- _____ Create Correspondence Log (Form 1.5) book or other electronic recordkeeping system (e.g., Microsoft Outlook) to document all communications with parents, teachers, school administration, and other important contacts.
- _____ Complete the Paraprofessional's Classroom Responsibilities Checklist (Form 1.10) and discuss selected tasks with the paraprofessional assigned to your class. Be prepared to clarify and explain all assigned duties.

Classroom/Instructional Tasks

- _____ Procure and review thoroughly all curriculum guides for subjects the new teacher will be responsible for teaching in general education settings and/or the special education classroom.
- _____ Review each student's IEP and record important information on the Present Levels of Performance form (Form 1.12).
- _____ Establish a classroom schedule for academic instruction and specialty/elective courses.
- _____ Request assistance from the school's technology technician in order to ensure that all technology located in the classroom is in working order:

(Continued)

FORM 1.2 (Continued)

- a. Teacher computer and password
- b. Student computers and work stations
- c. Electronic whiteboards
- d. InterWrite SchoolPad
- e. LCD projector
- f. Printers
- g. Assistive technology devices for students

_____ Procure instructional and supporting materials.

_____ Procure lesson plan and grade book. Note: Some school systems use electronic grade book programs. The new teacher should request training if his or her school uses an electronic grade book program.

_____ Plan lessons, create units, and organize instructional materials.

_____ Post subject area standards and essential questions in highly visible area.

_____ Construct bulletin boards that reflect instructional units/themes.

_____ Place emergency response and exit procedures in highly visible areas:

- a. Fire drill
- b. Tornado or inclement weather drill
- c. Bomb threat
- d. Lockdown
- e. Other

_____ Establish classroom procedures and post in classroom:

- a. Classroom expectations
- b. Grading scale
- c. Class grading procedure
- d. Daily routine/schedule

_____ Prepare classroom information packet to be sent home to parents the first day of school (see Chapter 4).

_____ Copy Student Emergency Information form (Form 1.6) for the first day of school.

Noninstructional Tasks

_____ Procure or request noninstructional supplies. Use the Noninstructional Classroom Supply Checklist (Form 1.7).

_____ Inventory the contents of the classroom. Use the Classroom Inventory Checklist (Form 1.9) and record all serial numbers of major equipment and note the condition of all items listed below:

- | | |
|----------------------------|----------------------------|
| 1. Number of student desks | 10. Computer table |
| 2. Teacher desk | 11. Overhead projector |
| 3. Tables | 12. Carts |
| 4. Chairs | 13. Tape recorders |
| 5. Bookshelves | 14. Earphones/headsets |
| 6. File cabinets | 15. Televisions |
| 7. Storage cabinets | 16. VCR |
| 8. Computer | 17. Printer |
| 9. LCD projector | 18. Interactive whiteboard |

_____ Procure faculty duty roster and note all assigned duties and their dates, times, and locations.

Professional Learning

- _____ Join at least one professional organization (see Chapter 10).
- _____ Subscribe to at least one professional periodical (see Chapter 10).
- _____ Procure a schedule of education conferences and make arrangements to attend at least one conference per school year.
- _____ Procure a schedule of professional learning opportunities for certified personnel offered through the school system.
- _____ Start current special education articles notebook.
- _____ Obtain liability insurance for educators through a professional organization.

Additional Teacher Tasks

FORM 1.3 Monthly Planning Checklist

Special Education Administrative Tasks

- Review students' current individualized education programs (IEPs).
- Conduct formative assessments to progress monitor all short-term objectives on students' current IEPs.
- Annotate all mastered short-term objectives on students' current IEPs.
- Schedule annual review meetings for students with IEPs expiring within 30 days.
- Send Student Monitor Information form (Form 3.6b) to teachers of students placed in general education settings (see Chapter 3).
- Review all monitor results and record information on the Student Monitor Results Summary form (Form 3.7; see Chapter 3).
- Review students' behaviors plans/contracts and revise where necessary. The authors provide a generic Behavior Contract (Form 4.2) in Chapter 4.
- Correspond with parents in reference to student progress in the general education classroom.

Classroom/Instructional Tasks

- Complete instructional plans.
- Procure materials to support instructional plans.
- Construct bulletin boards to reflect current instructional units or themes.
- Prepare progress reports or report cards.
- Communicate with parents in reference to student progress in the special and general education classroom.

Noninstructional Tasks

- Check noninstructional supplies and replenish as necessary.
- Review dates for designated faculty meetings or special education meetings.

Professional Learning Tasks

- Review professional journals and copy articles of interest and place in a notebook for future reference.
- Select and read a book on an educational topic of interest.
- Attend education conferences and professional learning courses.

FORM 1.4 Postplanning Checklist**Special Education Administrative Tasks**

- Review all students' individualized education programs and ensure each plan is current and complete.
- Annotate all mastered goals and objectives on each students' individualized education program.
- All individualized education programs should be in a file folder and placed in a secured location (preferably a locking file cabinet).
- Follow district/county policy for sending IEP folders of students being promoted to the next grade and changing schools to the new special education teacher (example: moving up from elementary to middle school or moving up from middle to high school).
- Review each student's progress in all general education settings and note final grade.
- Inform parents of student's progress in general education classes.
- Contact school counselor and review students' schedules for the new school year (this is especially important for high school students).
- Coordinate with the school counselor and place students in general education classes for the new school year as dictated by their individualized education programs.
- Contact special education coordinator or special education director to obtain final instructions before leaving school for the summer.

Classroom/Instructional Tasks

- Prepare and complete final grades for all special education classes.
- Submit final grades as directed by the school's registrar or administration.
- Organize and store instructional materials.
- Remove and store all bulletin board materials and posters.
- Return all materials procured from the school media center or other faculty members.
- Follow school policy for closing out the school year (most schools will have a written checklist for teachers to follow before leaving for the summer).

Noninstructional Tasks

- Complete noninstructional supplies form for new school year and place order before leaving for the summer.
- Inventory classroom contents and note all deficiencies.
- Complete work orders for broken equipment or classroom deficiencies.
- Review all serial numbers of major equipment.
- Unplug all equipment in the room.
- Cover all computer equipment.

FORM 1.6 Student Emergency Information

Student name: _____

Date of birth: _____

Age: _____

Present grade: _____

Student FTE or identification number: _____

Parent or guardian name: _____

Address: _____

Mailing address: _____

Home e-mail address: _____

Home telephone number: _____

Cellular telephone number: _____

Parent or guardian work location: _____

Telephone number: _____

Cellular telephone number: _____

E-mail address: _____

Emergency contact person: _____

Telephone number: _____

Cellular telephone number: _____

E-mail address: _____

Significant medical issues (explain/describe): _____

Medications: _____

Allergies: _____

Wears glasses or contact lenses: Yes or No

Wears hearing aids: Yes or No _____ Left ear _____ Right ear _____ Both ears

Transportation to school: _____ Bus _____ Car _____ Day care van _____ Walk

Transportation from school: _____ Bus _____ Car _____ Day care van _____ Walk

FORM 1.7 Noninstructional Classroom Supply Checklist

Teacher: _____

School Year: _____

Class/Program: _____

Room Number: _____

____ White copy paper (8 ½ × 11)

____ Sentence strips

____ Colored copy paper (8 ½ × 11)

(3 × 24)

____ Green

____ Gray

____ Chart tablets

____ Ivory

____ Pink

____ Chart stand

____ Goldenrod

____ Lavender

____ Index cards

____ Salmon

____ Tan

____ Adhesive notepads

____ Canary

____ Blue

____ 2 × 3

____ NCR paper (8 ½ × 11)

____ 3 × 3

White/yellow 2-part

____ 3 × 5

____ NCR paper (8 ½ × 11)

____ Manila file folders

White/yellow/pink 3-part

____ File folder labels

____ Computer paper (laser or other)

____ File guides A–Z letter

____ Notebook paper

____ Transparency film

____ Three-ring 10 ¼ × 8, ruled

____ Acetate writing roll

(college or wide rule)

____ Single sheet

____ Wire bound, 11 × 8 ½

____ Report folders

____ Composition book 10 × 8

____ 3-fasteners

____ Primary practice paper

____ Double pockets

____ Notebook binders

____ Construction paper

____ Three-ring, 1-inch diameter

____ 9 × 12 assorted

____ Three-ring, 1 ½ inch diameter

____ 12 × 18 assorted

____ Three-ring, 2-inch diameter

____ 18 × 24 assorted

____ Legal pads 8 ½ × 11

____ Art craft paper

____ Canary

____ Bulletin board items

____ White

____ Paper

____ Teacher plan book

____ Letters

____ Teacher grade book

____ Border

____ E-Z teacher grader

____ Stencils

____ Ballpoint pens

____ Chalk

____ Black ink

____ White

____ Blue ink

____ Yellow

____ Red ink

____ Colored

____ Green ink

____ Crayons

____ Pencils

____ Colored markers

____ #2 standard

____ Colored pencils

- | | |
|---|---|
| <input type="checkbox"/> Red correcting | <input type="checkbox"/> Gem clips |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Small |
| <input type="checkbox"/> Mechanical | <input type="checkbox"/> Large |
| <input type="checkbox"/> Permanent markers | <input type="checkbox"/> Ideal clamps |
| <input type="checkbox"/> Black | <input type="checkbox"/> Felt stamp pad |
| <input type="checkbox"/> Blue | <input type="checkbox"/> Black |
| <input type="checkbox"/> Green | <input type="checkbox"/> Red |
| <input type="checkbox"/> Red | <input type="checkbox"/> Blue |
| <input type="checkbox"/> Highlighter markers | <input type="checkbox"/> Green |
| <input type="checkbox"/> Set of six highlighters | <input type="checkbox"/> Glue |
| <input type="checkbox"/> Yellow | <input type="checkbox"/> White squeeze |
| <input type="checkbox"/> Orange | <input type="checkbox"/> Glue stick |
| <input type="checkbox"/> Blue | <input type="checkbox"/> Rubber cement |
| <input type="checkbox"/> Transparency markers | <input type="checkbox"/> Paste, jar |
| <input type="checkbox"/> Black | <input type="checkbox"/> Rulers |
| <input type="checkbox"/> Blue | <input type="checkbox"/> Meter sticks |
| <input type="checkbox"/> Red | <input type="checkbox"/> Scissors and shears |
| <input type="checkbox"/> Green | <input type="checkbox"/> Teacher shears |
| <input type="checkbox"/> Whiteboard dry erase markers | <input type="checkbox"/> Student scissors |
| <input type="checkbox"/> Set of 4 colors | <input type="checkbox"/> Stapler |
| <input type="checkbox"/> Black | <input type="checkbox"/> (Electric or manual) |
| <input type="checkbox"/> Blue | <input type="checkbox"/> Staple remover |
| <input type="checkbox"/> Masking tape | <input type="checkbox"/> Thumbtacks |
| <input type="checkbox"/> Adhesive tape | <input type="checkbox"/> Wite-Out |
| <input type="checkbox"/> Tape dispenser | <input type="checkbox"/> Quick dry, white |
| <input type="checkbox"/> Paper punchers | <input type="checkbox"/> Multipurpose, white |
| <input type="checkbox"/> 3-hole punch | <input type="checkbox"/> Pen & Ink |
| <input type="checkbox"/> 2-hole punch | <input type="checkbox"/> Paper towels |
| <input type="checkbox"/> Electric | <input type="checkbox"/> Facial tissues |
| <input type="checkbox"/> Computer supplies | <input type="checkbox"/> Window cleaner or
other cleaning solution |
| <input type="checkbox"/> USB flash drives | <input type="checkbox"/> Disposable latex gloves |
| <input type="checkbox"/> Recordable compact disc (CD-R) | <input type="checkbox"/> Anti-bacterial soap |
| <input type="checkbox"/> Mouse pad | <input type="checkbox"/> First aid kit |
| <input type="checkbox"/> Disc storage box | <input type="checkbox"/> Storage containers |
| <input type="checkbox"/> Screen and CD cleaner | <input type="checkbox"/> Storage containers |
| <input type="checkbox"/> Printer cartridge | <input type="checkbox"/> File cabinet (locking) |
| <input type="checkbox"/> (Black, color, or laser) | <input type="checkbox"/> Four drawer |
| <input type="checkbox"/> Surge protector, six outlets | <input type="checkbox"/> Two drawer |

(Continued)

FORM 1.10 Paraprofessional's Classroom Responsibilities Checklist	
Teacher's name: _____	School year: _____
Paraprofessional's name: _____	Program: _____
_____ Assist students in computer lab	Additional tasks (list): _____
_____ Assist students in the cafeteria	_____
_____ Assist students in the media center	_____
_____ Assist teacher with academic groups	_____
_____ Assist students using adaptive equipment or assistive technology devices	_____
_____ Assist with the moving of students to different areas or classes	_____
_____ Assist students with specific health needs (paraprofessional must be trained by a licensed health care professional to assist with specific tasks such as the suctioning of a tracheotomy tube, etc.)	_____
_____ File students' papers	_____
_____ Grade students' academic work	_____
_____ Laminate instructional materials	_____
_____ Maintain behavior point sheets	_____
_____ Make copies of instructional materials	_____
_____ Monitor students during recess	_____
_____ Monitor/assist students arriving on school bus or special van	_____
_____ Organize classroom materials	_____
_____ Record daily student attendance	_____
_____ Tutor students in academic areas	_____

FORM 1.11 Student Service Information

Teacher: _____

School year: _____

School: _____

Program: _____

Student Name and Student FTE or ID Number	Student Disability	Current Psychological Date	Current Eligibility Date	IEP Start/End Dates	Hours Served in Special Education	Hours Served in General Education	Medical Concerns and/or Medications	Additional Information

FORM 1.12 Present Level Is of Performance

Teacher: _____

School year: _____

School: _____

Program: _____

Student Name	Word Recognition Level	Reading Comprehension Level	Written Expression Level	Spelling Level	Math Calculation Level	Math Reasoning Level	Adaptive Behavior Level

FORM 1.13 Self-Evaluation Instrument for the Special Education Teacher

PURPOSE: The authors suggest that the beginning teacher conduct a self-evaluation at the midpoint and the end of the school year as a means to evaluate his or her first efforts as a professional educator.

Indicators	Performance Levels		
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
<i>Professional Learning</i>			
The special education teacher participates in professional learning activities in order to stay current in his or her field.			
The special education teacher participates in professional learning activities in order to stay current in best instructional practices.			
The special education teacher attends district, state, and/or national conferences on a yearly basis.			
The special education teacher has memberships and participates in professional organizations.			
The special education teacher continuously seeks to develop and maintain his or her technology skills.			
The special education teacher collaborates with colleagues.			
The special education teacher develops and maintains a professional portfolio.			
The special education teacher maintains a journal highlighting both successful and unsuccessful strategies and activities.			
Additional:			

Indicators	Performance Levels		
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
<i>Professional Responsibilities</i>			
The special education teacher clearly understands state and federal laws regarding students with disabilities.			
The special education teacher clearly understands the No Child Left Behind Act and his or her state's requirements pertaining to making Adequate Yearly Progress.			
The special education teacher uses formative assessments to progress monitor students' goals and objectives.			

Indicators	Performance Levels		
<i>Professional Responsibilities</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
The special education teacher uses summative assessments to annotate students' goals and objectives that were achieved during the school year.			
The special education teacher maintains current IEPs for all students and reviews students' individual goals and objectives on a regular basis.			
The special education teacher conducts parent conferences in a professional and timely manner.			
The special education teacher maintains an up-to-date communication log. The log is a record of communication sent and received during the school year.			
The special education teacher conducts needs assessments with parents and students on a yearly basis.			
The special education teacher conducts orientation sessions and workshops with parents and students throughout the school year.			
The special education teacher communicates effectively with general education teachers and other school personnel.			
The special education teacher supervises assigned paraprofessionals effectively.			
The special education teacher meets regularly with assigned paraprofessionals and provides the individuals with the feedback necessary to promote effective practices.			
The special education teacher develops a yearly budget that adequately supports classroom instruction and activities.			
The special education teacher meets annually with feeder school special education teachers to coordinate the transition of students.			
The special education teacher creates and maintains a Web page on the school's Web site.			
The special education teacher utilizes his or her Web page to communicate information to the school community.			

(Continued)

FORM 1.13 (Continued)

Indicators	Performance Levels		
<i>Professional Responsibilities</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
The special education teacher develops a yearly calendar of special classroom events and major school activities (guest speakers, fieldtrips, standardized tests, etc.).			
Additional:			

Indicators	Performance Levels		
<i>Classroom Management</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
The special education teacher ensures that the classroom is comfortable and conducive to learning for all students.			
The special education teacher ensures the classroom furniture and equipment is age-appropriate and meets the needs of students with disabilities.			
The special education teacher ensures the classroom's color scheme is pleasant, conducive to learning, and promotes a positive learning environment.			
The special education teacher ensures the physical arrangement of the classroom provides a safe and barrier-free environment for all students.			

Indicators	Performance Levels		
<i>Classroom Management</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
The special education teacher ensures that the physical arrangement of the classroom is conducive to learning for all students (organization of instructional areas, seating arrangements, independent work areas, etc.).			
The special education teacher ensures that bulletin boards, posters, and other visual aids promote student learning.			
The special education teacher obtains adaptive equipment and/or assistive technology needed to instruct or assist students (special tables for students in wheelchairs, amplification equipment for hearing-impaired students, Braille note-taker for students with visual impairments, etc.).			
The special education teacher establishes clear classroom expectations and communicates these expectations effectively to students and parents (i.e., appropriate classroom rules and consequences).			
The special education teacher develops and implements effective behavior management strategies.			
The special education teacher establishes appropriate classroom policies pertaining to the following: grading system/method, reporting student progress, and reporting final grades; late academic work, class work, homework, and make-up work; tardiness and absences; and required class materials.			
The special education teacher establishes appropriate classroom procedures pertaining to the following: how students enter and exit the room; excusing students to use the restroom, get water, and use lockers; how and when students can use learning centers, computers, and other classroom equipment; and where students are to place personal items in the classroom.			
The special education teacher develops classroom schedules that include all academic instruction, specialty/elective classes (art, physical education, music, etc.), and/or special services (speech, occupational therapy, etc.).			

(Continued)

FORM 1.13 (Continued)

Indicators	Performance Levels		
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
<i>Instructional</i>			
The special education teacher reviews the IEPs of all students assigned to his or her class before the first day of school and identifies their individual academic goals and objectives that must be addressed during the school year.			
The special education teacher plans for each academic area by completing the following tasks: (a) identifies desired results for each academic area, (b) determines the acceptable evidence of student mastery of identified skills in academic area, (c) plans learning experiences and instruction that are differentiated by design and promote student mastery of identified academic skills.			
The special education teacher reviews and selects instructional materials that are approved and appropriate for assigned students.			
The special education teacher collaborates and plans with any general education teacher with whom he or she is co-teaching.			
The special education teacher differentiates lesson plans in order to meet the needs of all learners.			
The special education teacher prepares a weekly syllabus or homework calendar for students.			
The special education teacher updates his or her Web page weekly and posts all homework assignments and other important class information.			
The special education teacher prepares lessons in advance and obtains all reinforcement materials (makes copies, obtains maps and/or videos, checks technology devices, etc.).			
The special education teacher plans independent academic activities ("sponges") for periods of time preceding major activities/events, transitions, and/or dismissal ("sponges" are activities that assist students in reviewing or practicing skills previously taught in the classroom).			
The special education teacher identifies and posts all instructional standards and essential questions in a highly visible location in the classroom and refers to this information prior to the start of each lesson.			

Indicators	Performance Levels		
<i>Instructional</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
The special education teacher uses an activating strategy prior to the start of each lesson as a means to focus students on the learning.			
The special education teacher assists students in connecting the purpose of the lessons to prior knowledge and their lives.			
The special education teacher gives clear explanations, and relevant and concrete examples of content.			
The special education teacher models new skills and provides students with guided practice opportunities.			
The special education teacher designs and implements activities that promote student engagement (active listening and responding).			
The special education teacher uses manipulatives and models to assist students in understanding the skills or concepts being taught.			
The special education teacher uses questioning techniques that promote critical thinking and/or check the level of students' understanding of content.			
The special education teacher uses positive feedback with students when responding to questions and/or responses.			
The special education teacher provides opportunities for students to practice new skills independently.			
The special education teacher uses appropriate closure techniques at the end of the lesson.			
The special education teacher assigns homework in order to provide students with an opportunity to practice newly acquired skills.			
The special education teacher uses a variety of techniques to evaluate student mastery of the identified objectives of a lesson (formative assessments, summative assessments, projects, presentations, etc.).			
The special education teacher develops and maintains an academic portfolio for each student.			

(Continued)

FORM 1.13 (Continued)			
Indicators	Performance Levels		
	Exemplary	Satisfactory	Needs Improvement
<i>Instructional</i>			
Additional:			

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RESOURCE 1.1 Suggestions for Working With a Paraprofessional

NOTE: In the article “Maximize Paraprofessional Services for Students With Learning Disabilities,” Nancy French (2002) emphasizes the need for both general and special education teachers to manage all paraprofessionals in a manner that maximizes their services to students with disabilities. The authors recommend the first-year teacher review the suggestions listed below, which were selected from French’s original list of twenty, before working with his or her assigned paraprofessional.

1. Provide orientation.
2. Determine your program and student needs.
3. Consult with classroom teachers to determine their needs.
4. Create a personalized job assignment for the teaching assistant.
5. Determine the training needs of the teaching assistant.
6. Teach and coach new skills.
7. Give feedback on the performance of new skills.
8. Observe and coach the paraprofessional.
9. Provide work plans.
10. Hold meetings.

RESOURCE 1.2 Web Sites for Parents and Students**I. ORGANIZATIONS AND RESOURCES FOR PARENTS**

American Association of People with Disabilities Act

<http://www.aapd.com/>

American Foster Care Resources

<http://www.afcr.com/>

Autism Society of America

<http://www.autism-society.org/site/PageServer>

Children and Adults With Attention Deficit/Hyperactivity Disorder (CHADD)

<http://www.chadd.org/>

Council of Independent Colleges

<http://www.cic.edu/>

Eric Clearing House on Disabilities and Gifted Education

<http://ericee.org/>

Family and Parenting Resource Center

<http://www.learning4liferesources.com>

Family Education

<http://www.familyeducation.com>

Middle Web

<http://www.middleweb.com>

NASP Center: Helping Children Achieve Their Best. In School. At Home. In Life.

<http://www.nasponline.org/families/index.aspx>

II. ORGANIZATIONS AND RESOURCES FOR PARENTS

National Association for Gifted Children

<http://www.nagc.org/>

National Coalition for Parent Involvement in Education

<http://www.ncpie.org>

National Down Syndrome Society

<http://www.ndss.org/>

National Military Family Association

<http://www.nmfa.org/>

National PTA

<http://www.pta.org>

National Stepfamily Resource Center

<http://www.stepfam.org/>

NEA: Help for Parents—Parent Involvement in Education

<http://www.nea.org/parents/research-parents.html>

NEAG Center for Gifted and Talent Development

<http://www.gifted.uconn.edu/parents/parentws.html>

Organizations for Parents of Blind and Physically Handicapped Children

Parents Count: Resources for Parents of Middle School Students

<http://www.parentscount.net/guidance/detail.cfm?articleID=59>

Parent Resource Center: At Risk Youth Programs Help for Parents With a Troubled Teen

<http://www.parenthelpcenter.org/>

Partnership for a Drug-Free America
<http://www.drugfreeamerica.org/>

The Compassionate Friends
<http://www.compassionatefriends.org/>

The Families and Advocates Partnership for Education (FAPE)
<http://www.fape.org/>

The Council for Exceptional Children
www.cec.sped.org/home.htm

III. ORGANIZATIONS AND RESOURCES FOR STUDENTS

American Student Achievement Institute 4-Year High School Course Plans
<http://asai.indstate.edu/guidingallkids/4yrhscourseplan.htm>

Amputee Resource Foundation of America, Inc.
<http://www.amputeeresource.org/>

Bethesda-Chevy Chase High School: Student Support Programs
<http://www.mcps.k12.md.us/schools/bcchs/support.programs.html>

Educate Online
<http://www.esylvan.com/>

Health Careers—An Internet Resource Guide for High School Students
<http://www.mccg.org/healthcareers/healthcareershome.asp>

Health Occupations Students of America
<http://www.hosa.org>

Math Help, Homework Help, and Online Tutoring Web Sites
http://www.homeschoolmath.net/online/math_help_tutoring.php

MiddleWeb's Hot Links
<http://www.middleweb.com/mw/aaHotLinks.html>

National FFA Organization
<http://www.ffa.org>

Online Spanish Tutorial
<http://www.LearnPlus.com/>

Students Against Drunk Driving
<http://www.saddonline.com>

Teen Learning Network
<http://www.childadvocate.net>

The English Tutor Online Tutoring for High School Students
<http://www.theenglishtutor.com/>

United Nations
<http://www.unol.org/>

YMCA: Youth Earth Service Corps
<http://www.yesc.org/>

IV. GENERAL RESOURCES FOR PARENTS AND STUDENTS

A. College Resource Web Sites

American College Testing
www.act.org/

(Continued)

RESOURCE 1.2 (Continued)

American Universities
www.clas.ufl.edu/CLAS/american-universities.html

Business, Trade, and Technical Schools
www.rwm.org/rwm

CollegeBoard
www.collegeboard.org/

College Net
www.collegenet.com/

Kaplan, Inc.
<http://www.kaplan.com/>

Peterson's College Information
www.petersons.com/

B. Financial Aid Resources

AESmentor
<http://aesmentor.org/>

College Is Possible Campaign
<http://www.collegeispossible.org/>

Department of Education: Office of Postsecondary Education
<http://www.ed.gov/about/offices/list/ope/index.html>

FastWeb
<http://www.fastweb.com/>

Financial Aid Need Estimator
<http://www.act.org/fane/index.html>

Free Application for Federal Student Aid
<http://fafsa.ed.gov/>

The Smart Student Guide to Financial Aid
<http://www.finaid.org/>

C. Career Resource Web Sites

AESmentor
<http://aesmentor.org/>

America's Career Infonet
<http://www.acinet.org/acinet/>

Career Magazine
<http://www.careermag.com/>

Career Pathways—American Student Achievement Institute
<http://asai.indstate.edu/guidingallkids/careerpathways.htm>

JobSmart
<http://www.jobsmart.org/>

Monster Board
<http://www.monster.com/>

National Career Development Association
<http://ncda.org>

Occupational Outlook Handbook

<http://www.bls.gov/oco/>

The Real Game

<http://www.realgame.com>

The Wall Street Journal Executive Career Site

<http://www.careerjournal.com/>

What Color Is Your Parachute?

<http://www.jobhuntersbible.com/>

D. Alcohol and Substance Abuse

Al-Anon/Alateen

www.al-anon-alateen.org

Safe and Drug-Free Schools Program U.S. Department of Education

www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration

www.samhsa.gov/

E. Violence Prevention

Blueprints for Violence Prevention

www.Colorado.EDU/cspv/blueprints

Bullying in Schools

<http://www.ericseece.org/pubs/digest/1997/banks97.html>

Preventing and Coping With School Violence

http://www.washingtonea.org/index.php?option=com_content&view=article&id=483

Early Warning, Timely Response: A Guide to Safe Schools

http://www.athealth.com/consumer/issues/early_warning.html

National Youth Gang Center

www.iir.com/nygc

F. Mental Health Resources

Child Abuse Prevention Network

<http://child-abuse.com/>

Diagnosis, Research, and Pharmaceutical Information

<http://www.mentalhealth.com>

RESOURCE 1.3 Assistive Technology Information**A. Assistive Technology Device:**

(1) Assistive technology device:

- (A) In general. The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- (B) Exception. The term does not include a medical device that is surgically implanted, or the replacement of such device.

B. Assistive Technology Service:

- (2) Assistive technology service. The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

C. Sample Assistive Technology Tools and Resources:

- Alternative format books (e.g., tape, CD)
- Talking calculator
- Tape recorder
- Word processor
- Graphic organizer
- Pencil grips
- Specialty paper
- Assistive listening device
- Tape recorder
- Planners