

## ***Classroom-based Learning Supports***

**T**his 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 learning supports enhance strategies in regular classrooms to enable learning. Such supports 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. These ends are accomplished by accounting for a wider range of individual differences, preventing and handling a wider range of problems when they arise, and fostering a caring context for learning.

Of course, teachers can't be expected to do all this alone. Enhancing classroom learning supports involves opening the classroom door to invite in a range of colleagues\* and volunteers to collaboratively work on addressing barriers to learning and teaching.

A first focus is on ensuring instruction is personalized. This includes an emphasis on enhancing intrinsic motivation for all students and especially those manifesting mild-moderate learning and behavior problems; re-engaging those who have become disengaged from learning at school; providing learning accommodations when necessary; using response to intervention; addressing external barriers with a focus on prevention and early intervening. Then, as necessary, adding special assistance in the classroom. Referrals for special assistance outside the classroom are made only after in-classroom learning supports are proven insufficient.

Work in this arena requires personalizing in-service professional development of teachers, student and learning support staff, and all others helping in the classroom. The focus is on increasing the effectiveness of regular classroom instruction and reducing the need for specialized services. Special attention is needed to increase the array of strategies for teaching students to compensate for differences, vulnerabilities, and disabilities and for enhancing accommodations and special assistance in the classroom as necessary. Additional knowledge and skills also are needed for developing a classroom infrastructure that transforms a big class into a set of smaller ones.

\*As appropriate, support *in the classroom* is provided by student and learning support staff. This involves restructuring and redesigning the roles, functions, and staff development of these professionals so they are able to work closely with teachers and students in the classroom.

### *Classroom-based Learning Supports*

Use the following ratings in responding to items 1-5.

DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| 1. Is there a stated policy for enhancing Classroom-based Learning Supports?  | DK | 1 | 2 | 3 | 4 | 5 |
| 2. Is there a designated leader or leaders for enhancing Classroom-based Learning Supports?   | DK | 1 | 2 | 3 | 4 | 5 |
| 3. Do personnel involved in enhancing Classroom-based Learning Supports meet regularly as a workgroup to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| 4. Is there a written plan for capacity building related to enhancing Classroom-based Learning Supports?  | DK | 1 | 2 | 3 | 4 | 5 |
| 5. Are there written descriptions available to give all stakeholders regarding current Classroom-based Learning Supports?                             | DK | 1 | 2 | 3 | 4 | 5 |

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Use the following ratings in responding to the next items.

DK = don't know

1 = hardly ever effective

2 = effective about 25 % of the time

3 = effective about half the time

4 = effective about 75% of the time

5 = almost always effective

With respect to enhancing Classroom-based Learning Supports, how effective are each of the following:

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| >current policy                                  | DK | 1 | 2 | 3 | 4 | 5 |
| >designated leadership                           | DK | 1 | 2 | 3 | 4 | 5 |
| >workgroup monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| >capacity building efforts                       | DK | 1 | 2 | 3 | 4 | 5 |

***Classroom-based Learning Supports (cont.)***

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
<b>I. Reframing the approach to classroom instruction to enhance teacher capability to prevent and intervene as soon after problems arise and reduce need for out of class referrals</b>				
A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)?	___	___	___	___
B. Is in-classroom special assistance available when needed?	___	___	___	___
C. Are there small group and independent learning options?	___	___	___	___
D. Are behavior problems handled in ways that minimize negative impact on student attitudes toward classroom learning (e.g, reduced reliance on social control strategies?)	___	___	___	___
E. Is there a range of curricula/instructional options & choices?	___	___	___	___
F. Is there systematic use of response to intervention and related "prereferral" interventions?	___	___	___	___
G. Are materials and activities upgraded to ensure				
1. basic supplies are available in the classroom?	___	___	___	___
2. an increased range of high-motivation activities (with some specifically keyed to the interests of students in need of special attention)?	___	___	___	___
3. appropriate use of advanced technology?	___	___	___	___
4. other? (specify) _____	___	___	___	___
H. Is there a focus on fostering social and emotional development (e.g., using natural opportunities as teachable moments)?	___	___	___	___
I. Which of the following can teachers request as special interventions?				
1. a "time out" situation?	___	___	___	___
2. designated remediation specialists?	___	___	___	___
3. family problem solving conferences?	___	___	___	___
4. exchange of a student to improve student-teacher match and for a fresh start?	___	___	___	___
5. referral for special out-of classroom assistance?	___	___	___	___
6. oher (specify) _____	___	___	___	___
J. What is done to assist a teacher who needs help in teaching limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development for working with these students?	___	___	___	___
3. Are computer programs used to address ESL needs?	___	___	___	___
4. Does a bilingual coordinator offer consultation?	___	___	___	___
5. Is a bilingual aide assigned to the class?	___	___	___	___
6. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
7. Other? (specify) _____	___	___	___	___

*Classroom-based Learning Supports (cont.)*

**II. Opening the Classroom Door to Enhance Collaboration, Support, and Personalized Professional Development**

Yes	Yes but more of this is needed	No	If no, is this something you want?
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A. Are others invited into the classroom to collaborate in enhancing Classroom-based Learning Supports?				
>other teachers to team/co-teach?	___	___	___	___
>student support staff?	___	___	___	___
>resource teacher?	___	___	___	___
>specialists?	___	___	___	___
>volunteers?	___	___	___	___
>aides (e.g., paraeducators; other paid assistants)?	___	___	___	___
>older students?	___	___	___	___
>parents or other family members?	___	___	___	___
>other? (specify) _____	___	___	___	___
B. Personnel Preparation Related to Classroom-based Learning Supports				
1. Does in-service focus on enhancing the capacity for pursuing learning supports in regular classrooms of the following staff				
>regular teachers?	___	___	___	___
>student support staff?	___	___	___	___
>resource teacher?	___	___	___	___
>specialists?	___	___	___	___
>other? (specify) _____	___	___	___	___
2. Does the training for nonprofessionals (e.g., volunteers, aides, and other assistants) include a focus on learning supports?	___	___	___	___
3. Is team teaching or co-teaching used for teachers to learn about Classroom-based Learning Supports?	___	___	___	___
4. Are there mentors/coaches who work with teachers and other staff in the classroom to personalize personnel preparation?	___	___	___	___
5. Are demonstrations provided?	___	___	___	___
6. Are workshops and readings offered regularly?	___	___	___	___
7. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	___	___	___	___
8. Is there a focus on strategies for re-engaging students who have disengaged from classroom learning?	___	___	___	___
9. Is there a focus on learning to use technology to enhance Classroom-based Learning Supports?	___	___	___	___
10. Is consultation available from persons with special expertise such as				
>student support staff (e.g., psychologist, counselor, social worker, nurse)?	___	___	___	___
>resource specialists and/or special education teachers?	___	___	___	___
>bilingual and/or other coordinators?	___	___	___	___
>other? (specify) _____	___	___	___	___
11. Are subgroups of staff clustered to facilitate personalized development to enhance Classroom-based Learning Supports?	___	___	___	___
12. Is there a learning community at the school that focuses on Classroom-based Learning Supports?	___	___	___	___
13. Other (specify) _____	___	___	___	___

**Classroom-based Learning Supports (cont.)**

**III. Enhancing the capability of student and learning supports staff and others to team with teachers in the classroom**

A. Is there a focus on increasing student support staff (and others') understanding of processes, strategies, and techniques involved in personalizing instruction?

Yes	Yes but more of this is needed	No	If no, is this something you want?
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___	___	___	___
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B. Are support staff (and others) taught how to work as colleagues in the classroom with teachers and others?

___	___	___	___
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**IV. Providing a broad range of curricular and enrichment opportunities**

A. Are the current curricula and instructional processes varied enough to support personalizing instruction?

___	___	___	___
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B. Is social and emotional learning a specific curriculum item?

___	___	___	___
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C. Is health education a regular part of the curriculum?

___	___	___	___
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D. Is computer literacy taught?

___	___	___	___
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E. What enrichment and adjunct programs are used regularly?

>library activities?

___	___	___	___
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>music/art?

___	___	___	___
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>student performances?

___	___	___	___
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>Are there several field trips a year?

___	___	___	___
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>Are there student council & other leadership opportunities?

___	___	___	___
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>Are there school environment projects such as

-mural painting?

___	___	___	___
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-horticulture/gardening?

___	___	___	___
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-school clean-up and beautification?

___	___	___	___
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-other? (specify) \_\_\_\_\_

___	___	___	___
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>Are there special school-wide events such as

-sports?

___	___	___	___
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-clubs and similar organized activities?

___	___	___	___
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-student newspaper?

___	___	___	___
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-sales events?

___	___	___	___
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-poster contests?

___	___	___	___
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-essay contests?

___	___	___	___
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-book fair?

___	___	___	___
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-health fair?

___	___	___	___
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-pep rallies/contests?

___	___	___	___
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-attendance competitions?

___	___	___	___
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-attendance awards/assemblies?

___	___	___	___
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>other? (specify) \_\_\_\_\_

___	___	___	___
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>Are guest contributors used (e.g., outside speakers/performers)?

___	___	___	___
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>Other (specify)? \_\_\_\_\_

___	___	___	___
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F. What types of technology are available to the classroom?

>computers in the classroom? (Internet? Skype? etc.)

___	___	___	___
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>computer lab?

___	___	___	___
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>computer assisted instruction?

___	___	___	___
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>video recording capability?

___	___	___	___
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>instructional TV?

___	___	___	___
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>multimedia lab?

___	___	___	___
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>other? (specify) \_\_\_\_\_

___	___	___	___
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*Classroom-based Learning Supports (cont.)*

**V. Contributing to a positive climate in the classroom and school-wide**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are teachers fully included in ensuring the school is developing a unified, comprehensive, equitable, and systemic approach to addressing barriers to learning and teaching?	—	—	—	—
B. Are classroom and school-wide approaches effective for >creating and maintaining a caring and supportive climate? >supporting high standards for positive behavior?	—	—	—	—
C. With respect to professional and personal support, 1. Is there effective communication to and among staff? 2. Are teachers and other staff involved in governance? 3. Is there formal conflict mediation/resolution? 4. Is there effective social support?	—	—	—	—
D. Are there efforts to enhance broad stakeholder involvement and engagement in >classrooms? >school-wide events? >decision-making?	—	—	—	—
E. Are the stakeholders who participate at the school well-oriented and provided with enough training so that they can function in the classroom and school-wide in ways that are >knowledgeable and collegial? >helpful for creating and maintaining a caring and supportive climate?	—	—	—	—

Indicate below other things you want the school to do to assist teachers' efforts to address barriers to learning and teaching and to re-engaging disconnected students.

Are there other ways the school currently is assisting teachers' efforts to address barriers to students' learning and teaching and to re-engaging disconnected students? (List below)

Note: Other matters relevant to *Classroom-based Learning Supports* are included in the other self-study surveys.