Public Schools of Brookline
District Curriculum Accommodation Plan (DCAP)

The following information is provided to comply with the Massachusetts General Laws Ch. 71 Section 38Q ½ mandating that school districts provide a District Curriculum Accommodation Plan designed to assist Principals in ensuring that all efforts have been made to meet students' needs in regular education and avoid unnecessary referrals to special education. In addition, Section 59C of Ch.71 mandates that each School Council meets with the Principal "for the development, implementation and assessment of the curriculum accommodation plan" to be individualized for each school.

The Public Schools of Brookline is proud of its richly diverse student body. This diversity infuses our schools and classrooms with varied experiences and strengths, yet it also presents unique challenges. Teachers regularly grapple with how to meet the needs of Brookline students who represent a broad range of learning styles, life experiences, languages spoken, parental and familial expectations, previous school experiences, and background skills and knowledge. The purpose of the District Curriculum Accommodation Plan (DCAP) is to describe the strategies and resources that are available to classroom teachers and specialists in their quest to address the diverse learning needs of our students outside of special education. The DCAP is to be used by Child Study Teams with teachers before *and instead of* students being evaluated to determine special education eligibility. *The process of Child Study Teams and the use of the DCAP are not intended for the sole use of beginning the special education evaluation process.*

As stated by the MA DOE, the targeted areas for the DCAP are:
1. Strategies to assist regular education classroom teachers to help them analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively;
2. Support services that are available to students through the regular education program;
3. Direct and systematic instruction in reading for all students;
4. Teacher mentoring and collaboration; and,
5. Parental involvement in their children's education.

"The instructional support system should consist of ongoing systemic efforts to accommodate any student's learning needs within the general education classroom. Instructional support must be viewed as a viable intervention strategy; one that is expected to occur for any student encountering difficulties in learning."[1]

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[1] MA Department of Education, "Is Special Education the Right Service? A Technical Assistance Guide," pp. 5-6, Working Draft – March 2001.

SYSTEM-WIDE INITIATIVES

In 2009, the School Committee adopted The Strategic Plan of the Public Schools of Brookline to provide a catalyst for our future educational endeavors and a blueprint for documenting our system's continued success. The Strategic Plan's Vision, Mission, and Core Values serve as the framework for the four (4) goals:

Goal 1 Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.
Goal 2 Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.
Goal 3 Prepare students with the intellectual, interpersonal and reflective skills needed to thrive in an increasingly complex and diverse global society.
Goal 4 Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.

All system-wide initiatives serve as a mechanism for reaching these four goals, including for example: Parent Communication and Involvement, Child Study Teams, Program Review, Professional Development, Assessments of Student Learning and Innovative Programs.

Parent Communication and Involvement

In its vision, the Public Schools of Brookline are dynamic, collaborative, equitable, engaged with the community, and contributing to the world. We are very deliberate in keeping parents informed and including them as critical stakeholders. Examples of this include, but not limited to:

- Publication of curriculum documents: website, grade level brochures, and scope and sequence brochures
- School Council membership and member training
- Program Review committees
- Superintendent Forums
- Parent Teacher Organizations (PTOs)
- Title I Parent Forums
- School Committee meetings – Public Comment time

Program Review (Director – Amy Martin)

Each year, two or three programs or curriculum areas begin the process of Program Review. The goal of Program Review is to improve student achievement through a comprehensive and rigorous examination of our programs. The Program Review process makes use of established evaluation methods to determine strategies for continuous program improvement. The Program Review process in the Public Schools of Brookline involves four phases:

Phase I – STUDY Assess the current state of the program and create a vision for the future.

Phase II – PLAN Determine what is necessary for continuous improvement; define resources and determine available funding.

Phase III – IMPLEMENTATION Put the plan (strategies/actions for continuous improvement) into place with adequate resources and professional development.

Phase IV – REVIEW Check on the progress of the Action Plan; debrief the review process; collect data on indicators of success.

All curriculum-based subject areas are engaged in Program Review, Phases I – IV. Numerous improvements have been accomplished or are underway as a result of Program Review, including, for example:
- Revised K – 8 Learning Expectations were approved by the Brookline School Committee in Math, Visual Arts, Performing Arts, Social Studies, one strand in Science (Nature of Science), Health and Wellness
- K – 8 Learning Expectations are expected to be approved within the next two years for English Language Arts, Science (content strands), Social Studies, and K – 5 Health
- First draft K – 12 Learning Expectations for the process skills of learning are being created
- Implementation of ThinkMath!, K – 5 is complete
- Implementation of Impact Math, 6, 7, and 8 is in process
- Implementation of Grade 7 Health
- Initiation of Math Challenge Option, grade 7 and 8
- Creation and implementation of Brookline Common Assessments (BCAs)

Assessments of Student Learning
In Brookline, our pK-8 Learning Expectations (LEs) and high school course syllabi describe what we want students to learn. Assessments show what students have learned. The various assessments used in Brookline fall into three categories – teachers' individual class assessments, MCAS, and Brookline's common assessments. Each of these groups of assessments serve different purposes and take on different forms.
- State-mandated standardized tests provide the District with information on curriculum strengths and areas for attention, as well as information on students' learning (e.g. MCAS).
- District grade level and common course assessments provide the District with information on how students perform relative to Brookline's Learning Expectations and course syllabi (e.g. BHS common course final exams, grade 7 & 8 assessment of science inquiry skills).
- Classroom level assessments allow teachers to what students are learning during the unit or lesson and end of unit or lesson assessments to see what students have learned (e.g. informal question and answer, performances, quizzes, and tests).

Pieced together, these assessments create a truer and richer picture of student learning in Brookline. To continue further development of our assessment system, next year we will:
- Expand the pilot common grade level assessments in Math, English, Social Studies, Science, and World Language.
- Continue the revision of K-8 Learning Expectations and the creation of common assessments.
- Collect data on BHS common course final exams.
- Share effective classroom level assessments that address the needs of diverse learners across the system.
- Advance the analyses of assessment data, including Brookline assessments and MCAS.
- Advance teachers' and administrators' collaborative review of data and creation of action plans.

Professional Development (Director – Gene Thompson-Grove)

Professional Development in the Public Schools of Brookline is defined as adult learning experiences that improve educators' knowledge and skills, enabling them to work effectively with students to improve their achievement.   The content of the professional learning that we offer and coordinate is informed by the system-wide goals and strategies as outlined in the Strategic Plan. The elements of our professional development include: a focus on student learning needs as informed by classroom, school and/or system data; improvement of educational practice through self-assessment and feedback on authentic educator and student work; collaborative relationships and processes that provide opportunities to engage in joint work and to tap the collective knowledge of the group; reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs; and a commitment to implementing new learning.

In addition to content focused courses and institutes, some examples of our system-wide Professional Development opportunities include: state-mandated courses such as *Sheltered English Immersion* (SEI); courses to facilitate inclusion practices, such as *Schools Attuned*, *Differentiated Instruction* and *Responsive Classroom*; courses to foster collegial relationships among educators such as *Critical Friends Groups* and *Facilitative Leadership*; courses that further educational equity such as *Culturally Responsive Pedagogy*; *Mentor Seminars* for second and third year teachers to support them in a collegial and reflective format; and a *Professional Development Day* each fall during which every educator in the system engages in learning to foster their professional growth.

Mentoring and Induction Program (within Professional Development)

The mission of the mandatory district-wide Mentoring and Induction Program is to support beginning and new-to-district teachers during their first three years in the Public Schools of Brookline. The program matches an experienced educator (mentor) with an incoming teacher, and both the incoming teacher and the mentor engage in various forms of professional development that foster growth in their own practice and in the learning of their students. Their learning is supported by the building principal, grade level or department colleagues, and the K-8 Curriculum Coordinators, K-12 Curriculum Coordinators and 9-12 and Department Coordinators.

The Mentoring and Induction Program strives to create an environment where collegial, reflective practice is the norm, and where students, teachers and administrators build a community of reflective and self-directed learners. It is built on the premise that incoming teachers - as adults - know themselves as learners, have a natural, inherent potential to learn, and will be motivated to work collaboratively with their mentors to create the kinds of learning that will improve their practice and improve student learning. Thus, support is individualized, based on the needs of the incoming teachers and their students.

Goals

The Mentoring and Induction Program is specifically designed to support, assist and encourage beginning and new-to-district teachers to:

✓ Provide meaningful, engaging, quality education to their students
✓ Attend to the Public School of Brookline's Core Values of high academic achievement for all students, excellence in teaching, building and maintaining collaborative relationships, and sustaining respect for

human differences
- ✓ Become reflective practitioners who monitor and adjust their practice to improve student learning
- ✓ Increase their professional expertise
- ✓ Establish collegial relationships that will last over time
- ✓ Remain in the teaching profession and continue the Public Schools of Brookline's tradition of excellence

For Incoming Educators
The Public Schools of Brookline's incoming teacher Mentoring and Induction program offers:

Orientation to the System's Value, Goals and Priorities

There is a mandatory, two-day orientation, with the following desired outcomes:

- Awareness of the Public Schools of Brookline's core values
- Awareness of the system-wide focus on Educational Equity
- Awareness of the people and resources available to incoming educators
- Understanding of the Public Schools of Brookline's Mentor Program
- Planning for the first few days of school, with an emphasis on classroom routines that establish high expectations for all learners

Mentor Facilitators work in pairs to facilitate these two days, along with veteran teachers and specialists. Special Educators meet with the system's special education administrators to be oriented to the special education program, processes, practices, and use of E-sped.

As part of these two days of orientation, all PreK-12 teachers also participate in a session titled: Equity, Race and Cultural Competence: A beginning conversation. During these four hours, teachers:

- Explore a continuum of cultural proficiency
- Listen to Brookline students as they talk about the development of racial identity, equity and achievement
- Consider a framework for culturally responsive pedagogy that engages all students at high levels of learning

Orientation to the School

Most teachers also spend one day prior to the opening of school in their buildings with the Mentor Facilitator, Principal, and other teachers new to the school, so they can be introduced to the school's culture, families, traditions and key people. New teachers are also welcome in their schools to set up their classrooms prior to the official first day back.

Why plan alone? Optional Orientation Days

Prior to Orientation, classroom teachers and special educators are invited to three days of optional professional development with Curriculum Coordinators and veteran classroom teachers, who introduce teachers and special educators to the Learning Expectations, program philosophies, specific units of study, and materials/resources for Math, ELA, Social Studies and Science.

During the School Year

Each new teacher is assigned a mentor. Teachers who have changed buildings and/or grade levels receive a mentor if requested by the principal, but are not obliged to attend orientation. Mentors and mentees meet regularly, and keep a record of their meetings (dates, content of conversations, etc.). Mentor Facilitators work with their principals and the Director of Professional Development to match mentors with incoming teachers.

- New PreK-8 teachers receive a *Hands-on Handbook for Incoming Teachers*, designed to walk them through their first days of schools as well as each month of the school year. K-5 classroom teachers receive a copy of The First Six Weeks of School.
- The Assistant Superintendent for Human Resources meets with new teachers individually to discuss their progress on their licensure.
- Mentor facilitators meet monthly with new teachers in their buildings to discuss issues related to school culture, preparing for back to school night, setting professional goals, conducting parent conferences, communicating with families, reporting progress/grades, etc.
- New PreK-8 teachers have two observation days – one in November and one in March. They observe in their own schools and in other schools, and debrief their observations in their monthly new teacher meetings. High School teachers observe other teachers up to 16 times during the school year, and are observed by the mentor program coordinators at least twice.
- New K-8 classroom teachers meet every six-weeks for two hours after school with a math grade level facilitator to plan their upcoming units.
- There is one system wide two-hour session in February for PreK-8 teachers on effective assessment practices.

Mentor Facilitators:

- Are building-based - they lead the program in their school, and supervise the mentor/mentee relationships.
- Meet monthly with the Director of Professional Development to coordinate the program district-wide.
- Receive a base stipend plus an additional amount for each new teacher in the building.
- Receive 15 PDPs.
- High School Mentor Program Coordinators (one math teacher and one social studies teacher) have a reduced course load in order to do this work.

For Second and Third Year Teachers
K-12 teachers who are beginning their second and/or third year in Brookline as are invited to participate in this professional development initiative, **which fulfills the Massachusetts State Department of Education's requirement that teachers participate in fifty hours of mentored professional development after their Induction year.** Participants deepen their content knowledge, expand their pedagogical repertoire, strengthen their capacity to be reflective, and develop the skills and habits necessary to collaboratively examine their practice.

This mentoring and professional learning initiative matches an experienced educator with a small group (approximately 6-8) of second and third year teachers. The experienced educator acts as a mentor, advisor and coach whose primary responsibility is to help the group build a community of reflective, self-directed learners where collegial, reflective practice is the norm. The initiative is built on the premise that beginning teachers - as adults - know themselves as learners, have a natural, inherent potential to learn, and are motivated to engage in learning that improves their practice and student learning.

The experience begins with a three-day August seminar for second year teachers (the third day of the seminar is optional for continuing third year teachers), followed by monthly two-hour Critical Friends Groups meetings, and a three-hour portfolio session in June, during which teachers document, reflect on, and reframe their teaching practice. Three-graduate credits from Salem State College are available for teachers who complete 35 hours in one year.

Innovative Programs and Practices

Multiple innovative programs and practices are impacting student achievement throughout our schools, including, for example:

- The approval of a new policy for Grouping, Inclusion, and Placement Practices with accompanying Guidelines outlining practices that support effective instruction.
- Creation of a data warehouse to advance our use of data for decision making at the classroom level and system level
- Continued attention and resources for *Steps to Success* to support of our low-income students in public housing
- Continued support of the Calculus Project whose goal is to improve the number of students of color in advanced math classes
- Initiation of the Mastering Literacy Project whose goal is to improve literacy skills for incoming freshman at BHS
- Wheelock First Grade Intern program that places an intern seeking dual-certification in elementary and special education in first grade classrooms
- Continued support of Sheltered English Immersion (SEI) training in order to reach the goal of all Brookline educators being trained in the best practices for teaching English Language Learners
- Continuation of a new Special Education organization model that supports one Educational Team Facilitator (ETF) in every school
- Development of Child Study Teams
- Steps to Success (described below)

Steps to Success (Coordinator – Janet Selcer)

Steps to Success (STS) is a comprehensive educational achievement program providing academic, social development and family support for low-income students and their families. Working with young people in Grades 4 to 12, the program seeks to break through the attitudes and substantive barriers - both personal and institutional - that can make it difficult for these students to succeed in school and pursue higher education. With both school- and community-based programs, STS currently engages approximately 300 students and their families, most living in Brookline public housing, in programs designed to ensure that school success and post-secondary education become absolute goals and achievable realities for our students.

The core of STS is its long-term relationship-based mentoring model. STS staff Advisors work with students and their families throughout their school career. Advisors track student progress through a system of

competency-based skill development, get to know families in their home and link them more closely with school teachers, administrators and other staff members. In 2010, STS has launched a "College Success Initiative," providing STS alumni with a college Advisor through their first two years of college or other post-secondary program as well.

STS operates in four programmatic areas -
• <u>Academic enrichment and mentoring</u>: After school programs, summer learning activities and excursions, homework centers, tutoring;
• <u>Work connections for youth</u>: Job placements for over 80 paid summer interns, grades 8-12, in both public and private sector employment, coupled with afternoon seminars on financial literacy, career exploration and college preparation;
• <u>Early college awareness and readiness</u>: Campus visits and programs with our college partners, SAT prep and detailed work on the college application and financial aid process; and
• <u>Family support services</u>: Free English language classes, resource and referral services for low-income adults wishing to reconnect with education, job readiness and training, work opportunities, and college investment workshops for parents.

Curriculum Accommodations
Supports for General Education Classroom Teachers

Human Resources
Personnel providing specific consulting, support, and/or intervention in the general education setting include:
- Principal
- Vice Principals, Deans, and Associate Deans
- Curriculum and Program Coordinators
- School Psychologist
- Guidance Counselors
- Behavior Specialists
- School Nurse
- School-system Physician
- English Language Learner Educators
- Math Specialist in each K-8 school (in addition to Title I support)
- Literacy Specialist in each K-8 school (in addition to Title I support)
- Enrichment and Challenge Support (ECS) Specialist in each K-8 school
- Librarians
- School Social Workers
- Educational Technology (ET) Specialists
- Steps to Success Advisors (schools with students in public housing)

Instructional Strategies
Elementary
Below are checklists of instructional strategies Brookline elementary teachers use as to maximize student success in general education classrooms. The lists are broken down by domain: behavior, reading, writing and mathematics.

Behavior
Listed below are successful teaching strategies to address issues of behavior.

To improve ability to attend to verbal information:
- [ ] Shortened length of listening activities
- [ ] Reduced visual distractions in the room
- [ ] Provided pictures and/or other visual cues
- [ ] Wrote key vocabulary on the board
- [ ] Used audio material presented through headphones
- [ ] Used choral speaking in a group to maintain attention
- [ ] Provided opportunities for periodic rehearsal of information presented orally
- [ ] Provided a scribe for classroom notes
- [ ] Provided a scribe to write the important information that was presented orally
- [ ] Allowed student to copy notes from a peer
- [ ] Used graphic organizers
- [ ] Scheduled subject when student is more alert
- [ ] Broke longer presentations into shorter units
- [ ] Allowed student to tape lesson
- [ ] Touched or cued student when attention waned
- [ ] Re-directed student when attention waned
- [ ] Changed student's seat to decrease distractions
- [ ] Modified/shortened the tasks and amount of material
- [ ] Used material on the student's instructional/independent level
- [ ] Provided individual/small group instruction
- [ ] Sent home extra set of texts

To improve work completion:
- [ ] Used student checklists
- [ ] Used a study carrel
- [ ] Used a timer
- [ ] Used headset to block extraneous noise
- [ ] Used a reinforcement system, such as stickers or tokens
- [ ] Used work assignment lists
- [ ] Broke lengthy, long-term assignment into smaller parts
- [ ] Reduced/modified assignment
- [ ] Simplified worksheets/tasks

- [ ] Sent home extra set of texts
- [ ] Used preferential seating
- [ ] Allowed for periodic breaks

To improve transitions between activities:
- [ ] Kept routines structured
- [ ] Posted expected rules & behavior
- [ ] Marked student's space & materials
- [ ] Posted the schedule for the day
- [ ] Cued student prior to transitions
- [ ] Allowed the student opportunities for movement, periodically through the day
- [ ] Practiced transition routines

To improve positive group participation skills:
- [ ] Gave specific feedback to student when student was successful
- [ ] Used role-playing to teach appropriate behaviors
- [ ] Allowed rehearsal opportunities
- [ ] Provided a "cool down" space
- [ ] Used time out procedure for acting out or aggressive behaviors
- [ ] Used a written behavior contract with student
- [ ] Used regular feedback system between home & school
- [ ] Provided choices for student
- [ ] Problem-solved with the student

- [ ] Other strategies, including consultations with other specialists:

Reading

Listed below are successful teaching strategies to support students as they learn to read.

__To improve phonological awareness, the following instruction/activities were delivered 1-1 or in a small group:__
- [ ] Oral rhyming activities
- [ ] Segmenting spoken sentences into words
- [ ] Segmenting spoken words into syllables
- [ ] Identifying and practicing onset and rhyme sounds
- [ ] Identifying spoken words w/ same initial sounds
- [ ] Identifying spoken words w/ same end sounds
- [ ] Blending orally presented phonemes into words
- [ ] Segmenting orally presented words into phonemes

__To improve decoding skills:__
- [ ] Checked vision
- [ ] Presented phonemic awareness activities
- [ ] Used rhyming activities
- [ ] Used multi-sensory or VAKT (visual, auditory, kinesthetic, tactile) instruction
- [ ] Matched letter letters/sounds (initial and final letters)
- [ ] Used blending sounds to read real and nonsense words
- [ ] Used cues for sound blending
- [ ] Used finger/markers for tracking left-to-right
- [ ] Presented and practiced syllabication rules
- [ ] Synthesized words (pert of whole)
- [ ] Segmented words (whole to part)
- [ ] Used a variety of texts
- [ ] Used word families
- [ ] Provided opportunities for daily reading
- [ ] Repeated phonic rules verbally (auditory cues)
- [ ] Presented phonic rules on a chart (visual cues)
- [ ] Used log of misread words for practice
- [ ] Used literature-based instruction w/ semantic cues
- [ ] Provided instruction in small groups
- [ ] Provided instruction 1-1
- [ ] Sent home word list for home practice sessions
- [ ] Set up a home reading system w/ parents
- [ ] Used guided reading groups
- [ ] Used read alouds: charts, stories, CVC, CVCe, blends, word families, dipthongs, etc.
- [ ] Paired students for practice reading aloud

__To improve sight word recognition:__
- [ ] Provided flash cards for drill/practice
- [ ] Used configuration cues
- [ ] Sent home word lists for home practice
- [ ] Used language experience/concrete meaning
- [ ] Used a word wall

__To improve reading comprehension skills:__
- [ ] Pre-read story to student
- [ ] Re-read favorite stories and independent-leveled text
- [ ] Read stories w/ predictable text

- [ ] Taught self monitoring
- [ ] Taught use of graphic/semantic organizers
- [ ] Taught use of questions to guide reading
- [ ] Taught ways to generate questions
- [ ] Taught story structures
- [ ] Taught summarization
- [ ] Taught elaboration (prediction, prior knowledge, etc.)
- [ ] Discussed pictures before reading text (visual cues)
- [ ] Had student answer questions orally
- [ ] Had student illustrate sentences or stories
- [ ] Highlighted key concepts in text
- [ ] Had student write sentences for or illustrate reading vocabulary words
- [ ] Had student to list details of story
- [ ] Used sequence pictures then retold story
- [ ] Had student to complete cloze sentences and/or paragraphs
- [ ] Had students finish incomplete stories
- [ ] Used guided reading materials
- [ ] Used high interest texts at instructional and independent reading levels
- [ ] Used supplemental materials/resources (list):

__To improve fluency:__
- [ ] Modeled fluent reading
- [ ] Multiple readings of same text
- [ ] Choral reading
- [ ] Echo reading
- [ ] Shared reading
- [ ] Multiple readings of texts at independent level

__To improve vocabulary acquisition:__
- [ ] Sorted words into basic categories
- [ ] Described common objects
- [ ] Classified categories of words
- [ ] Taught common synonyms and antonyms
- [ ] Used known word in compound word
- [ ] Taught homophones/homographs
- [ ] Used dictionary/thesaurus to locate words meanings
- [ ] Taught strategy of using knowledge of word origins, synonyms, etc. to derive meaning

- [ ] Other strategies, including consultations with other specialists:

Writing
Listed below are successful teaching strategies to support students as they learn to write.

To improve spelling:
- ☐ Used multi-sensory approach
- ☐ Allowed student to spell into tape recorder
- ☐ Used picture or color cues or word shapes
- ☐ Taught sight words in a meaningful phrase or sentence
- ☐ Taught specific spelling rules
- ☐ Used same words for reading, spelling, and writing tasks
- ☐ Reduced number of expected words Tested student orally
- ☐ Sent home spelling words for practice
- ☐ Made individualized word lists to learn, using miscues from student's work

To improve handwriting:
- ☐ Provided hand strengthen activities (e.g. clay, squeeze ball)
- ☐ Provided special paper (e.g. wider spaced lines, graph paper)
- ☐ Used pencil grip
- ☐ Used various writing tools
- ☐ Provided alphabet and number strips at seat
- ☐ Used multi-sensory activities (e.g. sandpaper, sand, foam)
- ☐ Used cues (e.g. finger spaces) for spacing between words
- ☐ Reduced copying from book or board
- ☐ Seated student near board for copying

To improve written expression:
- ☐ Allowed student verbalize or tape record thoughts before writing
- ☐ Used word processor for written tasks/assignments
- ☐ Helped student get started on written tasks
- ☐ Used graphic organizers
- ☐ Allowed un-timed, written assessments
- ☐ Used story starters or prompts
- ☐ Used rubric as a guide for written assignments
- ☐ Used checklist/s for proofing written work

- ☐ Broke up long written assignments into smaller parts
- ☐ Allowed student to vocalize while writing
- ☐ Read back pieces to student to see if written work makes sense
- ☐ Taught revision skills
- ☐ Gave student choices about topic

- ☐ Other strategies, including consultations with other specialists:

Brookline's Comprehensive Literacy Program, K-2 (created by M. Matthews and T. Jewell)

Instructional Component	Focus/Approach	Materials/Resources	Suggested Time
Instructional Reading	Shared Reading Guided Reading Reading Informational Texts	Big Books Leveled Readers Trade Books Core Books Primary Comprehension Toolkit	45-60 minutes/day
Word Study	Phonemic awareness Phonics Structural analysis Sight vocabulary	Month By Month Phonics Phonics Lessons K-2 Word Walls Words Their Way (1-2)	15-20 minutes 3-5x/week
Writing (includes handwriting)	Writers Workshop Response to reading	Units of Study for Primary Writing Handwriting Without Tears	30-45 minutes 3-5x/week
Read-aloud	Appreciation of stories and nonfiction Vocabulary development Comprehension	Picture books Chapter books	10-20 minutes/day
Independent Reading	Fluency Word recognition Comprehension Motivation	Easy (high-success) and "just right" books Library books	10-30 minutes/day
Assessment	Running Records Retellings	Instructional texts DRA2	Varies

Mathematics
Listed below are successful teaching strategies to support students as they learn mathematics.

<u>**Skills/readiness are lower than grade level:**</u>
- ☐ Assessed for level of instruction
- ☐ Provided small group instruction
- ☐ Allowed student to use math facts table
- ☐ Used manipulatives

<u>**To improve the memorizing of math facts:**</u>
- ☐ Taught and practiced in a systematic way
- ☐ Provided extra opportunities to practice
- ☐ Provided references to assist in fact calculation
- ☐ Used mnemonic devises when possible
- ☐ Used songs, rhymes or games

<u>**To improve ability to attend to important details:**</u>
- ☐ Highlighted operational signs/key words and phrases in math problems
- ☐ Used vertical lines/graph paper for organizing work
- ☐ Reduced the amount of problems on a page
- ☐ Used a window overlay to isolate items on a page
- ☐ Had student repeat directions

<u>**Inability to read grade level word problems due to lower reading level:**</u>
- ☐ Aligned math word problems and directions with current reading level

<u>**To increase the rate of work completion:**</u>
- ☐ Reduced number of problems to complete
- ☐ Sent unfinished work home to complete
- ☐ Gave choices
- ☐ Used a timer
- ☐ Broke up long assignments into parts

<u>**To improve ability to sequence steps for computation:**</u>
- ☐ Provided multiple reviews of steps
- ☐ Used reference guide at seat
- ☐ Used acronyms and mnemonic devices
- ☐ Color coded steps
- ☐ Used manipulatives

<u>**To improve the understanding of concepts:**</u>
- ☐ Used concrete objects/manipulatives
- ☐ Gave extra time to explore and practice
- ☐ Taught/analyzed new vocabulary/terms
- ☐ Used simple, consistent language
- ☐ Provided visuals and examples
- ☐ Provided instruction in small group or 1-1

- ☐ Other strategies, including consultations with other specialists:

High School[2]
Below is a list of accommodations high school teachers may employ.

* DEVELOP RELATIONSHIPS WITH YOUR STUDENTS
- Personally connect with your students each day.
- Begin with something positive in all feedback with students and parents.
- Learn about who your students are outside of your classroom.

* DEVELOP A MULTI-MODAL AND ECLECTIC INSTRUCTIONAL REPERTOIRE
- Explain directions and assignments both orally and in writing.
- Present new or difficult information both visually and auditorily (outlines, key words, notes, agenda).
- Provide models of desired work products.
- Provide active learning experiences in class (demonstrations, dramatic performances, debates, role plays, peer review of student work, etc.) in addition to lecture and to note-taking.

* PRESENT THE BIG PICTURE…MAKE THE EDUCATIONAL PATHWAY CLEAR
- Begin with an overview of topics to be covered each day, and a review of the previous lecture/lesson.
- Present overriding topics/themes to provide students with a road map for each unit.
- "Plan backwards" and make explicit what you want the student to know and be able to do by the end of a lesson, unit, course.

ESTABLISH PREDICTABLE CLASSROOM ROUTINES
- Write the daily agenda on the board so students can follow along easily.
- Provide a predictable week so students know what to expect on different days, different parts of days
- Write homework in same place each day, and/or provide homework in hand-outs or on-line
- Give enough time to explain homework assignments fully.

* PROVIDE ORGANIZATIONAL SUPPORT FOR CLASSWORK, HOMEWORK, AND TESTS
- Help students develop strategies for note-taking, reading challenging texts, outlining, writing a paper or lab report.
- Provide a time-line for long-range assignments suggesting intermediate due dates.
- Provide a unit calendar and/or weekly syllabus; include critical information such as reading deadlines, quizzes, tests, and project due dates.
- Provide a checklist students can use to organize themselves for assignments, homework and notes.
- Provide study guides/outlines for lectures and tests; describe the format and content of tests.
- Post materials on web-lab for easy reference

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[2] This list of accommodations for BHS is a part of the BHS ICAP (Individual Curriculum Accommodation Plan) created and announced March 2010

* CONTINUALLY CHECK FOR UNDERSTANDING
- Provide periodic summaries during lecture.
- Randomly check student understanding throughout the lesson.
- Give interim assessments.

* ENCOURAGE THE USE OF ADAPTIVE TECHNOLOGIES
- Word processor, spell-checker, calculator, textbooks, books on tape, etc.

* ASSESS WITH VARIED TECHNIQUES
- Consider: oral tests, written tests, performance evaluations, portfolios, and test taking in a different setting.
- Allow students to clarify or rephrase a test/exam question in their own words to check for understanding.
- Provide extra time for test completion as needed; reduce the number of questions for certain students; write a 30-minute test for a 50-minute period; allow students to finish the test after the period is over in one of the Academic Centers (including Tutorial and Learning Centers).
- Explain directions and vocabulary that may be confusing and lead to incorrect responses.

* PROVIDE SPECIFIC ACCOMMODATIONS FOR STUDENTS WITH IEPS/504PLANS
- Review IEPs and 504 Plans.
- Consult with liaisons.

Processes

Part of determining the best strategies to support a student in the general education classroom is to *identify the student's strengths and challenges*. Below is a list of elements of learning. For each element, teachers identify the student's level of performance (excelling, meeting expectations, struggling, inconsistent, or not applicable).

Attention	Excelling	Meeting Expecta-tions	Struggling	Inconsis-tent	N/A
Is focused & alert during whole group activities					
Initiates work independently					
Completes work independently					
Sits still for an appropriate length of time					
Performs consistently					
Is able to distinguish between important/unimportant information					
Connects new information w/ previous experiences					
Can focus on low interest tasks					
Plans responses, anticipates outcomes					
Self-monitors work					
Self-monitors behavior					
Works at appropriate speed					
Transitions well					
Higher Order Cognition	Excelling	Meeting Expecta-tions	Struggling	Inconsis-tent	N/A
Uses effective problem solving strategies					
Can demonstrate ideas nonverbally					
Understands/generates appropriate humor					
Takes ideas and expands them					
Uses imagination to develop ideas					
Language Expressive/Receptive	Excelling	Meeting Expecta-tions	Struggling	Inconsis-tent	N/A
Expresses written ideas in complete sentences					
Speaks fluently w/ appropriate vocabulary					
Decodes connected text effectively					
Associates sounds w/ corresponding symbols					
Reads individual words					
Comprehends what s/he reads					
Understands directions					

Neuromotor	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Coordinated large muscle movement					
Drawing is age appropriate					
Handles manipulatives					
Demonstrates appropriate fine motor abilities (cutting, typing, etc.)					
Uses correct pencil grip					
Handwriting is legible; letters are well formed					
Sustains handwriting tasks w/o stress					
Spatial Ordering	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Can recognize basic shapes					
Can organize & arrange print on page					
Keeps belongings, supplies, resources organized					
Temporal-Sequential Ordering	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Follows sequence of steps & routines					
Manages time appropriately					
Social Cognition	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Gets along well w/ peers in structures situations					
Gets along well w/ peers in unstructured situations					
Speaks appropriately @ appropriate times					
Is able to self advocate					
Can resolve conflicts w/ peers					
Behaves appropriately to the situation					
Is sensitive to the needs/feelings of others					
Memory	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Retains new information					
Copies from board or text					
Can manage multi-component tasks					
Remembers facts					
Remembers patterns					
Remembers routines					

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Below is *a process to support classroom teachers with their inquiry* around a student who is experiencing difficulty. This process is intended to be completed prior to accessing support from the school's Child Study Team (CST).

- [ ] **CONSULT** with your student, his or her parents, and other professionals who work with and/or know your student.
  Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.

- [ ] **CONSIDER** your student's cultural and linguistic background.
  Goal: To determine if a student's limited familiarity with our country and language may be interfering with the student's success at school and to investigate the typical developmental stages of ELL learners.

- [ ] **REVIEW** your student's cumulative folder (in the main office), literacy & math folders (in your classroom), and guidance folder (if applicable, in the guidance office).
  Goal: Gather a history of your student's learning and behavior strengths and areas of need.

- [ ] **OBSERVE** your student in multiple environments.
  Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue in different settings.

- [ ] **ASSESS** your student's progress in all curriculum areas, including specials.
  Goal: To determine if a common academic demand exacerbates or lessens the issue.

- [ ] **REVIEW** your student's work habits.
  Goal: Determine the role of organizational and study habits in maintaining the issue.

- [ ] **IDENTIFY** your student's learning STRENGTHS, AFFINITIES, and AREAS OF NEED.
  Goal: To use your student's strengths and affinities to support areas of need.

- [ ] If applicable, **PRESENT** your student to colleagues for their feedback.
  Goal: To collaborate with colleagues in thinking about and managing the issue.

- [ ] **CHOOSE** and **IMPLEMENT** instructional/behavorial strategies. Continue using these strategies for four to six weeks. DOCUMENT progress and results.

Child Study Teams (CSTs)

Child Study Team (CST) is *a process for collaborative problem solving*. The goal of CST is for students to succeed in general education classrooms with interventions that are targeted to students' learning needs, with attention to monitoring and documenting progress, close evaluation of that progress and determination of appropriate next steps. A CST is a group of 6-8 educators across multiple roles that engage in collaborative inquiry and problem solving with a presenting general education classroom teacher. When a teacher sees that a student is struggling with academic and/or behavioral issues and the teacher's strategies to support the students learning are not yielding the desired results, the teacher is encouraged to bring this quandary to the CST for feedback and support.

Child Study Teams are led by educators who are trained and experienced facilitators of collaborative problem solving. A Child Study Team meeting begins with the presenting teacher sharing student work and observations to inform the CST in order to gain a deep understanding of the student's learning profile and studies and reflects upon the strategies used by the teacher thus far. Through this review, the CST and presenting teacher collaboratively create a plan of strategies to support the student and a plan to document the student's progress.

CSTs in Brookline are defined in detail in the *Public Schools of Brookline Child Study Teams: Framework and Guidelines* (August 2010). This document, created with input from educators across the system, clarifies the elements of CSTs across Brookline.

BUILDING CURRICULUM ACCOMMODATIONS PLANS (BCAPs)

Using the DCAP, every principal creates their own Building Accommodation Plan (BCAP) for their school. The BCAP demonstrates that the principal, staff, and the School Council are committed to meeting the needs of students with diverse needs in the regular education classroom. The plan outlines the services and accommodations available to teachers as they support a struggling student. These supports include, but are not limited to, direct and systematic instruction in reading and the provision of services to address the needs of children whose behavior may interfere with learning. The BCAP also includes provisions for teacher mentoring, collaboration and parental involvement.