

Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning: A Self-Study Survey

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based efforts to enable learning can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, and prevent and handle a wider range of problems when they arise. Effectiveness is enhanced through personalized staff development and opening the classroom door to others who can help. One objective is to provide teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones. Such a focus is essential for increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this arena requires programmatic approaches and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to use paid assistants, peer tutors, and volunteers in targeted ways to enhance social and academic support.

As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

Classroom-based Approaches ...

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
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I. Opening the Classroom Door

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|--|-----|-----|-----|-----|
| A. Are others invited into the classroom to assist in enhancing classroom approaches? | ___ | ___ | ___ | ___ |
| 1. aides (e.g., paraeducators; other paid assistants)? | ___ | ___ | ___ | ___ |
| 2. older students? | ___ | ___ | ___ | ___ |
| 3. other students in the class? | ___ | ___ | ___ | ___ |
| 4. volunteers? | ___ | ___ | ___ | ___ |
| 5. parents? | ___ | ___ | ___ | ___ |
| 6. resource teacher? | ___ | ___ | ___ | ___ |
| 7. specialists? | ___ | ___ | ___ | ___ |
| 8. other? (specify) _____ | ___ | ___ | ___ | ___ |
| B. Are there programs to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help? | ___ | ___ | ___ | ___ |

II. Redesigning Classroom Approaches to Enhance Teacher Capability to Prevent and Handle Problems and Reduce Need for out of Class Referrals

- | | | | | |
|---|-----|-----|-----|-----|
| A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)? | ___ | ___ | ___ | ___ |
| B. When needed, is in-classroom special assistance provided? | ___ | ___ | ___ | ___ |
| C. Are there small group and independent learning options? | ___ | ___ | ___ | ___ |
| D. Are behavior problems handled in ways designed to minimize a negative impact on student attitudes toward classroom learning? | ___ | ___ | ___ | ___ |
| E. Is there a range of curricular and instructional options and choices? | ___ | ___ | ___ | ___ |
| F. Are prereferral interventions used? | ___ | ___ | ___ | ___ |
| G. Are materials and activities upgraded to | | | | |
| 1. ensure there are enough basic supplies in the classroom? | ___ | ___ | ___ | ___ |
| 2. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)? | ___ | ___ | ___ | ___ |
| 3. include advanced technology? | ___ | ___ | ___ | ___ |
| 4. other? (specify) _____ | ___ | ___ | ___ | ___ |
| H. Are regular efforts to foster social and emotional development supplemented? | ___ | ___ | ___ | ___ |

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Which of the following can teachers request as special interventions?				
1. Family problem solving conferences?	___	___	___	___
2. Exchange of students to improve student-teacher match and for a fresh start?	___	___	___	___
3. Referral for specific services?	___	___	___	___
4. Other (specify) _____	___	___	___	___
J. What programs are there for temporary out-of-class help?				
1. a family center providing student & family assistance?	___	___	___	___
2. designated problem remediation specialists?	___	___	___	___
3. a "time out" situation?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
K. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does a bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. Other? (specify) _____	___	___	___	___

III. Enhancing and Personalizing Professional Development

A. Are teachers clustered for support and staff development?	___	___	___	___
B. Are demonstrations provided?	___	___	___	___
C. Are workshops and readings offered regularly?	___	___	___	___
D. Is consultation available from persons with special expertise such as				
1. learning supports staff (e.g., psychologist, counselor, social worker, nurse)?	___	___	___	___
2. resource specialists and/or special education teachers?	___	___	___	___
3. members of special committees?	___	___	___	___
4. bilingual and/or other coordinators?	___	___	___	___
5. other? (specify) _____	___	___	___	___
E. Is there a formal mentoring program?	___	___	___	___
F. Is team teaching or co-teaching used as an opportunity for teachers to learn on the job?	___	___	___	___
G. Is the school creating a learning community?	___	___	___	___
H. Is there staff social support?	___	___	___	___

Classroom-based Approaches (cont.)

Yes	Yes but more of this is needed	No	If no, is this something you want?
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- I. Is there formal conflict mediation/resolution for staff?
- J. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?
- K. Is there assistance in learning to use advanced technology?
- L. Other (specify) _____

IV. Curricular Enrichment and Adjunct Programs

A. What types of technology are available to the classroom?

- 1. Are there computers in the classroom?
- 2. Is there a computer lab?
- 3. Is computer assisted instruction offered?
- 4. Are there computer literacy programs?
- 5. Are computer programs used to address ESL needs?
- 6. Does the classroom have video recording capability?
- 7. Is instructional TV used in the classroom?
- 8. Is there a multimedia lab?
- 9. Other? (specify) _____

B. What curricular enrichment and adjunct programs do teachers use?

- 1. Are library activities used regularly?
- 2. Is music/art used regularly?
- 3. Is health education a regular part of the curriculum?
- 4. Are student performances regular events?
- 5. Are there several field trips a year?
- 6. Are there student council and other leaders opportunities?
- 7. Are there school environment projects such as
 - a. mural painting?
 - b. horticulture/gardening?
 - c. school clean-up and beautification?
 - d. other? (specify) _____
- 8. Are there special school-wide events such as
 - a. sports
 - b. clubs and similar organized activities?
 - c. publication of a student newspaper?
 - d. sales events?
 - e. poster contests?
 - f. essay contests?
 - g. a book fair?
 - h. pep rallies/contests?
 - i. attendance competitions?
 - j. attendance awards/assemblies?
 - k. other? (specify) _____
- 9. Are guest contributors used (e.g., outside speakers/performers)?
- 10. Other (specify) _____

Classroom-based Approaches (cont.)

V. Classroom and School-wide Approaches Used to Create and Maintain a Caring and Supportive Climate	Yes	Yes but more of this is needed	No	If no, is this something you want?
	_____	_____	_____	_____
A. Are there school-wide approaches for				
1. creating and maintaining a caring and supportive climate?	_____	_____	_____	_____
2. supporting high standards for positive behavior?	_____	_____	_____	_____
3. Other (specify) _____	_____	_____	_____	_____
B. Are there classroom approaches for				
1. creating and maintaining a caring and supportive climate?	_____	_____	_____	_____
2. supporting high standards for positive behavior?	_____	_____	_____	_____
3. Other (specify) _____	_____	_____	_____	_____

VI. Capacity Building for Classroom-based Approaches

A. Are there programs to enhance broad stakeholder involvement in classroom-based approaches?	_____	_____	_____	_____
B. Programs used to meet the educational needs of personnel related to classroom-based approaches –				
1. Is there ongoing training for learning supports staff with respect to classroom-based approaches?	_____	_____	_____	_____
2. Is there ongoing training for others involved in providing classroom-based approaches (e.g., teachers, peer buddies, office staff, administrators)?	_____	_____	_____	_____
3. Other (specify) _____	_____	_____	_____	_____
C. Which of the following topics are covered in educating stakeholders?				
1. How others can work effectively in the classroom?	_____	_____	_____	_____
2. Re-engaging students who have disengaged from classroom learning	_____	_____	_____	_____
3. Personalizing instruction	_____	_____	_____	_____
4. Addressing learning, behavior, and emotional problems	_____	_____	_____	_____
5. Enriching options and facilitating student and family involvement in decision making	_____	_____	_____	_____
D. Indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.				

Indicate below any other ways used at the school to assist a teacher's efforts to address barriers to students' learning.

Other matters relevant to Classroom-based approaches are found in the surveys on

- >Support for Transitions >Home Involvement in Schooling >Community Involvement and Support