Chapter 1 : Making Inclusive Education Work - Educational Leadership

What makes a U.S. primary or secondary school successful? Traditionally, education policy has focused on factors such as teachers' advanced degrees and training, the class size and spending per.

March 24, email print Because college varies greatly from high school , you will need to take appropriate steps in order to make a smooth transition as you begin your college career. Utilize these tips as you graduate from high school and begin your first semester at college. Participate in a summer bridge program. Bridge programs are offered in most communities and through many colleges to help students easily transition into college life. Federal TRIO programs , such as Student Support Services and Upward Bound, are educational outreach programs designed to encourage and assist students from disadvantaged backgrounds make the college transition. Individual colleges also offer their own bridge programs to help entering freshmen have a smooth changeover. These programs will teach you the ins and outs of succeeding in college, such as getting involved on campus , developing good study habits , making new friends , etc. Attend new student orientation at your college. To help ease the transition from high school to college, most colleges offer new student or freshman orientation. New student orientation usually lasts two to five days over the summer and allows you to meet other classmates, learn about campus life, ask questions, and take care of any unfinished business before the fall semester begins. Just like you had mentors, such as teachers or coaches, to help guide you through high school decisions, you will also want to find mentors to help you throughout your college years. A good support system is critical in order to transition successfully from high school to college. College mentors can provide advice, share wisdom, offer encouragement, and help guide your academic and career path. Consider the following contacts as you seek out your college mentors: Professors Grad students and assistant professors Academic advisors Bosses and supervisors from jobs or internships Resident assistants in your dorm building Students from school-organized mentorship programs Individuals from school and professional clubs and organizations College alumni Learn how to study at the college level. In regards to your studies, the biggest difference between high school and college is the level of thought required. On average, high school studies focus more on memorizing facts, whereas college studies require more analytical thinking. College learning is more about understanding a concept and discovering how to apply that concept in different situations. You will want to carry over your good study habits from high school, such as taking notes and reading textbook material, but as you begin to attend your college classes, try to think about the big picture that your professors are trying to relay. Contemplate how you would apply the concepts in which you are learning to various situations outside of the classroom. Adopt a self-directed mindset. In high school, your learning schedule is highly structured, and teachers are in charge of making sure you stay on task. Your high school teachers remind you of upcoming tests, conduct review sessions to prepare you for the tests, and prompt you to turn in homework assignments. In college, you will not have this type of hands-on instruction. College professors will give you syllabi at the beginning of each semester, and you will be in charge of making sure you stay on task. For more information about becoming a self-directed learner as you transition from high school to college, check out the articles in the Study Habits and Time Management section of this website. Advancing from a high school senior to a college freshman is exciting, yet can still be challenging. A little preparation will go a long way in making sure you have a successful switch to college life. For more information about making a smooth transition from high school to college, contact the student services department at your chosen college or university.

Chapter 2 : 10 Ways to Help Your Teen Succeed in High School

The fourth attribute of a successful school is the existence of goals and direction, According to research, the successful school principal actively constructs goals and then effectively.

With regard to philosophies of coaching, these five habits will certainly help coaches to build successful programs. No one likes to be screamed and yelled at. Screaming and yelling at mistakes will only cause more mistakes. It also causes embarrassment for the athlete and makes the coach look childish. If mistakes are made, they need to be corrected and should be done so in an appropriate manner. It is always best to use the sandwich method. When criticizing mistakes, first point out something positive the athlete does, follow it with the critique and conclude with another positive remark. People are much more likely to respond to praise. In most cases, athletes will give you more when you are praising their efforts. In order to run a successful program or business, all people involved must feel valued. This is not easy and it takes a lot of effort. One way to do this as a coach is to take the time to get to know your athletes. The girls on my basketball team are around my family a lot. My almost two-year-old son loves to watch our games and be around the team. A successful program is a family, and that atmosphere is created through trust. Trust comes when people feel that they are valued as individuals from those who have authority. In order to create this environment, make it a point to talk to every player every day. Coaches should also encourage some form of contact during practice. Make it a point to give your players high fives or fist bumps and acknowledge the effort they are giving you. Lastly, tell them you care for them. If you coach, you spend a lot of time with your athletes. All great coaches run great practices. A trap many coaches fall into is that they think they need to stop practice and talk a lot in order to get their team to do things correctly. Repetition is the mother of all learning. In sports I am a huge believer in the fundamentals. Obviously, there needs to be verbal instruction, but it needs to come in between drills or while the drill is still moving. A suggestion is to create practice schedules that do not have drills lasting longer than eight minutes except for scrimmages. By doing this, things are kept fresh and moving at a face past. It helps you to get through a lot in two hours and you are able to constantly provide feedback and instruction while moving. In coaching there are a lot of tough decisions to be made. Another difficult issue is discipline. All players need to be held accountable at all times, regardless of their talent level. In order to establish continuity within the program, coaches must coach all players. Sometimes, coaches will only criticize the marginal players and will hesitate to correct their best players in front of the team. If the best player gets a detention or is late to a team function, he or she should have the same discipline as the last player off the bench would receive. If it does not occur, a team can quickly tune out or turn against a coach. Anyone who has been in the coaching business and has had success knows that change is inevitable. The fifth trait isto always be open to new ideas and techniques. All things come to an end. A great coach is one who is evolving with the times. Successful coaches are also in tune with new trends within their sport and with how the newest resources out there can benefit. The great ones in sports, business and life are life-long learners. He is the head girls basketball coach and assistant football coach.

Chapter 3 : tips for making a successful transition from high school to college - eCampusTours

The fifth and final factor of a successful school is the extent to which the school is secure and organized. For maximum learning to occur, students need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of a safe school.

After school programs Communication with parents Having actual quantifiable goals for the different parts of your school marketing plan will be helpful in determining whether or not your initiatives are successful. Increase enrollment by 5 percent Increase donor gifts by 5 percent; increase donor participation by 10 percent Improve holiday program attendance by 20 percent Introduce a new after school program: Make a table to outline and organize your goals. As you begin to make a list of goals, it often can become excessive or overwhelming, especially for multi-level schools, schools with multiple campuses and school districts, which may have significantly different goals throughout the community. This is where it becomes crucial to prioritize goals and be realistic about what you can accomplish in one year versus three or five years. Some initiatives can easily be accomplished in one year, others may take two or three years. The viability of accomplishing each goal will depend on your school community and the resources available to you, and many overarching goals will have sub-sets of goals that work towards accomplishing the larger goal. Instead, find a smaller goal that will help you reach that larger objective, like increase inquiries by 10 percent. Pick the top three or four things that either need the most urgent attention or will have the greatest impact on your community in one year, and be realistic about your expectations. Some schools go so far as to have signed contracts with key stakeholders to guarantee adherence to the priorities and directions. Other resources you might need include social media, email marketing, print marketing and website improvements. These tools also require design and strong messaging. You may need to consider purchasing new products or outsourcing work to a professional. Tools are an investment and the right tools will make your efforts more efficient and effective. Figure out what you can use for resources this year, and work with your business office to find additional funds in the next year to accomplish the larger goals of your school marketing plan. Refining ideas means carefully choosing a strategy that will work for your school. It talks about how a failed marketing attempt led to a successful initiative and what went into building it. Making these plans is also helpful when you get those requests for small projects from departments other than your top clients. For example, if in part of your plan you decide that you can reasonably create three print publications and send five targeted emails to constituents on a set schedule with set concepts for each, it will give you the authority to nix alternate ideas that pop up during the year. You also need to measure results. This is where those quantitative goals come in handy. The images below is an example of how Cheshire Academy assessed the success of its annual fund marketing program. You can continue the successful components of your school marketing plan and delve into those unsuccessful initiatives to learn how to improve efforts next year.

Chapter 4 : 7 Sacrifices Successful Entrepreneurs Make to Succeed | Wealthy Gorilla

High schools should help students make the connection between book learning and the skills needed to be successful in life. Students must develop the work habits, character, and sense of personal responsibility needed to succeed in school, at work, and in society.

Parents can play a vital role in helping teens succeed in school by being informed and lending a little support and guidance. Even though teens are seeking independence, parental involvement is an important ingredient for academic success. Here are 10 ways to keep your teen on track to succeed in high school. School administrators may discuss school-wide programs and policies, and post-high school options that parents and guardians of juniors and seniors need to know about. Attending parent-teacher conferences is another way to stay informed, although in high school, staff usually set these up only when parental involvement is needed to address issues like behavior problems, falling below grade-level expectations, or alternatively, benefiting from advanced class work. If your teen has special learning or behavioral needs, meetings can be scheduled with teachers and other school staff to consider setting up or revising individualized education plans IEPs , education plans , or gifted education plans. Keep in mind that parents or guardians can request meetings with teachers, principals, school counselors, or other school staff any time during the school year. Visit the School and Its Website Knowing the physical layout of the school building and grounds can help you connect with your teen when you talk about the school day. On the school website, you can find information about: Special resources for parents and students are also usually available on the district, school, or teacher websites. Support Homework Expectations During the high school years, homework gets more intense and grades become critical for college plans. Amid all these changes, many teens are learning how to balance academics with extracurricular activities, social lives, and jobs. Distraction-free means no phone, TV, or websites other than homework-related resources. Most teachers are available for extra help before or after school, and also might be able to recommend other resources. In general, teens who eat breakfast have more energy and do better in school. If your teen is running late some mornings, send along fresh fruit, nuts, yogurt, or a peanut butter and banana sandwich. Many schools provide nutritious breakfast options before the first bell. Lack of sleep is linked to decreased attentiveness, decreased short-term memory, inconsistent performance, and delayed response time. Most teens also have a change in their sleep patterns , with their bodies telling them to stay up later at night and wake up later in the morning. Ideally, teens should try to go to bed at the same time every night and wake up at the same time every morning. You can help by reminding your teen before bedtime to turn off the phone and limit video games and TV. Many teens try to catch up on sleep on weekends. Instill Organizational Skills Learning and mastering the skills of getting organized, staying focused, and seeing work through to the end will help teens in just about everything they do. But this is not usually explicitly taught in high school, so teens can benefit from some parental guidance with organization and time-management skills. Parents and guardians can help teens keep assignments and class information together in binders, notebooks, or folders that are organized by subject. Creating a calendar will help teens recognize upcoming deadlines and plan their time accordingly. It also helps for teens to make prioritized daily to-do lists, and to study and do homework in a well-lit, quiet, orderly workspace. You can remind your teen that when it comes to studying and homework, multitasking is a time-waster. Working in an environment free of distractions like TV and texts works best. Offer Help With Studying Planning is key for helping your teen study while juggling assignments in multiple subjects. Remind your teen to take notes in class, organize them by subject, and review them at home. If grades are good, your teen may not need help studying. If grades begin to slip, however, it may be time to step in. You can help your teen review material and study with several techniques, like simple questioning, asking to provide the missing word, and creating practice tests. The more processes the brain uses to handle information â€" such as writing, reading, speaking, and listening â€" the more likely the information will be retained. Repeating words, re-reading passages aloud, re-writing notes, or visualizing or drawing information all help the brain retain data. Even if your teen is just re-reading notes, offer to quiz him or her, focusing on any facts or ideas that are proving troublesome. Encourage your

teen to do practice problems in math or science. If the material is beyond your abilities, recommend seeking help from a classmate or the teacher, or consider connecting with a tutor some schools have free peer-to-peer tutoring programs. Recent studies show that students who sacrifice sleep to study are more likely to struggle on tests the next day. Know the Disciplinary and Bullying Policies All schools have rules and consequences for student behaviors. Schools usually cite disciplinary policies sometimes called the student code of conduct in student handbooks. The rules usually cover expectations, and consequences for not meeting the expectations, for things like student behavior, dress codes, use of electronic devices, and acceptable language. The policies may include details about attendance, vandalism, cheating, fighting, and weapons. Many schools also have specific policies about bullying. Bullying via text or social media should be reported to the school too. Parents and guardians can get involved by: Even giving a few hours during the school year can make an impression on your teen. Take Attendance Seriously Teens should take a sick day if they have a fever, are nauseated, vomiting, or have diarrhea. Teens may have many reasons for not wanting to go to school â€" bullies , difficult assignments, low grades, social problems, or issues with classmates or teachers. Students also may be late to school due to sleep problems. Keeping your teen on a consistent daily sleep schedule can help avoid tiredness and tardiness. For teens who have a chronic health issue , educators will work with the families and may limit workloads or assignments so students can stay on track. A plan can help teens with medical needs or health concerns be successful at school. Talk to school administrators if you are interested in developing a plan for your child. Make Time to Talk About School Because many teens spend so much of the day outside the home â€" at school, extracurricular activities, jobs, or with peers â€" staying connected with them can be challenging for parents and guardians. While activities at school, new interests, and expanding social circles are central to the lives of high school students, parents and guardians are still their anchors for providing love, guidance, and support. Make efforts to talk with your teen every day, so he or she knows that what goes on at school is important to you. Because communication is a two-way street, the way you talk and listen to your teen can influence how well he or she listens and responds. Remember to talk with your teen, not at him or her. Be sure to ask open-ended questions that go beyond "yes" or "no" answers. When teens know they can talk openly with their parents, the challenges of high school can be easier to face.

Marketing plans are the roadmap to success for your school. In this post, I explore techniques that school and district leaders can use to develop plans that help them reach their goals. By Stacy Jagodowski - School marketing plans are the roadmap to success for your school or district.

Villa and Jacqueline S. Thousand Successful implementation requires commitment, creative thinking, and effective classroom strategies. As an educator, you are philosophically committed to student diversity. You appreciate that learning differences are natural and positive. But making inclusive education work requires something more: It takes both systems-level support and classroom-level strategies. Since the implementation of the Individuals with Disabilities Education Act IDEA , federal law has stated that children with disabilities have the right to an education in the least restrictive environment LRE. According to the act, removal from general education environments should occur only when a student has failed to achieve satisfactorily despite documented use of supplemental supports, aids, and services. As a result, increased numbers of students with disabilities are now served in both regular schools and general education classes within those schools. When IDEA was first promulgated in , schools generally interpreted the law to mean that they should mainstream students with mild disabilitiesâ€"for example, those with learning disabilities and those eligible for speech and language servicesâ€"into classes where these students could keep up with other learners, supposedly with minimal support and few or no modifications to either curriculum or instruction. In the early s, however, the interpretation of least restrictive environment evolved to include the concept of integrating students with more intensive needsâ€"those with moderate and severe disabilitiesâ€"into regular classrooms. By the late s and early s, the interpretation evolved into the approach now known as inclusion: This approach encourages educators to bring necessary supplemental supports, aids, and services into the classroom instead of removing students from the classroom for those services. As the interpretation of least restrictive environment has changed, the proportion of students with disabilities included in general education has increased dramatically. Department of Education, Despite the continued evolution toward inclusive education, however, tremendous disparities exist among schools, districts, and states. For example, the U. Department of Education found that the percentage of students with disabilities ages 6â€"21 who were taught for 80 percent or more of the school day in general education classrooms ranged from a low of 18 percent in Hawaii to a high of 82 percent in Vermont. Further, the nature of inclusion varies. In some schools, inclusion means the mere physical presence or social inclusion of students with disabilities in regular classrooms; in other schools, it means active modification of content, instruction, and assessment practices so that students can successfully engage in core academic experiences and learning. Why can some schools and districts implement inclusion smoothly and effectively, whereas others cannot? Three sources give guidance in providing high-quality inclusive practice. Second, our own experiences as educators suggest several variables. Third, we interviewed 20 nationally recognized leaders in the field of inclusive education who, like ourselves, provide regular consultation and training throughout the United States regarding inclusive practice. A Systems Approach Successful promotion and implementation of inclusive education require the five following systems-level practices: Connection with Best Practices Inclusive education is most easily introduced in school communities that have already restructured to meet the needs of their increasingly diverse student populations in regular education. Initiatives and organizational best practices to accomplish this aim include trans-disciplinary teaming, block scheduling, multi-age student grouping and looping, schoolwide positive behavior support and discipline approaches, detracking, and school-within-a-school family configurations of students and teachers. These initiatives facilitate the inclusion and development of students with disabilities within general education. School leaders should clearly communicate to educators and families that best practices to facilitate inclusion are identical to best practices for educating all students. This message will help members of the school community understand that inclusion is not an add-on, but a natural extension of promising research-based education practices that positively affect the teaching and learning of all students. The researchers concluded, How leadership at each school site chose to look at LRE was critical to how, or even whether, much would be accomplished beyond

the status quo. For inclusive education to succeed, administrators must take action to publicly articulate the new vision, build consensus for the vision, and lead all stakeholders to active involvement. Administrators can provide four types of support identified as important by frontline general and special educators: Visionary leaders recognize that changing any organization, including a school, is a complex act. They know that organizational transformation requires ongoing attention to consensus building for the inclusive vision. Redefined Roles For school personnel to meet diverse student needs, they must stop thinking and acting in isolated ways: To help school personnel make this shift, schools must clarify the new rolesâ€"for example, by making general education personnel aware of their legal responsibilities for meeting the needs of learners with disabilities in the least restrictive environment. In addition, schools must provide necessary training through a variety of vehicles, including inservice opportunities, coursework, co-teaching, professional support groups, and other coaching and mentoring activities. School administrators should monitor the degree of collaboration between general and special educators. They should also include implementation of IEP-mandated activities as part of ongoing district evaluation procedures. Collaboration Reports from school districts throughout the United States identify collaboration as a key variable in the successful implementation of inclusive education. Creating planning teams, scheduling time for teachers to work and teach together, recognizing teachers as problem solvers, conceptualizing teachers as frontline researchers, and effectively collaborating with parents are all dimensions reported as crucial to successful collaboration National Center on Educational Restructuring and Inclusion, Achievement of inclusive education presumes that no one person could have all the expertise required to meet the needs of all the students in a classroom. For inclusive education to work, educators must become effective and efficient collaborative team members. In a study of more than educators, collaboration emerged as the only variable that predicted positive attitudes toward inclusion among general and special educators as well as administrators Villa et al. This approach avoids inflicting help on those who do not necessarily need or want it. Teaching models in which general and specialized personnel work together as a team are effective and efficient ways of arranging adult support to meet diverse student needs National Center on Educational Restructuring and Inclusion, ; Villa, b. Such models include Consultation. Support personnel provide assistance to the general educator, enabling him or her to teach all the students in the inclusive class. Support personnelâ€"for example, a special educator, a Title I teacher, a psychologist, or a speech language therapistâ€"and the classroom teacher rotate among heterogeneous groups of students in different sections of the general education classroom. The classroom teacher takes the lead role, and support personnel rotate among the students. Support personnel coteach alongside the general education teacher. Promoting Inclusion in the Classroom Several curricular, instructional, and assessment practices benefit all the students in the classroom and help ensure successful inclusion. For instance, in a study conducted by the National Center on Educational Restructuring and Inclusion , the majority of the districts implementing inclusive education reported cooperative learning as the most important instructional strategy supporting inclusive education. Some other general education theories and practices that also effectively support inclusion are Current theories of learning such as multiple intelligences and constructivist learning. Teaching practices that make subject matter more relevant and meaningful for example, partner learning, project- and activity-based learning, and service learning. Authentic alternatives to paper-and-pencil assessment such as portfolio artifact collection, role playing, and demonstrations. A balanced approach to literacy development that combines whole-language and phonics instruction. Use of technology for communication and access to the general education curriculum. In the traditional retrofit model, educators determine both content and instructional and assessment strategies without taking into consideration the special characteristics of the actual learners in the classroom. Then, if a mismatch exists between what students can do and what they are asked to do, educators make adjustments. In contrast, educators using the universal design framework consider the students and their various learning styles first. Then they differentiate curriculum content, processes, and products before delivering instruction. For example, in a unit on the history of relations between the United States and Cuba, students might access content about the Cuban Missile Crisis by listening to a lecture, interviewing people who were alive at that time, conducting Internet research, reading the history text and other books written at a variety of reading levels, or viewing films or videos. The teacher can differentiate the process by allowing students to work

independently, in pairs, or in cooperative groups. Additional processes that allow learners of differing abilities and learning styles to master standards include a combination of whole-class instruction, learning centers, reflective journal writing, technology, and field trips. Finally, students may demonstrate their learning through various products, including written reports, debates, role-plays, PowerPoint presentations, and songs. Thus, students can use a variety of approaches to gain access to the curriculum, make sense of their learning, and show what they have learned. A universal design approach benefits every student, not just those identified as having disabilities. Differentiating to enable a student with disabilities to access the general education curriculum requires creative thinking. First, a student can simply join in with the rest of the class. Second, multilevel curriculum and instruction can occur when all students involved in a lesson in the same curriculum area pursue varying levels of complexity. Curriculum overlapping is a third option, in which students working on the same lesson pursue objectives from different curricular areas. A student with severe disabilities, for example, could practice using a new communication device during a hands-on science lesson while others focus primarily on science objectives. The fourth option, and the last resort, involves arranging alternative activities when a general education activity is inappropriate. For example, a student may need to participate in an activity within his Individualized Education Program, such as employment training in the community, that falls outside the scope of the general education curriculum. Bridging the Gap Systems-level and classroom-level variables such as these facilitate the creation and maintenance of inclusive education. Systemic support, collaboration, effective classroom practices, and a universal design approach can make inclusive education work so that students with disabilities have the same access to the general education curriculum and to classmates as any other student and the same opportunity for academic, social, and emotional success. Inclusive education is a general education initiative, not another add-on school reform unrelated to other general education initiatives. The strategies described here can bridge the gap between what schools are doing well and what they can do better to make inclusion part and parcel of a general education program. A guide to educational planning for students with disabilities 2nd ed. A qualitative policy study of the least restrictive environment provision of the Individuals with Disabilities Education Act. Exceptional Children, 60, â€" Educational Leadership, 59 4 , 24â€" Remedial and Special Education, 15, â€" Pedagogical and research foundations. National Center on Educational Restructuring and Inclusion. National study on inclusive education. City University of New York. A powerful tool in school restructuring. Piecing the puzzle together 2nd ed. Access to the general education curriculum for all: The universal design process. Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Transforming theory into practice [Videotape]. The coteaching model [Videotape]. Creating an inclusive school 2nd ed. Teacher and administrator perceptions of heterogeneous education. Exceptional Children, 63, 29â€"

Chapter 6 : What Makes a School Successful?

Characteristics of Successful Schools Based on current research, this guide describes a set of characteristics that define the Wisconsin framework for a successful school. In its entirety, this publication provides a starting point for thinking about what it takes to successfully educate all children.

A number of research studies focus on characteristics of effective schools. However, there is debate over which attributes should be considered when describing successful schools. According to some researchers, student performance should be the primary indicator of a successful school. It makes sense, really, since the sole purpose of schools is educating their students. Another issue with school effectiveness research is that findings are predominantly based on research conducted in elementary schools or unique school settings in the inner city. Consequently, it is suggested that these findings cannot be generalized to all schools. In truth, there is no one factor that can accurately determine the effectiveness of K schools. Instead, it is a multi-faceted conversation and one that evolves with each generation of students. As suggested above, the context of schooling will impact factors that contribute to effectiveness in specific schools. At the same time, there are attributes and factors that contribute to effectiveness across schooling contexts. By understanding an array of effectiveness attributes we are able to observe which attributes exist at a particular school and which, if adopted might facilitate effectiveness, given a particular school context. Common elements of success A study describes five common characteristics that make up an effective school; these characteristics, and the theory behind them has also been described as the five-factor theory. The first factor is quality leadership. In other words, students perform better where the principal provides strong leadership. The second factor is having high expectations of students, as well as teachers. More attention should be paid to high expectations of teachers. In other words, teachers who are expected to teach at high levels of effectiveness are able to reach the level of expectations, particularly when teacher evaluations and teacher professional development is geared toward improving instructional quality. The third characteristic of a successful school is the ongoing screening of student performance and development. Schools should use assessment data to compare their students with others from across the country. Effective use of assessment data allows schools to identify problematic areas of learning at the classroom and school levels, so that solutions can be generated as to how to best address the problems. The fourth characteristic of a successful school is the existence of goals and direction. Administration should actively construct goals and then effectively communicate them to appropriate individuals i. School principals must also be open and willing to incorporate innovation into goals for school processes and practices. It is important to invite input from all stakeholders in the process of developing school goals. Student performance has been shown to improve in schools where all in the school community work toward goals that are communicated and shared among all in the learning environment. The fifth and final factor of a successful school is the extent to which the school is secure and organized. For maximum learning to occur, students need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of a safe school. There are also a number of trained staff and programs, such as social workers, who work with problem students before situations get out of hand. Other elements of student success Apart from the five factors of a successful school already mentioned, the size of the school seems to be a school effectiveness factor. Research has found that the smaller the school, the better students perform, especially in the case of older students. This is the rationale behind the concept of schools-within-schools. Students in smaller learning environments feel more connected to their peers and teachers, pass classes more often, and have a higher probability of going to college. A number of school districts view preschool education as a factor that will influence overall effectiveness across all schools located within the district. Evidence suggests that children with preschool experiences fare better academically and socially as they enter kindergarten and beyond. Experiences in literacy and numeracy among early learners not only prepares preschoolers for a kindergarten curriculum that has heightened expectations of prior knowledge, but also helps identify early learners who will need additional support to ensure they are able to have positive learning experiences later on. Additional factors that influence effective schools include time to learn, teacher quality,

and school and parental trust. Research supports the commonsensical view that the more time a student spends learning, and the more efficiently that time is used, the higher their achievement. Schools that find creative ways to extend time on learning will likely be more effective. Schools with high quality teachers also tend to be more effective. Schools able to hire teachers from high quality teacher education programs increase the possibility of being an effective school. Trust and parental participation are also features of a successful school. So there is no simple solution for labeling the effectiveness of a particular school â€" but it should certainly go beyond assessments alone. What are some keys to school effectiveness in your opinion?

Chapter 7 : Five Habits to Build Successful Programs

A little preparation will go a long way in making sure you have a successful switch to college life. For more information about making a smooth transition from high school to college, contact the student services department at your chosen college or university.

Support from parents is key to helping kids do well academically. Here are 10 ways parents can put their kids on track to be successful students. School administrators may discuss school-wide programs and policies, too. Attending parent-teacher conferences is another way to stay informed. These are usually held once or twice a year at progress reporting periods. Meeting with the teacher also lets your child know that what goes on in school will be shared at home. If your child has special learning needs, additional meetings can be scheduled with teachers and other school staff to consider setting up or revising individualized education plans IEPs , education plans , or gifted education plans. Keep in mind that parents or guardians can request meetings with teachers, principals, school counselors, or other school staff any time during the school year. Visit the School and Its Website Knowing the physical layout of the school building and grounds can help you connect with your child when you talk about the school day. On the school website, you can find information about: Special resources for parents and students are also usually available on the district, school, or teacher websites. Support Homework Expectations Homework in grade school reinforces and extends classroom learning and helps kids practice important study skills. It also helps them develop a sense of responsibility and a work ethic that will benefit them beyond the classroom. In addition to making sure your child knows that you see homework as a priority, you can help by creating an effective study environment. Any well-lit, comfortable, and quiet workspace with the necessary supplies will do. Avoiding distractions like a TV in the background and setting up a start and end time can also help. Fourth-graders, for example, should expect to have about 40 minutes of homework or studying each school night. While your child does homework, be available to interpret assignment instructions, offer guidance, answer questions, and review the completed work. But resist the urge to provide the correct answers or complete the assignments yourself. In general, kids who eat breakfast have more energy and do better in school. Kids who eat breakfast also are less likely to be absent, and make fewer trips to the school nurse with stomach complaints related to hunger. If your child is running late some mornings, send along fresh fruit, nuts, yogurt, or half a peanut butter and banana sandwich. Many schools provide nutritious breakfast options before the first bell. Kids also need the right amount of sleep to be alert and ready to learn all day. Most school-age kids need 10 to 12 hours of sleep a night. Bedtime difficulties can arise at this age for a variety of reasons. Homework, sports, after-school activities, TVs, computers, and video games, as well as hectic family schedules , can contribute to kids not getting enough sleep. Lack of sleep can cause irritable or hyperactive behavior and might make it hard for kids to pay attention in class. Be sure to leave enough time before bed to allow your child to unwind before lights out and limit stimulating diversions like TV, video games, and Internet access. Teach Organizational Skills When kids are organized, they can stay focused instead of spending time hunting things down and getting sidetracked. What does it mean to be organized at the elementary level? For schoolwork, it means having an assignment book and homework folder many schools supply these to keep track of homework and projects. Set up a bin for papers that you need to check or sign. Teach your child how to use a calendar or personal planner to help stay organized. It can be as simple as:

Chapter 8 : How to Be a Successful High School Student (with Pictures)

Support from parents is key to helping kids do well academically. Here are 10 ways parents can put their kids on track to be successful students. Kids do better in school when parents are involved in their academic lives. Attending back-to-school night at the start of the school year is a great way.

Whether reform begins district-wide or school-by-school, change is difficult. People get comfortable and become used to doing things a certain way. What we learned in producing Making Schools Work is that successful reform requires a willingness to take risks and do what is not familiar. It also takes a deep commitment and willingness to persevere. According to experts, there are a number of obstacles that can impede reform efforts: Short-lived Reform Efforts There is impatience by the public and political leaders with the number of years needed to carry out effective reform. School improvement is a continuous process. It is not something that can be accomplished in a fixed number of years. Maintaining progress is an ongoing process, because students and staff change each year. Turnover Among School Administrators Turnover is a huge problem. Turnover makes veteran teachers hesitant to commit themselves to reform, knowing that once one leader leaves a new person will come in with different ideas. It is difficult to make any progress with minimal or no commitment from the stakeholders principals and teachers and lack of continuity among the district administration. Ineffective Professional Development Many school districts have time and money allocated for teacher training, but it is often haphazard and does not directly support the curriculum and instructional program. Teachers go because participation is required for certification and re-certification, which affect pay and status. But often, teacher skills are not upgraded substantially by a professional development strategy that is essentially filling squares. Reform models usually require and provide specific training in the educational strategy and curriculum that they have adopted. Training courses and mentoring are carefully connected to the curriculum and strategy, usually across entire school districts. Reform not only requires people and systems to change but to keep pursuing the new path. District staff, principals and teachers all need continuous support and guidance in implementing the reforms. Experience has shown that reform models and district-wide reform strategies that do no include follow-up to monitor implementation are far less successful than those which follow-up carefully and continuously. Inadequate Buy-in No reform can work well without buy-in from the key stakeholders. That certainly includes principals, teachers, and district administrators, and usually includes school boards as well. Major frictions between district leadership and individual schools and their parents and communities can also stifle reform or sharply diminish its effectiveness. Frictions often arise because reform mandates require change from school staff and parents, often creating resentment. Thus, buy-in from teachers and school administrators, as well as the community is essential. Similarly, individual schools that attempt reform can get into trouble if they fail to engage district support. But knowledgeable reformers assert that from experience, they see that both the district and the school have to be included and committed to the reform strategy; otherwise it may not be sustained through changes in administration and funding allocations. School Systems Lack Long-term Investment Mentality Underestimating the time it takes to carry out reform can lead to insufficient resources to carry out effective reform. Unlike businesses, school systems rarely set up funds for long-term improvement and then after enthusiastic beginnings, they find themselves short of resources precisely at the point that reform is taking root and student performance is getting ready to take off. According to experts, one reason is that old-line conservative financial managers of school districts resist reform because reform usually involves revision of the budget systems they have run and disrupts their personal control of the allocation of funds. In many districts the chief financial officer is appointed independently from the superintendent, meaning that the superintendent lacks direct power over the flow of dollars. Typically, financial officers hang around a long time, far longer than superintendents. They see superintendents come and go and their primary interest is in budget-balancing rather than in change and in improving student performance. In such cases, financial officers tend to preserve the status quo and become obstacles to reform because they dislike change, especially change that costs money.

Chapter 9 : 8 Tips for Elementary School Success - MetroKids - January - Philadelphia, PA

6 NSPRA | How Strong Communication Contributes to Student and School Success ommunication is the heart of education.1 School communication is a dynamic part of education success.

This year, before school started, my husband and I sat down with our kids and helped them set some goals. We talked about what went well last year and what needed some help. Help your kids be able to set goals and meet them. This will help them feel the success of accomplishing something they wanted as well as sticking with something hard. I received samples and compensation for this post. All opinions are my own. When setting goals with your kids, ask them questions like: What do you want to achieve? There are many different goals to choose from. Start with one or two they want the most. After they have picked, be sure to write it down where they can see it. What do you need to do to make it happen? Is is buying a planner to help them be organized? Go out of their comfort zone to talk to one person a day to try to make friends? How are you going to help keep yourself on track? Have them make reminder or motivation notes. Have times where you sit and discuss progress or troubles. My daughter has always struggled at school. Her teacher last year was a littleâ€¦. Her goal this year is to get good grades. We talked about things she could do to make sure that happens. Some included, asking for help, writing stuff down, staying organized and paying attention. He is super sensitive and can either shut down or become belligerent when he gets too many feelings. Some of the ways we talked about achieving his goal was to talk through his emotions. We also talked about pausing to think about what is really going on and breathing. Aside from sending him to ninja training school, the next best option was some really cool gear. Outfit your kids with everything they need to succeed in the up-coming school year. Brand-new episodes premiere Saturday, August 22 12p.