



NEW YORK
ACADEMY

STUDENT SERVICES HANDBOOK 2018-19

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Introduction

At New York Academy, we are committed to building a community of diverse learners, which benefits us all as an inclusive community and as global citizens. Inclusion is defined as a commitment to accepting students who are neurologically diverse - who have emotional, social, or learning disabilities - and integrating them into our school community. We invite and welcome students with a range of needs on a case-by-case basis given our present ability to provide the necessary services and support.

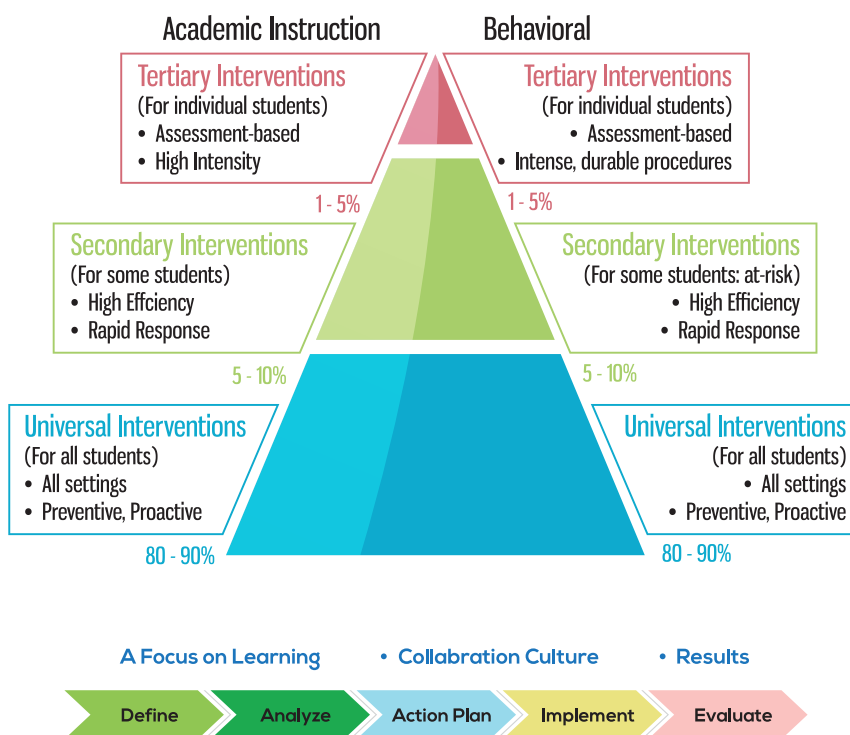
We believe that everyone should be included, challenged and successful. New York Academy is an inclusive school serving our diverse community by offering high quality programs for children who learn differently. We understand the complexity of providing support for students with a range of learning or cognitive disabilities and make plans with parents and caregivers, starting at the point of admissions, to ensure that the needs of all children are met.

We utilize multidisciplinary teaming, which is a well-established best practice in the education field. Within our team and supported by outside experts, we have experienced professionals who collaborate to mediate learning, integrating speech and language therapy, occupational therapy and counseling goals.

Working to support students who are gifted is also central to our mission, as is providing the right level of challenge for every student. As a school, we are committed to growing our capacity to meet the needs of all learners, and we forever strive to overcome challenges in order to continually learn and provide the best possible service to students. We learn from each student and welcome students with unique needs to see if we can provide the right fit.

To meet the needs of all our students, we collaborate to offer a range of learning support interventions. For most students, we can work within the classroom through differentiated and personalized strategies. When a student requires more intensive mediation of their learning, we initiate a Student Study Team (SST) process and implement short term interventions as next step. If further support is needed, a diagnostic process will be initiated in order to confirm or rule out a learning

disability. Further steps will be taken based on what is learned from the diagnostic process. If a learning disability is confirmed, an Individual Learning Plan (ILP) will be developed and implemented.



General Process

1. A teacher or parent raises a concern about a student and brings the concern with data, work samples, and the SST form to the SST facilitator for discussion and a team-based problem solving process.
2. In preparation for the SST meeting, the teacher and Support Team gather and review data per the Pre-Referral Checklist (pg. 7).
3. The SST facilitator schedules an SST meeting to review data and problem solve. Decisions and discussions are recorded and a date is set to revisit decisions made.
4. Support Team and teacher develop a learning plan/strategies for differentiated instruction and short term interventions (tier 2). If concerns continue after the initial interventions, a second SST meeting is called to explore next steps.
5. If the concerns are not resolved after the second trial of the short-term intervention, identification/diagnosis will be required for clear understanding of the root cause in order to develop an appropriate plan for intervention.
 - For new students to the school who arrive with a diagnosis, the ILP is implemented and monitored by an identified team member. Also, the SST teaches out to the parents and specialists (i.e., Psychologist to gain an understanding of the diagnosis).

Checklist for Learning Support

What information do we need to make a good admissions decision for Learning Support/Special Education students?

There will be a range of student information needed depending on the age of the student and their past educational experience. The goal is to collect the most information possible in order to make an informed decision. We ask for families to be as honest and upfront as possible so that we can make a decision that is beneficial to both the student and the school community.

Below are lists of information to seek from parents and other knowledgeable resources whenever it is available.

From Parents

- Interests/strengths/challenges
- Family makeup
- Languages spoken
- Previous test results & reports
- Social skills & behaviors
- Emotional skills & behaviors
- Adaptive/functional life skills
- Parents' perceptions of child's school experience
- Parental goals
- Student self-knowledge
- Special transportation requirements
- Assistive technology/equipment needed
- Number of moves in the child's life
- Relationship between child's difficulty and impact on home life; successful strategies used
- Degree of success of current ILP/IEP program modifications
- Parent follow-up, follow through on recommendations

From Previous Teacher or School

- Current testing, ILP/IEP
- Program modifications
- Support provided
- Student/teacher ratio
- Socialization
- Behavioral comments
- Extra support outside of school
- OT, PT, SLT, Psychologist, Counselor, Social work
- Adaptive technologies
- Successful strategies
- Specific obstacles
- Degree of parental support
- Student self-knowledge/advocacy

From File/Review Paperwork

- Current testing, ILP/IEP
- Face-to-face interview whenever possible; otherwise videos are helpful in order to see a student when there are questions about the intensity of his or her needs.
- A class visit and observations
- Report cards (at least 2 years of school records)
- Information/description of last school/program
- Medical information

From File/Review Paperwork

- Present level of the child
- Concerns/Suggestions
- Interventions used
- Assessments done
- Goals to be achieved
- Procedure in place

Learning Support Entry and Exit Criteria

All students will need to meet eligibility requirements to receive formal learning support services at NYA. Eligibility requires formal identification/diagnosis of a learning, developmental, emotional or neurobiological disorder, or diagnosis of “other health impairment” that impacts learning. Assessment for eligibility is typically done in the form of a full psycho-educational evaluation. Typically these evaluations are done outside of NYA. A range of assessments are accepted as students enter the school as long as they utilize norm-referenced measures and are completed by qualified practitioners. These evaluations are interpreted by the Support Service Team (SST) faculty and translated into our Individual Learning Plan (ILP) format.

Starting with the SST process, we identify students who are struggling with grade level benchmarks and put initial short term interventions in place to remediate the difficulty (Tier 2 Support) if differentiated strategies in the classroom are not yet producing the desired results.

Decisions about identification/diagnosis eligibility (Tier 3 Support) are made by the SST. The decision for placement is made in close consultation and with the understanding and consent of the child's parents.

No placement decision or recommendations for testing or other interventions should be made independently to parents outside this process.

Each student's program is designed to meet his or her needs by emphasizing strengths, remediating growth areas and supporting curriculum access. A pull out schedule for each student is need based, as we hope to main stream children in a progressive and comprehensive manner.

Exiting Students from Learning Support

Students are exited from Support Services when they:

- 1 No longer have the presence of a learning disability based on a recent assessment.
OR
Are working to their potential on a grade level standard for a sustained period of time of at least half a school year, based on standardized and formative assessments.
- 2 Demonstrate the use of strategies to compensate effectively for their disability. They must understand their learning profile and demonstrate effective self-advocacy skills.

There must be consensus from the SST members and parents for exit. Parents will be informed in writing of this change of programming. Students will continue to be case managed under Monitor Status until they leave NYA or the status of their disability changes.

Pre-Referral Checklist

It is often the case that referrals start with an informal conversation about a student. These conversations should be encouraged, with some structure and guidance attached so that the SST can help get to the possible root cause of the issue. When a teacher approaches an SST member about learning needs, there is a process that is followed.

The classroom teacher will:

- Conduct a student file review to ascertain relevant information about educational history.
- Give specific information about the challenges he or she observes (including strengths, the collection of work samples, or specific description of behavior as evidence).
- Review formative assessment data to gain further insight into the achievement of the student.

- Consult the student's other teachers to determine consistent trends in learning across environments.
- Initiate a conversation with parents to state the concern, ask if they see evidence at home, and indicate that the school may initiate the SST process to see how to best help the student.

An SST member will:

- Do a classroom observation during a time that learning needs will most easily be seen.
- Support the teacher with some differentiation strategies to implement and then set a schedule for follow up.
- Follow up with the classroom teacher after strategies have been tried. At this point, either additional strategies should be tried or a referral should be made for an SST. When a student is brought to the SST, there should be significant evidence that there is in fact a learning issue that needs more support than a differentiated approach.

If in the collaboration between the Support Team member and classroom teacher there appears to be the need for further intervention or strategies, parents should be notified by the classroom teacher about the internal SST meeting.

From this point, the child will be followed closely by the SST until a disability is confirmed or ruled out. Support should continue until this determination is made.

Classroom Observation Checklist Grades 1-4

Required documentation for Component 4

Student _____ Grade _____

Observer name and title _____ Date of observation ____/____/____

This tool is designed for use as a guide during a student observation. You may not see all domains addressed, however, the student should be observed during times when you will be able to monitor behaviors related to the area of concern. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, in different settings and at different times of the day. Multiple observation forms may be included in the evaluation documentation.

Directions: First identify the area(s) of concern for the student. Behavior around each identified area is where you will focus your observation. During the observation place a check mark next to the behaviors that are observed within each domain that correlates with the noted areas of concern. Note, however, these checklists are not exhaustive. In the notes section, write any additional observed behavior, including strengths, which may be relevant to the student's evaluation.

Check area(s) of concern as identified in SLD 2

- | | |
|-------------------------------|---------------------------|
| • Oral Expression | • Written Expression |
| • Basic Reading Skills | • Reading Comprehension |
| • Reading Fluency Skills | • Listening Comprehension |
| • Mathematics Problem Solving | • Mathematics Calculation |

Language (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)

- Age Appropriate
- Has difficulty modulating voice (i.e., too soft, too loud)
- Has trouble naming people or objects
- Has difficulty staying on topic
- Inserts invented words into conversation
- Has difficulty re-telling what has just been said
- Uses vague, imprecise language and has a limited vocabulary
- Demonstrates slow and halting speech, using lots of fillers (i.e., uh, um, and, you know)
- Uses poor grammar or misuses words in conversation
- Mispronounces words frequently
- Confuses words with others that sound similar
- Inserts malapropisms ('slips of the tongue') into conversation (i.e., a rolling stone gathers no moths; he was a man of great statue)
- Has difficulty rhyming
- Has limited interest in books or stories
- Has difficulty understanding instructions or directions
- Has difficulty with pragmatic skills (i.e., understands the relationship between speaker and listener, stays on topic, gauges the listener's degree of knowledge, makes inferences based on a speaker's verbal and non-verbal cues)

Notes: _____

Classroom Observation Checklist Grades 1-4

Required documentation for Component 4

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

- Age Appropriate
- Confuses similar-looking letters and numbers or similar-looking words (i.e., beard, bread)
- Has difficulty recognizing and remembering sight words
- Frequently loses place while reading
- Reverses letter order in words (i.e., saw/was)
- Demonstrates poor memory for printed words
- Reads slowly
- Has trouble naming letters
- Has problems associating letters and sounds, understanding the difference between sounds in words or blending sounds into words
- Guesses at unfamiliar words rather than using word analysis skills
- Substitutes or leaves out words while reading
- Has poor retention of new vocabulary
- Dislikes and avoids reading or reads reluctantly

Notes:

Written Language (Written Expression)

- Age Appropriate
- Writing is messy and incomplete, with many cross-outs and erasures
- Has difficulty remembering shapes of letters and numerals
- Frequently reverses letters, numbers and symbols
- Uses uneven spacing between letters and words, and has trouble staying 'on the line'
- Copies inaccurately (i.e., confuses between similar-looking letters and numbers)
- Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document)
- Has difficulty proofreading and self-correcting work

Notes:

Classroom Observation Checklist Grades 1-4

Required documentation for Component 4

Math (Math Calculation, Math Problem Solving)

- Age Appropriate
- Has difficulty with simple counting and one-to-one correspondence between number symbols and items/objects
- Has difficulty learning strategic counting principles (i.e., by 2, 5, 10, 100)
- Has difficulty estimating quantity (i.e., quantity, value)
- Has difficulty with comparisons (i.e., less than, greater than)
- Has trouble telling time
- Has trouble conceptualizing the passage of time
- Has difficulty counting rapidly or making calculations

Notes:

Social Emotional (All Areas)

- Age Appropriate
- Does not pick up on other people's mood/feelings (i.e., may say the wrong things at the wrong time)
- May not detect or respond appropriately to teasing
- Has difficulty 'joining in' and maintaining positive social status in a peer group
- Has trouble knowing how to share/express feelings
- Has trouble 'getting to the point' (i.e., gets bogged down in details in conversation)
- Has difficulty with self-control when frustrated
- Has difficulty dealing with group pressure, embarrassment and unexpected challenges

Notes:

Attention (All Areas)

- Age Appropriate
- Has difficulty sustaining attention in work tasks or play activities
- Has difficulty organizing tasks and activities
- Loses things consistently that are necessary for tasks/activities (i.e., toys, school assignments, pencils, books, or tools)
- Is easily distracted by outside influences
- Is forgetful in daily/routine activities

Notes:

Classroom Observation Checklist Grades 1-4

Required documentation for Component 4

Gross and Fine Motor Skills (All Areas)

- Age Appropriate
- Appears awkward and clumsy, dropping, spilling, or knocking things over
- Has limited success with games and activities that demand eye-hand coordination (i.e., piano lessons, basketball, baseball)
- Has trouble with buttons, hooks, snaps, zippers and trouble learning to tie shoes
- Creates art work that is immature for age
- Demonstrates poor ability to color or write 'within the lines'
- Grasps pencil awkwardly, resulting in poor handwriting
- Experiences difficulty using small objects or items that demand precision (i.e., Legos, puzzle pieces, tweezers, scissors)

Notes:

Other notes or observed behavior

- Confuses left and right
- Often loses things
- Is slow to learn new games and master puzzles
- Has difficulty generalizing (applying) skills from one situation to another

Notes:

Referel Checklist

Moving forward with a formal referral, the SST involves the following steps:

- Conduct a student file review to ascertain relevant information about educational history.
- Give specific information about the challenges he or she observes (including strengths, the collection of work samples, or specific description of behavior as evidence).
- Review formative assessment data to gain further insight into the achievement of the student.

Data collection and teacher question prompts by grade level:

Nursery/PK

Produce narratives:

- How well does the child express himself/herself?
- How does the child take direction one-on-one, in a small group, and with the teacher in a large group?
- How does the child explain their wants and needs?
- How does the child resolve conflict?
- How does the child interact independently?
- How does the child engage in group activity?
- What are the child's abilities?
- How does the child deal with separation and transitions?
- How does the child develop acceptance with peers/adults?

Produce evidence:

- Provide work samples
- Provide photos
- Provide documented observations from 2 sources
- Provide video clips
- Any notes or observations from the class visit

Kindergarten - Grade 2

September, mid-year and end-of-year Baseline Data:

- Readiness Assessment
- P.A.S.T. (Phonological Awareness Skills Test)
- D.S.I. (Developmental Spelling Inventory)
- D.R.A. 2 (Developmental Reading Assessment)
- Narrative Writing Assessment
- Concepts and Skills Mathematics Assessment
- SRSS & SIBSS [Behavior & Social Skills]

Baseline data can always be a recommendation of the SST prior to the meeting to inform decisions, should the team determine that more information is needed in order to understand the student at any given point in time.

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Student Risk Screening Scale (SRSS) & Student Internalizing Behavior Screening Scale (SIBSS)

Teacher name:

	0 = Never	For the SRSS and SIBBS separately	21 indicates high risk 8 indicates moderate risk 3 indicates low risk
	1 = Occasionally		
	2 = Sometimes		
	3 = Frequently		

Use the above scale to rate each item for each student.

		Student Risk Screening Scale (SRSS) Externalizing Behaviors							Student Internalizing Behavior Screening Scale (SIBSS)Internalizing Behaviors							
Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total	Nervous or Fearful	Bullied by Peers	Spends Time Alone	Low Academic Achievement	Withdrawn	Sad or Unhappy	Complains about Being Sick or Hurt	Total

Elementary Referel Form

1. Meeting Agenda

Student Name:

Date:

Child Study Team:

Assign Roles – Facilitator, Note Taker, Timekeeper, Database Input

- Introductions of team present
- Confidentiality reminder/definition of consensus/explanation of process for first time participants

Introduce Students Review Data Facilitator.
(about 5 minutes)

DOB - age	
Languages	
Time Period at NYA	
Years of education in English	
Testing or diagnosis	
Medical history	
Have vision and hearing been screened?	
Family or cultural consideration?	
What support previously or presently?	
Counselor involvement?	
Case Manager	
Report card - scores/ comments in area of concern (with links to data)	
Baseline data (with links to data)	
Lexia/WADE?	
SLT	
OT	
Other?	

2. SST Summary of Strengths and Concerns

(not to exceed 15 mins)

To be filled out and reviewed by referees prior to meeting. Referee presents without interruptions, every person who works with the student directly has an opportunity to contribute.

Strengths:

Main Concerns	Data/Evidence	Things you have tried already/with outcomes
Teacher		
ELD/Languages		
PE		
Music		
Art		
Learning Support		

3. Questions, Clarification, Discussions

(not to exceed 15 mins)

Question (add boxes as needed)	Responses (make thinking visible)

4. Recommendations

(not to exceed 15 mins)

Reach a consensus on recommendations/actions:

- Decision I understand
- Decision I can work with
- Decision I will support publicly

In class: strategies, goals to target, things to try next	Other:

5. Closing the Feedback Loop

(not to exceed 15 mins)

Who will represent SST to pass recommendations to parents? What other follow up needs to happen and by whom?

Action	Person Responsible
When will this child be revisited at SST?	
Outcomes of recommendation: Parent response to recommendations	

CASE MANAGEMENT

The purpose of Case Management is to have a learning support professional who knows the student very well and who ensures that the student's needs are met and documented.

- An SST member will have responsibility for case management with the support of the SST facilitator.
- All students presently receiving a Tier 3 intervention will be case managed.
- Students who are released from LS will be formally monitored for one year.
- Students who have a diagnosed special learning need who do not receive direct support will be case managed under a consultative model.
- Counselors will case manage students whose diagnosis is primarily emotional or psychological.

Overall Responsibilities of a Case Manager

- Know and understand the student's profile (academic, social, emotional, medical).
- Advocate for the student's needs to teachers, parents, and leadership team.
- Make recommendations for and coordinate support services (speech, OT, PT, counseling, other) for in-house services and outside services.
- Document and communicate needs to all stakeholders.
- Monitor student progress.
- Work collaboratively with parents to ensure that they are informed of the support process, goals, and responsibilities.

Overall Responsibilities of a Case Manager

- Call student study meetings with all people who work with the student.
- Develop ILP for each student.
- Communicate and get feedback on goals from classroom teachers.
- Offer practical differentiation suggestions to teachers based on student profile and function as a leader of adult learning.

Working with Parents

Parents/students who refuse services or fail to disclose information to the school will be asked to a formal meeting in order to discuss the school's concerns and the sharing of information. They will also be given written communication outlining the school's position on why the student should receive services. Student advocacy, parent education, and school to home collaboration is a priority.

Attempts to work with parents must be well documented and filed.

- Confidential is absolute



Overall Responsibilities of a shadow teacher

- NYA expects shadow teachers to meet minimum expectations and training to effectively support the student and ILP.
- Skills/abilities employees are looking for
 - Adaptability/Flexibility
 - Teamwork
 - Reliable/Responsible
 - Positive Attitude
 - Professionalism
 - Communication Skills
 - Minimum Qualification
 - Willingness to learn

Individual Learning Plan

Intended to represent content organization - formatting and platform to be determined by the school.

School Year Validity Dates: _____

Specialists: _____

Grade: _____

Date of Birth: _____

Validity Dates of Evaluation: From _____ to _____

Student Introduction: Present Levels of Performance - narrative

Learning Profile Diagnosis

- Strengths
- Challenges
- Interests and Affinities
- What teachers need to do...
 - Student benefits from...
 - Requirements for teaching and learning...
 - Why and how needs manifest in learning and what to do about it
- Medical Information

Program Supports

Direct interventions student is receiving or that have been formally recommended SLT/OT/Counseling/Other	Frequency and Duration of Support	Persons Responsible

Testing Accommodations (could be a pre-generated list)

Modifications (change of curricular standard)

Modifications (per subject)	Standard Assessed

Goals:

Goal • Short term goals • Long term goals	Objectives and Strategies	Assessments	Progress monitoring • Benchmark Dates

S	M	A	R	T
Specific	Measurable	Attainable	Results	Time

Process	
Product	
Practise	

TABLE OF CONTENTS

Protocol for Handling Confidential Information

Confidential student profile information will only be shared with faculty who work directly with the student for the express purpose of understanding the student learning profile and to share responsibility for student learning. It is a professional obligation of all NYA faculty to safeguard confidential information given and received both verbally and in writing.

Guidelines

- It is a professional responsibility of the SST to remind others about confidentiality.
- Confidential conversations will take place in secure settings only, and never in front of children.
- At no time should confidential information be left in insecure locations.
- Psycho-educational testing may not be photocopied and distributed to a wider audience unless it is requested by parents.
- Psycho-educational testing results can be shared only with teachers working with the particular student.
- The leadership team handles psychological evaluations pertaining to mental health or family counseling. With permission of the family, they may share relevant details that may affect student learning, both social/emotional and academic.
- The primary channel for internal written communication about student learning profiles is through the Individualized Learning Plan (ILP) documents. These documents synthesize the results of psycho-educational testing, describe strengths, challenges, talents, and interests, and document a set of goals for student progress.

When passing on an ILP from one grade level to the next or to a new school, it will remain confidential and secure, i.e., locked PDF file, locked cabinet, etc.

For internal communication and transition planning from grade level to grade level, teachers and leaders ensure that confidential information is shared. The receiving teacher will also conduct observations to have the opportunity to know the student and have questions answered prior to the new school year.

File Storage

- All Psycho-educational information, ILPs and other documents of a sensitive nature about students and families will be kept in locked file cabinet in a central location.
- There will be a dot system in place that indicates in cumulative files that there is an additional file pertaining to the student that is housed either with the counselor or in learning support files.



COLLABORATION RUBRIC

DIMENSIONS OF CO-TEACHING

	KNOWING OUR STUDENTS Consciousness	KNOWING OUR CURRICULUM Craftsmanship	DEVELOPING A REPERTOIRE OF STRATEGIES Flexibility	VARYING OUR ASSESSMENTS Craftsmanship	COLLABORATING WITH OTHERS Interdependence	PROFESSIONAL LEARNING Efficacy
4	<ul style="list-style-type: none"> Co-equal partnerships; students perceive teachers as co-equal Trust in relationship allows for self-criticism, good humor & spontaneity Interaction between planning partners energizes both, strengths are complementary Mutual coaching is evident; ideas are shared openly 	<ul style="list-style-type: none"> Classroom space is perceived as shared space Joint ownership of the lesson is valued and celebrated Positive intentions are presumed Mutual trust is evident; partners disagree without being disagreeable 	<ul style="list-style-type: none"> Co-equal contributions in development of lessons & materials Lessons scripted with learning objectives in mind Think time silence respected Inquiry and advocacy balanced; active and reflective listening skills evident 	<ul style="list-style-type: none"> Seamless integrated co-delivery from both partners Sufficient trust and rehearsal of the script allows for spontaneity Constant evaluation of lesson effectiveness during delivery 	<ul style="list-style-type: none"> Partners both engage in clinical observation of student learning Dynamical and continuous assessment is aligned with instruction Co-teachers moderate assessment of student learning, achieving high inter-rater reliability Assessment informs future instruction 	<ul style="list-style-type: none"> Structured, regular and joint reflection on content and process of lesson Constant effort to improve reflective self-criticism on both parts Student feedback regularly sought & considered
3	<ul style="list-style-type: none"> Co-teacher roles clearly defined; following a pre-arranged script There is trust in the relationship, although spontaneity may be missing Partners volunteer to do tasks, although most tasks are done individually Some coaching is evident; ideas are shared 	<ul style="list-style-type: none"> Classroom space is shared when second teacher is present; second teacher feels welcome & comfortable Some joint ownership of lesson Positive intentions presumed; tasks are shared, but not responsibility 	<ul style="list-style-type: none"> One or other partner dominates in development of lessons & materials Lessons usually referenced to learning theory and objectives Some probing for understanding evident Inquiry and advocacy usually balanced; some pausing and reflective listening 	<ul style="list-style-type: none"> Primarily a tag-team approach; one 'on stage, one off duty' Interaction between co-equals during instructional delivery sometimes present Some simultaneous assessment of lesson effectiveness during lesson 	<ul style="list-style-type: none"> Some clinical observation of student learning Assessment is usually aligned with instruction Co-teachers sometimes moderate assessment of student learning, achieving some level of inter-rater reliability Assessment usually informs instruction 	<ul style="list-style-type: none"> Frequent reflection on content & process of lesson by individual teachers Efforts to improve Insufficient trust prevents reflective self-criticism Student feedback rarely sought
2	<ul style="list-style-type: none"> There is clearly a hierarchical structure in the relationship Trust & spontaneity have not developed One partner prepares material for approval & use of the other; one-way coaching is evident 	<ul style="list-style-type: none"> Classroom space is shared with second teacher Second teacher does not feel totally at ease; there is some uncertainty about each other's intentions 	<ul style="list-style-type: none"> One partner usually dominates in development of lessons & materials Lessons at times referenced to learning theory and objectives may be clear to one partner More advocacy than inquiry Little pausing / paraphrasing / probing; active / reflective listening inconsistent 	<ul style="list-style-type: none"> Instruction delivered primarily by one teacher; other takes on special topics or assigned to tutor special students Infrequent interaction between teacher during lesson; little simultaneous assessment of lesson effectiveness 	<ul style="list-style-type: none"> Assessment is usually aligned with instruction Co-teachers rarely moderate assessment of student learning; low level of inter-rater reliability Assessment does not always inform instruction 	<ul style="list-style-type: none"> Infrequent reflection of content & process of lesson Some efforts to improve Insufficient trust prevents reflective self-criticism Student feedback rarely sought
1	<ul style="list-style-type: none"> One teacher is directive towards the other Currently no scope for trust or spontaneity in the relationship Materials are not shared; no coaching takes place 	<ul style="list-style-type: none"> Classroom clearly belongs to one of the teachers; a temporary guest Resistance to partnership may be evident; conflict may be personalized as positive intentions are questioned 	<ul style="list-style-type: none"> Consultant partner provides ideas to other Lessons frequently based around activities or isolated topics rather than primary concepts; learning objectives unclear Advocacy dominates Almost no silence; partners interrupt each other NH language may be dismissive 	<ul style="list-style-type: none"> Instruction is delivered by primary teacher; the other acts as assistant or subordinate Infrequent or no interaction of co-equal value between teachers during lesson; one partner may not be physically present during the lesson 	<ul style="list-style-type: none"> Instruction is delivered by primary teacher; the other acts as assistant or subordinate Infrequent or no interaction of co-equal value between teachers during lesson; one partner may not be physically present during the lesson 	<ul style="list-style-type: none"> Assessment is not aligned with instruction Assessment of student learning is not moderated; There is no clear link between assessment and instruction

LEVELS OF COLLABORATION

DEVELOPMENTAL CONTINUUM FOR DIFFERENTIATING TEACHERS

The continuum begins with "Exploring it" and develops complexity towards "Transforming it." Each successive level integrated the level that preceded it. Individual teachers may not fall 'neatly' within a single level; you are encouraged to highlight the descriptors that best fit your current practice and decide which level most generally matches your development.

	KNOWING OUR STUDENTS Consciousness	KNOWING OUR CURRICULUM Craftsmanship	DEVELOPING A REPERTOIRE OF STRATEGIES Flexibility	VARYING OUR ASSESSMENTS Craftsmanship	COLLABORATING WITH OTHERS Interdependence	PROFESSIONAL LEARNING Efficacy
TRANSFORMING IT	I understand that all learning takes place within relationships and I deliberately set out to construct learning with all my students. I am an astute observer of student behavior. I form questions about students and look to triangulate data. I am self-conscious about how I construct expectations for individual students and thoughtful in developing growth mindsets in all my students.	Students understand the learning targets in my units of study. They are able to understand and articulate how to close the gap. My units of study include deliberate focus on student metacognition and students are regularly engaged in structured reflections such as managing their portfolios of achievement and preparing for student led conference.	I employ differentiated learning strategies skillfully, matching them to both learning targets and learning profiles of my students. I also regularly explain to students the strategies I'm using, the educational research behind them, and how they connect to the learning outcomes. My lessons are not only purposefully engaging, but also enjoyable and occasionally intriguing.	I see assessment as primarily a learning tool for students. I understand and apply the principles of assessment for learning and students regularly engage in self-assessment. I am excited about exploring how assessment can lead to greater student metacognitive awareness. I support students in identifying their own progress with respect to curricular objectives.	I have practiced the Norms of Collaboration to the point where I am a skilled facilitator of collaborative groups. I deliberately draw out reluctant contributors and make sure that all colleagues are included. I dignify ideas and clearly identify the type of conversation the team will engage in (dialog or discussion). I employ protocols of efficient and meaningful meetings. I regularly share educational research with my team and the meetings are characterized by mutual professional learning.	I regularly read educational research and apply it in my instruction. I look for opportunities to learn from my students and peers, from reading research and attending conferences, my teacher inquiry group (TIGs), and from offering workshops to others. I regularly reflect on my learning and make connections between the various allied fields within education. I am perceived as an effective leader of adult learning.
TRANSFORMING IT	I systematically set out to know my students as learners in a variety of ways and settings, and I use this information to craft my unit plans and lessons. I regularly seek feedback from my	I systematically design units of work around enduring understandings and conceptual questions. I integrate differentiation into the unit plan so that all students feel invited to learn.	I understand the educational research behind sound pedagogical strategies, and my units of study are well-orchestrated and matched to the learning targets. My lessons are engaging.	I use a variety of different assessment practices and balance formative and summative assessments. I am keen to bring students inside the assessment process and have them use assessment data to	My team and I regularly practice the 7 Norms of Collaboration. I balance productivity with reflection on process and practice. I have explicit norms for caring and confrontation. Conflict is kept in the	I am focused in my professional learning and explore different areas of research and practice to improve my instruction. My participation at TIGs, workshops and educational conferences is

	students on their learning and my instruction uses this feedback in the design of future learning experiences.	I am consciously attempting to identify the big ideas of the curriculum and teach at a conceptual level. I recognize that teaching to big concepts provides multiple access points to the curriculum and thereby facilitates differentiated learning. There have been times when my students have been highly engaged by the inquiry questions I have crafted or facilitated students to craft and use as lines of inquiry.	My units of study include a variety of instructional strategies that appeal to different modalities (auditory, kinesthetic, visual and tactile).	enhance their future learning. I am attempting to report students' achievement against the objectives in the program.	cognitive domain and my colleagues and I greatly value the time we spend together in team meetings.	selective and goal-oriented. I try to keep up to date in my professional reading and knowledge of current concepts underpinning education.
WORKING ON IT	I build into the design of my unit plans opportunities to come to know my students as learners. I am aware that developing learning profiles of my students can enhance unit and lesson planning. I pay attention to student readiness, confidence, production style preferences and interests.			I am actively trying to vary my assessment practices. I am also attempting to do item analysis on my assessments so that I can use assessment data to inform future instruction. My assessments are aligned with my written and taught curriculum.	My team meetings provide opportunities for professional learning. Meetings are planned in advance and include a realistic agenda with clear outcomes; meetings are mainly focused on teaching and learning and conversations on housekeeping are kept to a minimum. My colleagues and I are aware of Norms of Collaboration and my team periodically reflects on how it is working.	My professional learning opportunities come in a number of different ways, including team meetings, TIGs and teacher conferences where I sample what is on offer. I occasionally enjoy reading journal articles and books recommended by others on teaching and learning.
EXPLORING IT	I recognize the importance of knowing my students and am aware of opportunities to do so as they present themselves.	I am growing familiar with the curriculum and I appreciate the benefit of having a coherent articulation of the objectives in the subject continuum. My teaching is organized around topics and I am becoming appreciative of the role that conceptual teaching plays in differentiation.	I am aware that students are more engaged when units of study include a variety of learning strategies. I am eager to develop this capacity in my teaching.	I appreciate the value of regular student assessment in order to identify how much students have learned and to enter grades on reports. My assessment tends to focus on selected responses and extended written responses. I am eager to learn about other ways to assess student understanding through their performances.	I recognize the value of learning from others. My team enjoys positive relationships and team members are supportive of each other. Sometimes, I wish that meetings could be shorter and more productive. I am trying to balance a focus on housekeeping items with conversations about teaching and learning.	My primary mode of learning is from other educators I come into contact with during the day. I belong to a teacher inquiry group and I usually participate when we have a meeting. I am interested in relationship between research and practice and I occasionally read articles that are directed my way.



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