

Reproducible Module Materials

Please include these as individual links on the website for those who purchase the book.

It would be helpful to organize them by module title and then the title of the reproducible material.

If possible, having them as writable PDFs would be ideal.

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Appendix B*

Instructions for Administration of The Collaboration Self-Assessment Tool (CSAT)

It is often assumed that people know how to collaborate. However, collaboration skills are rarely identified, let alone taught. When collaborative efforts become strained or are successful, it is important to evaluate our own role in the process.

- There is a difference between cooperation and collaboration. Collaboration is a philosophy of interactions with the focus on the process of working together; cooperation stresses the product of such work (Myers, 1991).
- This is a self-assessment tool. If you are not honest with yourself, it will not help you. The benefit you get is directly related to how honest you are when rating yourself. (You do not have to share your scores.)
- Think of a specific collaborative relationship or team you are involved with and have the understanding that your scores may differ in other settings.
- For each category there are 4 descriptors: read them thoughtfully and honestly identify your score. If you are not sure what is meant by a certain word or specific terminology, define it in the way that makes most sense to you.
- Your rating should reflect where you are today, not where you want to be or where you would like others to think you are. There are no right and wrong answers.
- Use the explanation box at the end of each category to jot down the thoughts you might have about your rating in that category
- When you have completed each item, total your score.
- The beauty of a self-assessment tool is that we can identify those areas in which we can improve in an effort to become better collaborators.

You may begin . . . (Approximately 10 minutes) When finished, consider the following:

- What have you learned about yourself by completing this rubric?
- When collaboration is ineffective, the following issues are often voiced to justify the situation:
 1. Personal style
 2. Size of the group
 3. Designated role in the group (facilitator, recorder, etc.)
 4. Group history

We challenge you to ask yourself: What is at the heart of these issues? Could citing these variables possibly be a smoke screen to hide the fact that you are not using skills needed for successful collaboration?

Interpersonal Versus Intrapersonal Skills

Consider the gray and white scoring boxes. Interpersonal skills include contributions, team support, problem solving, team dynamics, and interactions with others (gray boxes).

* Copyright 2013, *The Academy for Co-Teaching and Collaboration* at St. Cloud State University Original Research Funded by a U.S. Department of Education, Teacher Quality Enhancement Partnership Grant

Collaboration Self-Assessment Survey					
Category	1	2	3	4	Score
Contribution	I tend not to share ideas, information or resources.	I share ideas, information and resources upon request.	I usually share ideas, information, and resources.	I freely share ideas, information, and resources.	
Motivation/ Participation	I tend not to participate or remain engaged when a project moves away from my own immediate interests.	I sometimes make an effort to participate and remain engaged when a project moves away from my own immediate interests.	I often make an effort to participate and remain engaged even when a project moves away from my own immediate interests.	I can be relied on to participate and remain engaged even when a project moves away from my own immediate interests.	
Quality of Work	My work reflects very little effort and often needs to be checked and/or redone by others to ensure quality.	My work reflects some effort but occasionally needs to be checked and/or redone by others to ensure quality.	My work reflects a strong effort. I self-monitor to improve the quality of my work.	My work reflects my best efforts. I continuously make small changes to improve the quality of my work.	
Time Management	I rarely get things done by the deadline and others often have to adjust deadlines or work responsibilities.	I tend to procrastinate, meaning others may have to adjust deadlines or work responsibilities.	I usually use time well to ensure that things are done so others do not have to adjust deadlines or work responsibilities.	I routinely use time well to ensure things are done on time.	
Team Support	I am often critical of the team or the work of fellow group members when I am in other settings.	Occasionally I am critical of the team or the work of fellow group members when I am in other settings.	I usually represent the team and the work of fellow members in a positive manner when I am in other settings.	I represent the team and the work of fellow group members in a positive manner when I am in other settings.	
Preparedness	I forget or lose materials needed to work.	I make an effort to bring or find materials needed to work, but often misplace things.	I usually bring needed materials and come ready to work.	I consistently bring needed materials and come ready to work.	

(continued)

Collaboration Self-Assessment Survey (continued)						
Category	1	2	3	4	Explanation	Score
Problem Solving	I usually do not participate in group problem solving with an open mind. I either tend not to share my thoughts and ideas or I inhibit the contributions of others.	I make an effort to participate in group problem solving with an open mind. I generally share my thoughts and ideas, but I sometimes inhibit the contributions of others.	I usually participate in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others.	I consistently participate in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others.		
Team Dynamics	I do not know how to gauge my own impact on the group, and am generally unaware of team dynamics.	I occasionally know how to gauge my own impact on the group and am somewhat aware of team dynamics.	I often know how to gauge my own impact on the group and am generally aware of team dynamics.	I consistently know how to gauge my own impact on the group and am routinely aware of team dynamics.		
Interactions with Others	I rarely listen to, respect, acknowledge, or support the efforts of others. I allow conflict or personal differences to interfere with communication.	I sometimes listen to, respect, acknowledge and support the efforts of others, but at times allow conflict or personal differences to interfere with communication.	I usually listen to, respect, acknowledge, and support the efforts of others. I occasionally allow conflict or personal differences to interfere with communication.	I consistently listen to, respect, acknowledge, and support the efforts of others.		
Role Flexibility	I like to either lead or follow but am uncomfortable when functioning outside my perceived role.	I am uncomfortable with role flexibility, but attempt to move outside my perceived role.	I can assume both roles (leader and follower) but am more comfortable in one role than the other.	I can easily move between leader and follower, assuming either role as needed to accomplish the task.		
Reflection	I rarely engage in self-reflection after collaborative activities but tend to focus on the behavior of others.	Self-reflection occurs after collaborative activities when prompted or reminded by others.	Self-reflection usually occurs after collaborative activities, but most often when things don't go well.	I consistently use self-reflection after collaborative activities.		
Total Score (Maximum score: 44 points):						

Intrapersonal skills include motivation/participation, quality of work, time management, preparedness, role flexibility, and reflection (white boxes).

Intrapersonal skills involve those centered on the internal aspects of a person, such as self-confidence, preparedness, and reflection. In situations where an individual has excellent interpersonal skills, but is lacking in necessary intrapersonal skills, there are bound to be collaborative difficulties. Likewise, if the balance is tipped in favor of intrapersonal skills, collaboration will also be strained. How balanced are you?

Guide to Scoring:

- 10–25: Collaboration skills are emerging
- 26–34: Collaboration skills are developing
- 35–44: Collaboration skills are established

Personal Reflection:

What have you learned about yourself by completing this rubric?

What skill areas do you want to target for personal improvement?

What one thing could you do tomorrow to begin your skill enhancement?

Interpersonal Versus Intrapersonal skills:

- Shaded boxes represent–interpersonal skills
- Clear score boxes represent–intrapersonal skills.

Interpersonal score _____

Intrapersonal score _____

Note: The scores will most likely be different as there are unequal numbers of boxes. Copyright 2012, The Academy for Co-Teaching and Collaboration at St. Cloud State University Original Research Funded by a U.S. Department of Education, Teacher Quality Enhancement Partnership Grant.

Appendix C

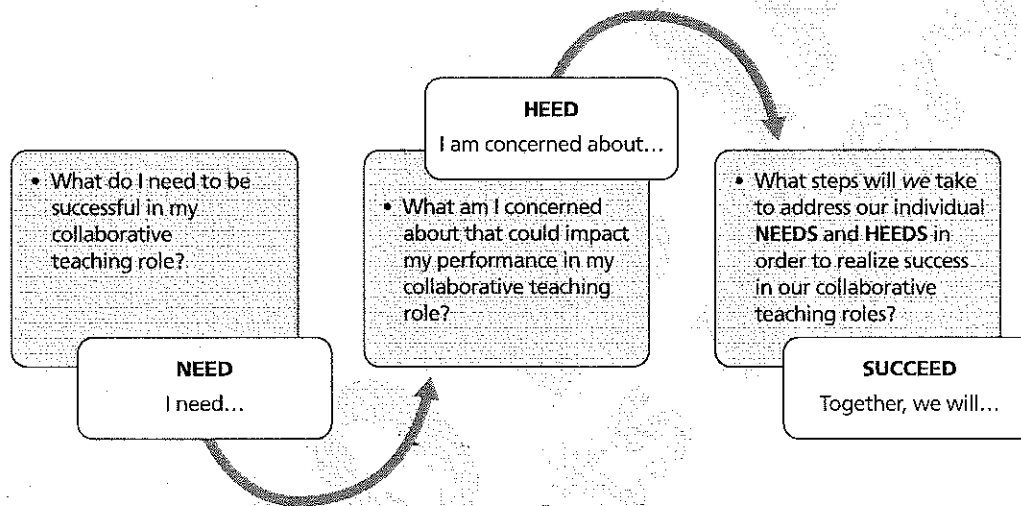
NEED-HEED-SUCCEED! Tools

Debbie F. Cosgrove (2017)

To effectively communicate with your pair or team, it is important for each team member to openly share individual needs and concerns so that the pair/team can successfully teach together.

First, *individually* fill out the “Need” and “Heed” sections of the flow chart. Then take time to discuss each section together. Finally, in the “Succeed” section, *work together* to craft specific steps to address the voiced needs and concerns.

NEED-HEED-SUCCEED Flow Chart



Template for NEED-HEED-SUCCEED Exercise

NEED I need...	HEED I am concerned about...	SUCCEED Together, we will...

Appendix B

Blank Template for Communication Log

Student Name: Parent/Guardian(s): Preferred Method of Contact: Best Day/Time: afternoon Cell Phone: Home Phone: E-mail:				
Date	Time	Method & Contact	Objective	Discussion & Action (if applicable)

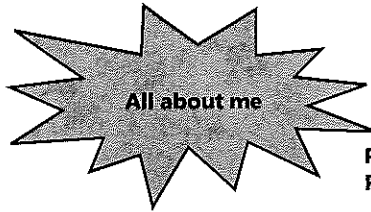
Appendix C

Blank Template for Communication Program Plan

Communication Plan				
Stakeholder or Group of Stakeholders	Objectives (actions desired)	Message Content	Delivery Method	When? (Date & Time)

Appendix B

Getting to Know You Inventory



Part I: I would like to get to know you better as my student. Please answer all the prompts in the text boxes.

My name is _____ I like to be called _____ My birthday is _____
I live with _____ _____ _____
Outside of school my favorite activity is _____ _____ _____
The top three careers I am interested in are: 1. _____ 2. _____ 3. _____

Part II: Complete each of the following stems using complete sentences.

1. If I had a million dollars, I would...
2. If I could meet one person it would be...
3. I am really good at...
4. Sometimes I struggle with...
5. One thing I am concerned about in this class is...
6. One thing I am excited about in this class is...
7. After I graduate, I want to...

Part III: Fill in your funds of knowledge in the chart below.

Fund of Knowledge	Examples
Home language	e.g., Arabic, Spanish, Polish, Italian
Favorite TV/YouTube show	e.g., <i>Sid the Science Kid</i> , <i>Dora the Explorer</i>
Family values and traditions	e.g., holiday celebrations, religious beliefs, work ethic
Family occupations	e.g., fishing, construction, lawn care, police, cashier
Household chores	e.g., sweeping, doing dishes, vacuuming

Appendix C

Student Learning Profile Chart

Student's First Name	Academic Strengths and Needs	Funds of Knowledge	Social and Personal Qualities

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Appendix B

Parent Survey on Preferred Communication

Sample questions to ask families:

- Who are your student's family members?
- What are some important dates or events for your family?
- What traditions or customs does your family practice?
- What are some typical weekly routines in your household?
- What do you want to know about what your student will learn in my class?

Sample questions to ask students:

- Who's in your family?
- What's your favorite thing to do with your family?
- What's your favorite family meal?
- What's your favorite holiday and how do you celebrate it?
- What's the most relaxed time of day for your family? What goes on then?
- What's the most hectic time of day for your family? What goes on then?

Wicht, S. (2015, May 26). *Families have much to share: Use these ideas to include the religious and nonreligious diversity of students' home lives in your practice.* Retrieved from <https://www.tolerance.org/magazine/families-have-much-to-share>

Ask: Is this the source for this appendix or this a Resource?

Appendix C

Family Engagement Behavior Audit T-Chart

Norms and Personal Bias

My Family's	Students' Families	Implications
My mom did not work outside our home.	Both caregivers are working multiple jobs.	Learn more about how families balance work and parenting responsibilities.
I lived in a nuclear family.	Many of my students live with extended family members.	Get to know as many family members as possible, not just parents.
My family lived in the same neighborhood for 12 years.	Many of my students move from neighborhood to neighborhood frequently.	Assist families arriving and leaving the school with supports for students, and review information that is sent or received from another school. Help acclimate new families to the community.
My family lived in a single family home.	A few of my students live in urban areas, within a subsidized housing development.	Learn more about community housing options.
My parents spoke English as their first language. They spoke Italian with my grandparents.	Families speak several languages and English is not their first language.	Translate materials.
My Mom went to my parent-teacher conferences by herself because my Dad worked 12 hours a day.	Several families do not attend conferences because they do not have transportation.	Offer flexible meeting times and places (including home visits).
My Mom did not volunteer in my class.	Some families frequently come into the classroom.	Offer families opportunities to volunteer from home.
My Mom did not complain or make special requests of my teachers/school.	Families express dissatisfaction and make several requests regarding placements and teachers.	Listen carefully!

Appendix B

Resource Analysis Chart Template

Student Name	Financial Resources	Emotional Resources	Mental Resources	Spiritual Resources	Physical Resources	Relationships Role Models

A Framework for Understanding Poverty Modules 1–9 Workbook, by Ruby K. Payne, Ph.D. All rights reserved. Published by aha! Process, Inc.

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Appendix B

Blank Template for Pre-Post Data Collection

Quantitative Data Chart Pre-Test/Post-Test							
Name of Student	Insert vocabulary word #1	Insert vocabulary word #2	Insert vocabulary word #3	Insert vocabulary word #4	Insert vocabulary word #5	Insert vocabulary word #6	Next Steps

Appendix C

Blank Template for Student Feedback Record

Name of Student	Direct Quote of Teacher Feedback	Student Response	Any Additional Teacher Response	Reflection (Be specific for each individual's feedback. How did your feedback support the student's strengths <i>and</i> needs?)

Appendix A

Unpacking Template for Standards-Based Instruction

1. Choose the standards you want to unpack that will be a part of your lesson(s) or unit.
2. Circle the verbs (functions, skills, or actions) and categorize these verbs by thinking level (see Bloom's *taxonomy* or Webb's *depth of knowledge*). Underline the nouns (concepts or ideas).
3. Determine the "big idea" of the standard and write it in your own words.
4. Re-write the "big idea" into a learning target that uses child-friendly vocabulary and starts with I CAN...
5. Compose essential questions that will engage students in the lesson(s).
6. Suggest a progression of learning activities and assessments to address each learning standard.

Unpacking a Learning Standard

Write the Common Core Standard(s) or Content Standard(s):		
What are the Skills? (verbs) What students need to be able to do	What are the Concepts? (nouns or noun phrases) What students need to know	What is the Thinking Level? (Bloom's Taxonomy or Webb's Depth of Knowledge)
What is the Big Idea of the Standard(s)?		
What are some Essential Questions to engage the learner?		
What learning progression of activities will occur during the lesson(s)?		
What pre-requisite skills must be taught and considered before the lesson(s) begins?		
What formative assessments will be used during the lesson to demonstrate understanding?		
What summative assessments are planned after the completion of the lesson(s)?		

Source: Adapted from Berchard, V. (2015, May). Unpacking Template from Teaching and Learning Network. Retrieved from www.teachingandlearningnetwork.com

Appendix B

A Planning Protocol for Collaborative Teaching

Debbie F. Cosgrove

Use the following protocol to guide the development of your collaboratively planned lessons.

Teacher 1 _____ Date _____ Teacher 2 _____			
A. Collaborative Planning: Has the pair or team identified the essential elements of planning and alignment in the lesson or lesson segment?			
Planning Elements	Check your progress	Yes	No
Content Learning Standard(s)	Did you jointly select learning standards for this lesson or lesson segment? Remember that learning standards are written to be achieved by the <i>end of a year of study</i> . List Standards:		
Language Learning Standards	Have you identified language standards for English Language Learners (ELLs)? (see the ESL specialist for further support) List Standards:		
Learning Objectives	Did you write instructional learning objectives that align directly from the selected content or language standards? Remember that learning objectives are written to be achieved by the <i>end of the lesson</i> . List learning objectives:		
Academic Language	Have you identified priority subject-specific vocabulary that students need to know in order to understand the lesson(s)? List subject-specific vocabulary: Have you identified general academic vocabulary that students need to know in order to understand the lesson(s)? List general academic vocabulary:		

Planning Elements	Check your progress	Yes	No
Assessment	<p>Have you planned to pre-assess your students regarding the pre-requisite skills that they need in order to successfully accomplish the learning objective (pre-assessment)?</p> <p>Have you planned to provide your students with opportunities to demonstrate their understanding of the learning objective(s) during your instruction (formative)?</p> <p>Have you planned to provide your students with opportunities to demonstrate their understanding or achievement of the learning objective after instruction (summative)?</p>		
B. Instructional Practice: Has the pair or team decided which learning activities and co-teaching strategies to use during collaborative instruction?			
Research-based best practices	<p>Have you selected learning activities that are grounded in research-based best practice and informed by theory and/or research? List activities:</p>		
Learning Preferences (Visual, auditory, kinesthetic)	<p>Have you addressed student learning preferences through a variety of instructional strategies and teaching resources?</p>		
Diverse Student Needs	<p>Have you identified individual student learning needs and developed activities that address these special needs including assistive and adaptive resources and learning supports? Identify special student needs:</p>		
Affirmation of Multicultural Assets	<p>Have you designed activities that are culturally relevant to your students and affirm the language, cultural backgrounds, and interests that each student brings to the learning process?</p>		

Planning Elements	Check your progress	Yes	No
<p>Use of co-teaching models/strategies</p>	<p>Have you identified what co-teaching models/strategies you will utilize throughout the lesson(s) to address student needs and performance as determined by the learning objective(s)?</p> <p>Describe your co-teaching plan:</p> <p>One teach/one assist: One teach/one observe: Parallel teaching: Alternative Teaching: Team Teaching: Station Teaching:</p>		
<p>C. Reflection-in-Action: Has the pair or team met to discuss the collaborative teaching of the lesson(s)?</p>			
<p>Reflect and Refine the Collaborative Teaching Practice</p>	<p>Have you allowed time to share teaching observations, evaluate student learning, and reflect collaboratively on the teaching process?</p> <p>What changes will you make as you move forward as a teaching pair or team?</p>		
<p>D. Resources: Has the pair or team identified and located materials and other resources to use to differentiate instruction for learner needs?</p>			
<p>Resources and Materials</p>	<p>Have you identified a list of all resources and materials, including technology, to meet your content standards, learning objectives, culturally relevant materials, etc?</p>		

Appendix C

Lesson Planning for Collaborative Teaching (One Week)

Debbie F. Cosgrove

Team Members: _____		
Monday, (Date) _____		
Move Forward With Data-Driven Plans		
Learning Standard(s):	Co-Teaching Strategies:	
Learning Objective:	Student Learning Target: I will ...	
Activities:	Materials/Resources/Tech:	
T1 will:	T2 will:	T3 will:
Assessments:	Notes/Differentiation/Accommodations:	
Academic Vocabulary (instructional & content specific):		
Tuesday, (Date) _____		
Learning Standard(s):	Co-Teaching Strategies:	
Learning Objective:	Student Learning Target: I will ...	
Activities:	Materials/Resources/Tech:	
T1 will:	T2 will:	T3 will:
Assessments:	Notes/Differentiation/Accommodations:	
Academic Vocabulary (instructional & content specific):		

Wednesday, (Date) _____		
Proceed With Caution Reteaching? Misconceptions? Enrichments?		
Learning Standard(s):	Co-Teaching Strategies:	
Learning Objective:	Student Learning Target: I will ...	
Activities:	Materials/Resources/Tech:	
T1 will:	T2 will:	T3 will:
Assessments:	Notes/Differentiation/Accommodations:	
Academic Vocabulary (instructional & content specific):		

Thursday, (Date) _____		
Learning Standard(s):	Co-Teaching Strategies:	
Learning Objective:	Student Learning Target: I will ...	
Activities:	Materials/Resources/Tech:	
T1 will:	T2 will:	T3 will:
Assessments:	Notes/Differentiation/Accommodations:	
Academic Vocabulary (instructional & content specific):		

Friday, (Date) _____		
Stop and Reflect Chart a New Course		
Learning Standard(s):	Co-Teaching Strategies:	
Learning Objective:	Student Learning Target: I will ...	
Activities:	Materials/Resources/Tech:	
T1 will:	T2 will:	T3 will:
Assessments:	Notes/Differentiation/Accommodations:	
Academic Vocabulary (instructional & content specific):		

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Appendix D

Collaborative Reflection on Lesson Planning and Learning (One Week)

Debbie F. Cosgrove

Collaborative Reflection on Lesson Planning and Learning for the Week of _____ (Reflection-on-Action)	
What did we do well?	What could we have done better?
What did the assessments (formative and summative) tell us about student understanding and misconceptions?	
Personal Goal Setting: After reflecting on the learning plans and student achievement for this week: T1 will: T2 will: T3 will:	
<p style="text-align: center;">Collaborative Goal Setting</p> After reflecting on the learning plans and student achievement for this week, we will commit to the following as we prepare learning plans for the following week. WE WILL... Goal 1: Goal 2: Goal 3:	
<p style="text-align: center;">QUICK CHECK</p> <p style="text-align: center;">How SMART are your shared goals?</p> Are they SPECIFIC? Are they MEASURABLE? Are they ACHIEVABLE? Are they RESULTS-BASED? Are they TIME-SENSITIVE?	

Appendix B

Video Assignment Rubrics

(Blanks, Daniel, & Minarik, 2015)

Reflection Rubric for Video Submission: Lesson Introduction and Lesson Closure

Directions:

1. Create a short video segment (no more than 15 minutes) that addresses lesson introduction and closure. Before you submit:
 - a. Review your video and rate yourself using the sections of the rubric below.
 - b. On the video, provide/embed *at least* four comments using the comment tools (questions, suggestions, strengths, and/or notes).
2. Although you will not be submitting video of the entire lesson, please provide complete lesson plan so your coach has the context for the video submission.
3. Reflectively answer these questions about your co-taught lesson:
 - a. In what ways did the lesson introduction affect the success of your complete lesson?
 - b. How did the closure help cement the students' learning?

Lesson Introduction Rubric				
0	1	2	3	Comments
<i>The teacher...</i>				
delivered the lesson without establishing a purpose or creating interest.	attempted to establish a purpose and create interest with poor results.	established a clear purpose and created interest in what was to come by linking to prior knowledge .	and... assessed prior knowledge .	

Lesson Closure Rubric				
0	1	2	3	Comments
<i>The teacher...</i>				
ended lesson abruptly (ran out of time); transitioned to the next class or activity.	reviewed big ideas/concepts in lesson; asked students if they had questions ; assigned homework .	involved students in summarizing key concepts/ideas in the lesson; linked learning to what was previously taught; previewed future learning.	and... connected what was learned to larger ideas/concepts .	

Reflection Rubric for Video Submission: Classroom Management

Directions:

1. Review the rubric below. Create a short video segment (~10 minutes) that addresses as many aspects of classroom management as you can capture (you might be editing a longer segment to just show this). Before you submit:
 - a. Review your video and rate yourself using the rubric below (some may be rated as N/A).
 - b. On the video, provide/embed *at least* five comments using the comment tools (questions, suggestions, strengths, and/or notes).
2. Although you will not be submitting video of the entire lesson, please provide complete lesson plan so your coach has the context for the video submission.
3. Reflectively answer these questions based on your co-taught classroom:
 - a. What worked well?
 - b. What could have been better?
 - c. What will you do differently next time?

Classroom Management Rubric					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher ...</i>				
Behavioral and Academic Expectations	created a classroom environment primarily to control student behavior; provided no expectations for student work and behavior.	created a classroom environment which is teacher-directed ; reviewed behavioral or academic expectations established previously by the cooperating teacher.	shared responsibility with students for maintaining a respectful classroom environment; articulated explicit behavioral and academic expectations for a safe, positive learning environment.	and ... encouraged students and colleagues to express expectations for openness, respect, and support; communicated high expectations by expressing confidence in students' abilities.	
Student Rapport	appeared to have little to no positive relationships with students; appeared disinterested in and/or insensitive to students' needs and interests; was rude, negative, and/or disrespectful toward students.	appeared to have a formal relationship with students; seldom appeared to take students' needs and interests into account; used a respectful tone and mannerisms toward students.	appeared to have rapport with and respect for the students; was courteous and respectful of students' needs and interests; modeled respect, promoting positive peer relationships .	and ... appeared to foster respectful relationships among all members of the learning community; practiced active listening and encouraged students to independently resolve issues; created classroom interactions showing appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms.	

Classroom Management Rubric (continued)					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher ...</i>				
Rules, Routines, and Feedback	provided no rules or routines so the classroom was chaotic and disorganized; permitted distractions and misbehaviors to continue; expected or waited for other adults to assist with handling discipline problems.	provided unclear rules and/or routines or enforced them inconsistently ; responded inconsistently to distractions and misbehaviors; over-relied on the use of punitive or negative discipline techniques.	provided clear rules and routines and enforced them consistently ; used a variety of non-punitive strategies to address student behavior in a timely manner (e.g., nonverbal cues, proximity, seating); logically applied appropriate consequences for student behavior.	and ... worked with students to establish rules/routines when appropriate; demonstrated an understanding of how background and culture influences behavior; offered specific positive feedback, correction, and encouragement throughout lesson.	
Directions	did not provide any directions.	provided unclear directions ; released students to the next activity before directions were given .	provided clear specific directions ; released students to the next activity after directions were given .	and ... provided directions in multiple formats (e.g., oral, written); checked in with students to ensure that directions were understood.	
Awareness of Learning Environment	appeared unaware of students' behaviors and problems; was unprepared with materials; appeared disorganized throughout the lesson.	was aware of and addressed students' misbehaviors and problems inconsistently ; was underprepared .	monitored the class for misbehavior/problems and addressed them quickly and positively; organized time and materials effectively.	and ... demonstrated With-it-ness to address problems; actively involved students in managing the learning environment and making full use of instructional time.	

Reflection Rubric for Video Submission: Assessment

Directions:

1. Create a short video segment (no more than 10 minutes) that addresses both formative and summative assessment. Before you submit:
 - a. Review your video and rate yourself using the section of the rubric below.
 - b. On the video, provide/embed *at least* three comments using the comment tools (questions, suggestions, strengths, and/or notes).
2. Although you will not be submitting video of the entire lesson, please share a complete lesson plan so your coach has the context for the video submission.
3. Reflectively answer this question based on your co-taught lesson: What did you learn from the assessment(s) that will guide your teaching the next time you meet with these students?

Assessment Rubric					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher ...</i>				
Multiple Assessments	taught the lesson without providing opportunity for students to express what they knew or are able to do; assessed ALL students identically , with no evidence of considering developmental needs, cultural, linguistic, social exceptionality, and/or background knowledge of students.	taught the lesson with inconsistent or infrequent opportunities to express what they knew or only at the end of the lesson ; used only one type (either formative or summative) of assessment; used varying forms of assessments to accommodate some special needs of learners.	provided consistent formal and informal opportunities for students to demonstrate understanding; used both formative and summative forms of assessment; modified classroom assessments and testing conditions to accommodate learning differences (e.g., disabilities, gifts and talents).	and ... utilized multiple assessment methods/modes to scaffold individual learner development and to offer appropriate levels of challenge to individual learners; used assessment tools and methods that encouraged students to apply critical thinking and problem-solving skills ; ensured that each individual learner had a variety of opportunities to demonstrate his or her learning .	
Data-Driven Instruction	ignored evidence that adjustments needed to be made to the lesson to facilitate student learning.	responded to formative assessment at times , but at other times overlooked need for adjustment to facilitate student learning.	modified instruction as needed to facilitate student learning throughout the lesson based on formative assessment data.	and ... adjusted instruction to individual students' needs (e.g., noticed Hans was unclear so paired with Mai to clarify).	

Assessment Rubric (continued)					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher...</i>				
Feedback to Guide and Engage	provided very little feedback; used primarily assessments that did not require interaction from or amongst students during the lesson (e.g., homework assignment, upcoming summative test).	provided feedback to students but did not check that feedback was helpful or understood, or the feedback provided may have been unclear; engaged students by encouraging them to ask questions occasionally .	provided students with immediate and explicit feedback about their work that guided them nearer to mastering the learning objectives associated with the lesson; engaged students through dialogue frequently ; engaged students by examining examples of quality work that corresponded with assessments associated with this lesson.	and ... engaged students in self and peer assessment in order to learn in a manner that developed students' metacognitive skills, guiding them to identify specific aspects of the performance that were effective as well as areas for improvement.	

Reflection Rubric for Video Submission: *Content Delivery*

Directions:

- Create a short video segment (~10 minutes) that addresses content delivery. Before you submit:
 - Review your video and rate yourself using the section of the rubric below.
 - On the video, provide/embed *at least* three comments using the comment tools (questions, suggestions, strengths, and/or notes).
- Although you will not be submitting video of the entire lesson, please provide a complete lesson plan so your peer coach has the context for the video submission.
- Reflectively answer this question about your co-taught lesson: Tell me three things you learned about yourself/your teaching when reviewing this video.

Content Delivery Rubric					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher...</i>				
Student Strengths and Needs	ignored specific learner needs in the presentation of content,	presented main ideas and concepts to meet the needs of one group (teaching to the middle).	clearly and effectively presented main ideas and concepts using strategies to meet diverse students' strengths and needs .	and ... used a variety of strategies to make concepts clear and engage students in content by connecting it to interests, background knowledge, and real-world application .	

Content Delivery Rubric (continued)					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher ...</i>				
Content Representation	represented content one way , or the representations and explanations are not appropriate to the content.	provided limited representations or explanations of the key concepts in the content standards.	provided multiple representations and explanations of key concepts in the content standards being covered. Guided learners along a learning progression, and encouraged learners to understand, questions, and/or analyze ideas.	and ... used representations and explanations reflective of learners' cultures, linguistic backgrounds, interests, prior knowledge, and skill levels.	
Content Area Knowledge	explained content inaccurately ; made no attempt to link to important content or essential skills.	explained content accurately, but either was too verbose or lacked examples/elaboration ; made vague or superficial links to important content and essential skills.	explained content accurately and clearly; made clear links to important content and essential skills.	and ... demonstrated a deep and flexible command of content area knowledge; provided content information beyond the Standards of Learning (SOL) to enhance and extend student knowledge; extended students' understanding of the content by going beyond SOL.	
Instructional Role	assumed only one instructional role when other approaches would have enhanced content delivery.	assumed more than one instructional role but chose roles that were not always appropriate to the content or purposes of instruction.	varied teacher role in the instructional process, acting as instructor, facilitator, coach, and/or learner in response to the content and purposes of instruction.	and ... served as an advocate for learning by consciously selecting or changing instructional roles to best meet the particular needs of individual and groups of learners.	

Reflection Rubric for Video Submission: Student Engagement

Directions:

1. Create a short video segment (no more than 15 minutes) that addresses student engagement. Before you submit:
 - a. Review your video and rate yourself using the sections of the rubric below.
 - b. On the video, provide/embed *at least* five comments using the comment tools (questions, suggestions, strengths, and/or notes).
2. Please provide a complete lesson plan so your coach has the context for the video submission.
3. Reflectively answer these questions about your co-taught lesson:
 - a. In what ways did the lesson go as you expected?
 - b. In what ways were your expectations for the lesson not met?

Student Engagement Rubric					
Elements of the Rubric	0	1	2	3	Comments
	<i>The teacher...</i>				
Student Interaction	did not facilitate individual (guided practice) or group learning opportunities, when appropriate.	ineffectively facilitated individual or group learning opportunities (e.g., activities were disorganized; not enough scaffolding provided).	effectively facilitated individual and group learning opportunities. (e.g., students were engaged and had opportunities to practice concepts on their own and/or in groups).	and ... provided multiple opportunities for student-to-student interactions; assigned student roles and responsibilities for group work; interacted with students during group tasks.	
Activities & Resources	disregarded students' lack of engagement in the lesson.	addressed students who appeared disengaged but did not adjust activities/ instruction.	promoted student engagement through whole group, small group, and/or individual activities, adjusting the lesson as needed.	and ... provided options and resources to engage individual students in the lesson.	
Instructional Time	called on few to no individuals.	called only on individuals who drew attention to themselves (e.g., raising hands, calling out) and did not use appropriate wait time .	called on a variety of individuals and often allowed wait time for students to process thoughts.	and ... balanced instructional time spent on questioning and discussion with other lesson activities (e.g., knew when to transition from student to student as well as into other planned activities); strategically used wait time when calling on individuals.	

Appendix C

Peer Observation Tool

(based on Grimm, Kaufman & Doty, 2014)

Before the Observation

1. Discuss the context of the lesson and review the lesson plan.
2. Ask clarifying questions to ensure everyone understands the purpose and format for the observation.
3. Discuss what data will be collected and how it will be recorded.
4. Identify a *Focus Question* based on what the teacher is interested in learning about or problems the teacher is trying to solve in the classroom.

Examples:

- What is happening at the back table during full group instruction?
- Am I implementing Check In/Check Out correctly?
- Are my think-alouds effective? If not, how can I improve them?

After the Observation

1. Discuss overall impressions of the teaching and learning that were observed.
2. Describe specifically what the observer saw and heard during the observation from teacher(s) and students.
3. Ask clarifying questions about the instruction or the students to ensure the observer fully understands the context.
4. Discuss the data that were collected. Do these data answer the *Focus Question*?
5. Reflect on what has been learned through the data.
6. Brainstorm how instruction can be modified based on these data and identify resources needed to make these modifications.
7. Identify next steps and plan for follow-up.

Appendix D

SHARE Worksheet

(Murawski, 2003)

S.H.A.R.E.

Sharing Hopes, Attitudes, Responsibilities, and Expectations

Directions: Take a few minutes to individually complete this worksheet. Be honest in your responses. After completing it individually, share the responses with your co-teaching partner by taking turns reading the responses. Do not use this time to comment on your partner's responses—merely read. After reading through the responses, take a moment or two to jot down any thoughts you have regarding what your partner has said. Then, come back together and begin to share reactions to the responses. Your goal is to either (a) Agree, (b) Compromise, or (c) Agree to Disagree.

1. Right now, the main *hope* I have regarding this co-teaching situation is:

2. My *attitude*/philosophy regarding teaching students with disabilities in a general education classroom is:

3. I would like to have the following *responsibilities* in a co-taught classroom:

4. I would like my co-teacher to have the following *responsibilities*:

5. I have the following *expectations* in a classroom:
 - a. regarding discipline . . .
 - b. regarding classwork . . .
 - c. regarding materials . . .
 - d. regarding homework . . .
 - e. regarding planning . . .
 - f. regarding modifications for individual students . . .
 - g. regarding grading . . .
 - h. regarding noise level . . .
 - i. regarding cooperative learning . . .
 - j. regarding giving/receiving feedback . . .
 - k. other important expectations I have . . .

Also published in: Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5), 52–58.

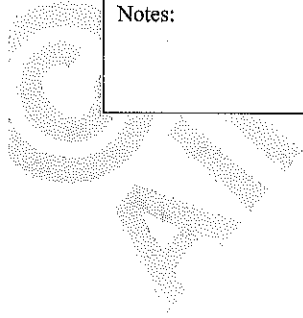
Appendix E

Co-Teaching Core Competencies Observation Checklist

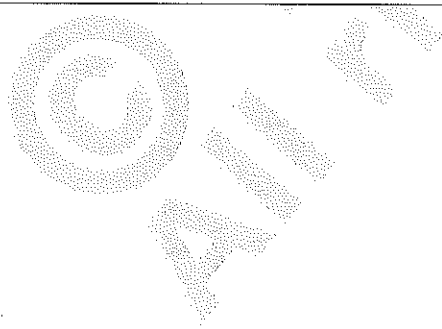
(Murawski & Lochner, 2011)

General Educator: _____		Special Service Provider: _____		Grade: _____		
Observer: _____		Date/Time: _____				
LOOK FOR ITEMS		✓ 0 – Didn't See It ✓ 1 – Saw an Attempt ✓ 2 – Saw It ✓ 3 – Saw It Done Well				
		0	1	2	3	DNOT
4.5 Two or more professionals working together in the same physical space.	0 = Only one adult; two adults not communicating at all; class always divided into two rooms 1 = Two adults in same room but very little communication or collaborative work 2 = Two adults in same room; both engaged in class and each other (even if not perfectly) 3 = Two adults collaborating together well in the same room					
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	0 = No demonstration of parity/collaboration; room appears to belong to one teacher only 1 = Some attempt at parity; both adults share a few materials and general space 2 = Parity exists; adults share classroom materials 3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teachers that it is "our room"					
11.6 Both teachers begin and end class together and remain in the room the entire time.	0 = One adult is absent or late; adults may leave room for times not related to this class 1 = One adult may be late or leave early or may leave for brief time 2 = One adult may be late or leave early but for remaining time, they work together 3 = Both adults begin and end together, and are with students the entire time Note: If adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable					
8.6 During instruction, both teachers assist students with and without disabilities.	0 = Adults are not helping students or are only helping "their own" students 1 = There is some helping of various students but at least one adult primarily stays with a few of "their own" 2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with 3 = It is clear that both adults are willing to help all students & that students are used to this					
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	0 = Little to no prior planning is evident 1 = All planning appears to have been done by one adult 2 = Minimal planning is evident; most appears to be done by one adult 3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen					
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)	0 = There is no evidence of universal design; all students are expected to do the same thing 1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage & show what they've learned 2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage & show what they've learned 3 = The class was universally designed; opportunities for choice in how students learn, engage & show what they've learned were well selected					

		0	1	2	3	DNOT
3.7 Differentiated content and strategies, based on formative assessment are used to meet the range of learning needs.	<p>0 = There is no evidence of differentiation of instruction in the classroom</p> <p>1 = There is minimal differentiation; most differentiation appears to be focused on groups rather than individuals</p> <p>2 = Some differentiation is evident for individuals and/or groups</p> <p>3 = It is clear that adults consider individual student needs and regular use of differentiation is evident</p>					
8.13 Technology (to include Assistive Technology) is used to enhance accessibility and learning	<p>0 = There is no evidence of technology use</p> <p>1 = Limited use of technology</p> <p>2 = Technology provides students with access and is used intermittently or sporadically</p> <p>3 = Multiple technologies are utilized to make materials and content accessible and are used regularly</p>					
5.7 A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.	<p>0 = Students remain in large class setting and adults use One Teach/One Support with one adult primarily in lead</p> <p>1 = Adults rely solely on One Teach/One Support or Team</p> <p>2 = Adults regroup students (using Alternative, Parallel, or Station) at least once</p> <p>3 = Adults use more than one of the 5 approaches (Friend & Cook's One Teach/One Support, Team, Parallel, Station & Alternative); at least one of the approaches involves regrouping students</p> <p>* note – if teachers have been observed using other approaches in the past and only one approach is observed today (e.g., Stations), it is acceptable to recall previous observations and give a 2 for using a variety of approaches as adults have demonstrated competency</p>					
2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.	<p>0 = There is no obvious plan for behavior management, nor do adults appear to communicate about how they are approaching class management; possibly inappropriate class management</p> <p>1 = Very little classroom management; mainly conducted by one teacher</p> <p>2 = Behavior management strategies are utilized but there is very little clear evidence of how adults have communicated about their use</p> <p>3 = It is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach</p>					
11.3 It is difficult to tell the specialist from the general educator.	<p>0 = Observer could easily determine who was the general/specialist by their language/roles/ lack of parity</p> <p>1 = Teachers kept traditional roles in the classroom but shared or switched roles once or twice</p> <p>2 = Teachers worked at having parity in the class and shared most roles and responsibilities</p> <p>3 = Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who was the general/specialist was</p>					
1.6 It is difficult to tell students with special needs from the general education students.	<p>0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class)</p> <p>1 = There was some inclusion of most students in most activities</p> <p>2 = There was a clear attempt at inclusion of all students for most activities</p> <p>3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed</p>					
Notes:	Look Fors Total:					



CO-TEACHING CHECKLIST: LISTEN FORS						
	LISTEN FOR ITEMS	✓ 0 - Didn't Hear It ✓ 1 - Heard it somewhat ✓ 2 - Heard It ✓ 3 - Heard it often				
		0	1	2	3	DNOT
9.10 Co-Teachers use language ("we"; "our") that demonstrates true collaboration and shared responsibility	0 = Adults do not communicate with one another. 1 = Adults use "I" language frequently (e.g., "I want you to..." Or "In my class..."), lacking parity. 2 = Adults attempt to use "we" language and include each other, but it is clear that one adult is more used to "ruling" the class 3 = Adults clearly use "we" language (e.g., "We would like you to..."), showing that they both share the responsibility and students know they are equally in charge.					
5.9 Communication (both verbal and non-verbal) between co-teachers is clear and positive	0 = Little to no communication is evident 1 = Communication is minimal, directive, or negative 2 = Limited communication but it is positive in nature 3 = Both adults communicate regularly as class progresses & are respectful and positive					
1.8 Co-Teachers phrase questions and statements so that it is obvious that all students in the class are included	0 = Class is very teacher-directed and little involvement by students 1 = Questions/statements are general and not inclusive of all students 2 = Most statements/questions are phrased to encourage participation from a variety of students. 3 = A clear attempt is made by both adults to engage all students through the use of a variety of types of questions and statements.					
1.9 Students' conversations evidence a sense of community including peers with disabilities and from diverse backgrounds	0 = Students do not talk to one another ever during class 1 = Specific students appear to be excluded from the majority of student interactions. 2 = Most students appear to be included in the majority of student interactions. 3 = It is evident from the students' actions and words that all students are considered an equal part of the class and are included in all student interactions.					
8.16 Co-Teachers ask questions at a variety of levels to meet All students' needs(basic recall to higher order thinking)	0 = Adults do not use questions and most instruction is directive. 1 = Questions are almost all geared just to one level (to the middle or "watered down") 2 = Teachers use closed and open questions at a variety of levels in a general manner. 3 = Closed and open questions are asked at a variety of levels in a way that demonstrates they are able to differentiate for specific students in order to ensure maximum (appropriate) levels of challenge.					
Notes:	Listen Fors Total:					



CO-TEACHING CHECKLIST: ASK FORS		
	ASK FOR ITEMS	✓ 0 – No Evidence ✓ 1 – Little Evidence ✓ 2 – Some Evidence ✓ 3 – Substantial Evidence
	Rating	Circle Evidence
7.2 Co-Planning	0 = There is no evidence that this team co-plans. Most planning, if done at all, is done by one teacher. 1 = This team rarely co-plans and communicates primarily on the fly. 2 = This team co-plans at irregular times but does try to integrate both teachers' perspectives when possible. 3 = This team co-plans its lessons and integrates both teachers' areas of expertise to the maximum extent possible.	Lesson Plans Modified Materials Letters Home/Syllabi SHARE Worksheets Problem Solving Worksheets Other:
8.5 Co-Instruction: Parity	0 = There is no evidence that this team co-instructs. One teacher is clearly responsible as evidenced in documentation/plans etc.. 1 = One teacher is clearly "lead" however the other does have intermittent areas of responsibility. 2 = Both teachers are provided turns in co-instruction. 3 = Teachers are comfortable in any role and roles are interchanging and fluid throughout the lesson plan.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
8.1 Co-Instruction: Grouping	0 = There is no evidence that this team regroups during instruction. Whole group instruction is the norm. 1 = At irregular times and for very specific activities, this class is regrouped into smaller groups. 2 = Cooperative learning is used in class regularly and small groups are used at least once a week. 3 = Whole group and regrouping approaches are used to match learning needs. Teachers clearly use regrouping regularly and are comfortable with a variety of the co-instructional approaches.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
1.2 Co-Instruction: Differentiation	0 = There is no evidence that this team differentiates for the class. All lessons appear created so that students are expected to do the same things. 1 = Minimal evidence demonstrates differentiation. What is available appears to focus on one or two specific students for limited activities or events (e.g., read test to Johnny). 2 = Teachers appear to integrate differentiated instruction, content and assessments into some lessons. 3 = Teachers regularly include differentiated instruction, content, and assessments into their lessons. They clearly consider the needs of all students.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
6.1 Co-Assess	0 = There is no evidence that this team co-assesses. One teacher is in charge of the grades and gradebook. 1 = Teachers talk about assessments at times but each teacher is primarily in charge of his/her "own" students. 2 = Teachers use differentiated assessments occasionally and are willing to share responsibility for grading. 3 = Teachers share responsibility for creating assessments, grading, and for students' overall success. Differentiated assessments are created when needed and both teachers are comfortable with adaptations.	Grade Book Modified Assignments Individual Grading Reports Other:
Notes:		Ask Fors Total: <input style="width: 50px; height: 20px;" type="text"/>
		Overall Total: <input style="width: 50px; height: 20px;" type="text"/>
0-29 Not Yet Co-Teaching 30-45 Emerging Co-Teaching 46-52 Developing Co-Teaching 53- 59 Proficient Co-Teaching 60-66 Master Co-Teaching		

Appendix F

Peer Observation Protocol

~~Add to references~~ (from Killion, Harrison, Bryan, & Clifton, 2012)

Teacher: _____ Observer: _____

Date: _____

Grade/content: _____

I noticed that the students _____

I noticed that the teaching _____

I wonder _____

I learned _____

I plan to _____

Appendix B

Harassment, Intimidation, and/or Bullying?

Directions: Read the four scenarios described below. In discussion with your pair or team, determine whether the behaviors in each scenario represent harassment, intimidation and/or bullying. Defend your answers in the space provided. Be ready to share your thoughts.

Scenario 1

Your third-grade student reports to you that at lunch recess a few other boys have been repeatedly calling him a “jerk.” This upsets him and he would like you to address it. Does this scenario meet the definition of harassment, intimidation and/or bullying? Please defend your response.

Scenario 2

Two high-school students engage in an argument in the hallway that escalates, and one student calls the other student the “n-word.” The student, who is African-American, then punches the student who called him a name. The students are then separated by staff members. Does this scenario meet the definition of harassment, intimidation and/or bullying? Please defend your response.

Scenario 3

Each day on the bus ride home from high school, a tenth-grade male student shares vulgar pictures of naked women with a female student who sits behind him. These pictures upset the female student. Does this scenario meet the definition of harassment, intimidation and/or bullying? Please defend your response.

Scenario 4

A middle-school, resource-center student shows you another general education student’s Instagram account, which has the middle-school, resource student’s face superimposed in a variety of unflattering memes with the word “retard” written across the image. These pictures upset the classified, resource-center female student. Does this scenario meet the definition of harassment, intimidation and/or bullying? Please defend your response.

Appendix C

Restorative Practices in Lieu of Suspensions and Detention Template

Conference Report

Student: _____ Date: _____

Keep a written record of each student's response to the following questions or ask the student(s) to reflect in writing first before you discuss the responses together.

1. What happened?

2. What were you thinking about at the time?

3. What have you thought about since?

4. Who has been affected by what you have done? In what way(s)?

5. What do you think you need to do to make things right?

6. What impact has this incident had on you and on others?

7. How will you react to similar situations in the future?

Appendix B

R.E.A.C.H. Dispositions

Elmhurst College Department of Education Professional Conduct Guidelines

Aligned with the Illinois Professional Teaching Standard *Professionalism, Leadership, and Advocacy* (9H, 9I, 9J, 9O, 9P, 9Q, 9R, 9S, 9T)

Responsibility	<p>Demonstrates timeliness in course attendance and responsibilities. Attends class, be on time, and stay for the duration of class.</p> <p>Follows syllabus guidelines. Complete assignments on time, which is the beginning of class on a due date. Assignments are late if class is not attended or if there are technical problems. Work may not be faxed or e-mailed to the professor without prior approval.</p> <p>Communicates questions and concerns to the instructor. Communicates in a timely and appropriate manner. Use instructor office hours or make an appointment to ask individual questions or discuss progress.</p>
Ethics	<p>Practices academic integrity and honesty. Assignments often involve collaboration and the use of multiple resources. Clearly cites ideas from other sources and acknowledge the assistance of others. Portions of assignments used for credit in different courses must be pre-approved by both professors and should be referenced clearly for dual credit on the cover page.</p> <p>Submits accurate accounts of field experiences. Have them verified by a licensed supervising professional.</p> <p>Maintains confidentiality in all field reports and discussions of fieldwork. Fabrication of field hours, experiences, or signatures or failure to notify the College or schools of your criminal background check status are violations of the College's <i>Academic Integrity Policy</i>.</p>
Attitude	<p>Participates regularly and positively. Active participation is expected during every class meeting. Electronic devices should not interrupt class or distract others. Set cell phones to vibrate or turn them off. Electronic tools are to be used for coursework or activities directly related to the class—not used for entertainment, personal communications, or other coursework during class meetings or in field settings.</p> <p>Respectful of others' contributions and demonstrates appreciation of diversity and new ideas. Valuing of diverse ideas and beliefs is expected through courteous debate and dialogue as well as in respectful written evaluation and analysis.</p> <p>Responds positively to feedback. Accepts feedback from instructor, mentor teachers, and peers in a positive receptive manner. Uses feedback from instructors and mentor teachers in course activities, course assignments, and field experience activities to improve coursework, teaching practices, and professional dispositions.</p>
Collegiality	<p>Makes equitable contributions to group efforts. Give your maximum efforts in promoting equitable group work and completing field experiences. Maintain commitments to classmates and professionals in the field.</p> <p>Collaborates with peers and school staff members and mentor teachers in a professional manner. Take initiative in the field. Volunteer your time and share professional resources and responsibilities. Show appreciation for the time and efforts of others.</p>
Honor	<p>Communicates high regard for the profession, educators, students, and parents. Professional demeanor (e.g., conduct and attire) is expected in school settings. Honor the commitments of hosting professionals by providing details of all course assignments at the beginning of the term.</p> <p>View course assignments as opportunities to enhance content area knowledge and skills. Demonstrate professionalism in formal class presentations. All written work must be word-processed and edited prior to submission. Use APA style.</p>

Elmhurst College Department of Education (2014). *REACH Dispositions: Policies and Procedures*. Elmhurst, IL.