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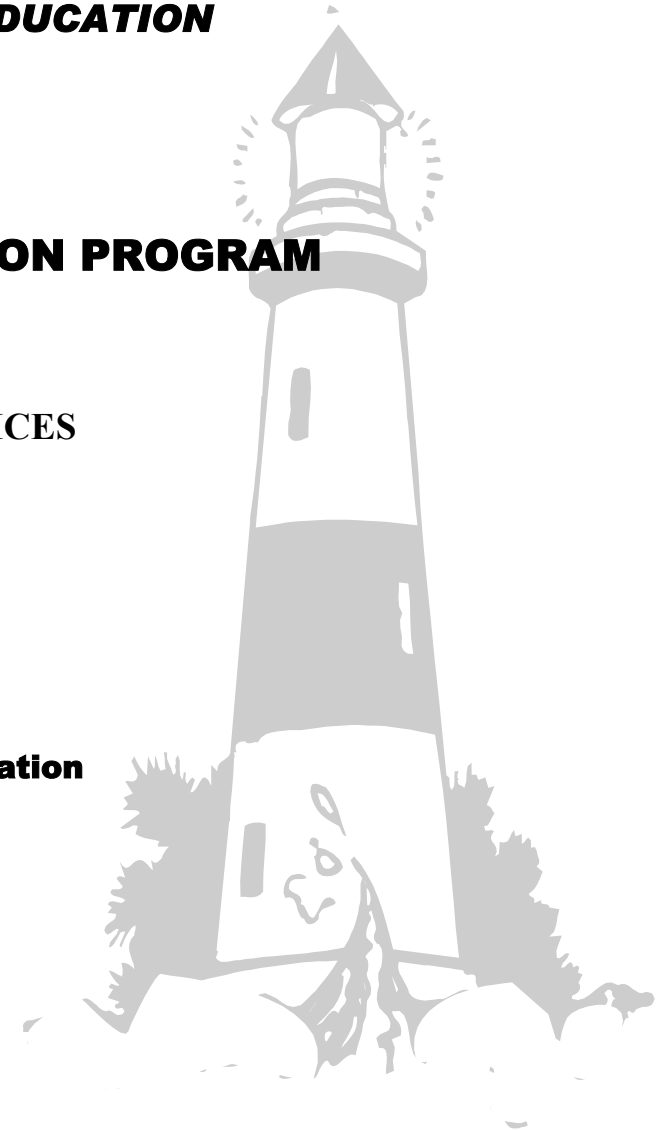
**LOUISIANA PRINCIPAL INDUCTION PROGRAM**

***NOTEWORTHY BEST PRACTICES***

**2002 - 2003**



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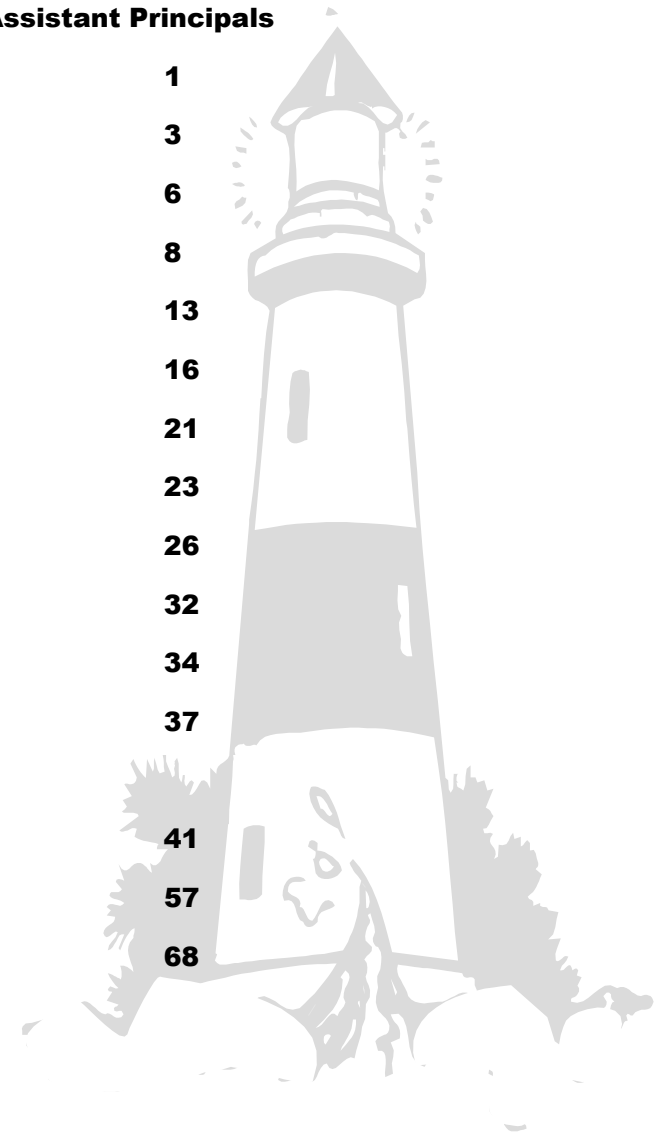
**LOUISIANA PRINCIPAL INDUCTION PROGRAM**  
**NOTEWORTHY BEST PRACTICES 2002 – 2003**

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**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**TEACHER RETENTION INCENTIVES**  
*Incentive Programs to Retain Quality Teachers*

<b>Teacher Praise</b> <i>Bagwell, Teresa</i> (AP) St. Mary Parish Morgan City High <a href="mailto:tbagwell@stmary.k12.la.us">tbagwell@stmary.k12.la.us</a>	We often ask teachers to assist in a small emergency or give up some of their valuable preparation time to help one another. In those situations, I have created a small way to recognize their efforts. When teachers are asked to do something that is above and beyond the call of duty, they are given a small certificate that includes their name and helpful act along with a monthly prize that will be drawn during our school's regular faculty meetings. Although the prizes are small, such as extra copy allotments or 3 days without duty, they seem to really appreciate the recognition and will actually ask what they can do to get entered into the drawings!
<b>Awarding Attendance/Effort</b> <i>Burton, Keith</i> (P1) Caddo Parish Fairfield Magnet Elementary <a href="mailto:kburton@caddo.k12.la.us">kburton@caddo.k12.la.us</a>	I award teachers who have not missed a day during the nine weeks with lunch on a certain Friday. I arrange to take their duty that day and let them eat in the lounge. I also present them with a certificate during a faculty meeting, and they get to stand and be recognized. I have really noticed a difference in attendance with teachers since beginning this. They really put forth the effort to come to work daily. I also award lunch/certificate to any teacher who submits a grant, presents a workshop for others, etc. This little "extra" recognition is something they really enjoy.
<b>Friday Socials</b> <i>Campbell, Belinda Fae'</i> (AP) Lafourche Parish West Thibodaux Middle <a href="mailto:bcampbell@lafourche.k12.la.us">bcampbell@lafourche.k12.la.us</a>	Every other Friday at our school we give teachers a social in the lounge. It allows the whole faculty to interact at one time and have fun adult conversations. It has also helped to improve teacher morale. Try it! It has been a success at our school.
<b>Good News Meeting</b> <i>Courville, Rachel</i> (AP) Lafayette Parish Prairie Elementary <a href="mailto:rcourville@acadia.k12.la.us">rcourville@acadia.k12.la.us</a>	My principal and I are both new to our school this year. We feel that it is important to build an environment of mutual respect, trust, and optimism. After we concluded the first nine-week period, we surprised the faculty with an "Emergency After-school Meeting." The faculty and staff were concerned about the meeting, because they assumed the worst. When everyone arrived, we told them how proud we are to work with them and congratulated them on our successful completion of our first nine-week period together as a team. We then treated them to ice cream sundaes. They applauded and said that it was the first time they were gathered together unexpectedly for "good news." Overall, they felt appreciated and validated. Our school atmosphere is wonderful.
<b>Snapshots</b> <i>David, Joseph</i> (AP) Calcasieu Parish DeQuincy Middle <a href="mailto:joseph.david@cpsb.org">joseph.david@cpsb.org</a>	In our district, administrators must conduct 5 to 15 minute quick observation in each classroom. We fill out a form, which stays in our office. Teachers were not getting feedback, and many were wondering what we thought of their classrooms. I came up with a little "thank you" note for allowing me to visit in their classroom and then just a compliment on something I saw that I was impressed with in the classroom. The teachers have really enjoyed it because they are actually getting a sign of appreciation. It seems to be working extremely well and only takes a little time out of my day.
<b>Morale Committee</b> <i>Hawkins, Keicia</i> (AP) Lafayette Parish Lafayette High <a href="mailto:kshawkins@lft.k12.la.us">kshawkins@lft.k12.la.us</a>	Every Friday morning, the Morale Committee at our school provides breakfast for the faculty and staff prior to the start of school in the faculty lounge. This serves as a means to show appreciation for a job well done by all teachers. Also, the Morale Committee presents a member of our faculty and staff with a floral arrangement, which is donated by one of our adopt-a-school sponsors. The floral arrangement is presented to someone who has gone above and beyond the call of duty. The individual may have attended several extra events held on campus or assisted with activities, worked extra hours to help complete a project, etc. The committee is always trying to find things to do for our faculty and staff to keep morale at a high level.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>TEACHER RETENTION INCENTIVES (cont.)</b>	
<b>Awards Day</b> <i>Johnson, Sandra Balado</i> (P1) Tangipahoa Parish Vinyard Elementary <a href="mailto:Sandra.Johnson@tangischools.org">Sandra.Johnson@tangischools.org</a>	Our school only had Awards Day at the end of the year. I decided to have an Awards Day at the end of each six-week period. Teachers are recognized for citizenship, helping hands, and attendance. I have used certificates, bumper stickers, and pencils as awards so far. Students are recognized for citizenship, helping hands, perfect attendance, honor roll, and improvement. I will use other awards as we go. At the end of the year, I plan to have a "big" Awards Day and will ask local businesses to donate to purchase the awards. The teachers, students, and parents have been very supportive of the Awards Day Program.
<b>Birthday Luncheon</b> <i>Mason, Paula K.</i> (AP) Bossier Parish Benton Middle <a href="mailto:5316@tc1.bossier.k12.la.us">5316@tc1.bossier.k12.la.us</a>	Once a month our school provides a faculty birthday luncheon to all staff members, recognizing those with birthdays. Each month a different grade level or club is responsible for organizing and serving the lunch complete with birthday cakes, but the school pays the bill. The teachers love the special treatment. Twice monthly the teachers have team meetings on Tuesdays after school instead of faculty meetings. They meet by grade level and discuss issues that are relevant to their grade.
<b>Peer Recognition</b> <i>Watts, Randy</i> (AP) Ascension Parish East Ascension High <a href="mailto:watts@apsb.org">watts@apsb.org</a>	At East Ascension, we reward teachers who go above and beyond the call of duty. Teachers who go out of their way to do that little something extra have their names placed in a small box by other teachers. Names are pulled during faculty meetings, and these teachers are recognized at this time. They receive prizes such as gift certificates and a week free of duty. It's great for teacher morale, and it gives teachers the opportunity to be recognized by their peers.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<p style="text-align: center;"><b>STUDENT INCENTIVES</b></p> <p style="text-align: center;"><i><b>Incentive Programs that Lead to Student Motivation, Self-confidence, and Success</b></i></p>	
<p><b>Breakfast, Breakfast, Breakfast</b>  <i>Bundy, Bruce</i> (P1)            St. Tammany Parish            Mandeville High  <a href="mailto:beb@stpsb.k12.la.us">beb@stpsb.k12.la.us</a></p>	<p>Mandeville High School serves breakfast several times throughout the year. These breakfasts serve many purposes. The Skipper Scholar Breakfast (hosted by the PTSA—paid for by the school) is used to reward honor roll students. The students are served breakfast and other goodies (including coffee—which they adore). Drawings are held to give out various gift certificates, which have been donated by the community. Students receive Skipper Scholar Cards, which entitle them to reduced admissions at various school events. The Breakfast of Champions is used to reward students and teachers who have done something special. The PTSA organizes this event. The Culinary Arts students cook and serve the breakfast. Students enjoy being recognized in front of their peers. The Senior Breakfast is probably the least important, but it is a nice token to the seniors. They definitely feel important, and it adds to class unity. The seniors actually organize this event.</p> <p>These breakfasts may seem trivial to some, but they definitely add to the culture of the school. Students enjoy being recognized, and I believe it is important to communicate to the students how important and special they are. Students need to know that we care.</p>
<p><b>Pat-on-the-Back Recess</b>  <i>Daniels, Deborah</i> (P1)            East Baton Rouge Parish            Bernard Terrace Elementary  <a href="mailto:ddaniels@ebrschools.org">ddaniels@ebrschools.org</a></p>	<p>At my school on a monthly basis we have what is called "Pat-on-the-Back Recess." This is an extended recess for the entire school where students are given the opportunity to purchase items to eat and have fun. Grade levels or departments sponsor items sold, and funds can go towards the grade level materials, field trips, etc. The recesses are only for those students that have not received Time Out Room write-ups, bus behavioral forms, and student discipline forms. It is a wonderful deterrent.</p>
<p><b>Annual Attendance</b>  <i>Jones, Debra</i> (AP)            Terrebonne Parish            Oaklawn Junior High  <a href="mailto:djones@tpsb.net">djones@tpsb.net</a></p>	<p>Oaklawn Junior High School, in Terrebonne Parish, has the highest absentee rate recorded in the parish over the past few years, with an average as high as 85 students. Many studies of students at all grade levels indicate that students with better attendance are less likely to drop out of school, more likely to achieve at high levels, and graduate from high school on time. Attendance is an important issue in education and an important school improvement goal. Because of this, goal #2 of our school improvement plan is to increase the average daily attendance rate of students. Two activities that we have implemented to improve the annual attendance rate are awarding raffle tickets each Friday to students for perfect attendance that week and holding a monthly drawing to award a prize. The plan was introduced to the students during the week of Nov. 17<sup>th</sup>, and a month later our absentee number dropped to as low as 45 students. Another activity is contacting the parents to let them know about the excessive absenteeism (two-way communication). Research says that communicating effectively with parents seems to help families influence their children's attendance. The evaluation activity is to use weekly perfect attendance log totals, to record them in the student absence log folder, and to measure success by monitoring the increase in number of weekly perfect attendance figures. Everyone is a winner. Prizes awarded to winners are bikes, gift certificates, stereo systems, etc. Certain Fridays are designated as Jeans Day. Students with high attendance can wear their school shirts with blue jeans.</p>
<p><b>Extra Recess</b>  <i>Loupe, Sheldon</i> (P1)            Lafourche Parish            West Thibodaux Middle  <a href="mailto:sloupe@lafourche.k12.la.us">sloupe@lafourche.k12.la.us</a></p>	<p>At my school, in order to reduce office referrals and reward good behavior, an extra recess is given each month to the grade that has the fewest referrals. Students that do not have any referrals for the month can participate in "Jean Friday."</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>STUDENT INCENTIVES (cont.)</b>	
<b>Academic and Attendance Rewards</b> <i>Reed, Joseph K. (P1)</i> Calcasieu Parish DeQuincy High <a href="mailto:K.Reed@cpsb.org">K.Reed@cpsb.org</a>	At the end of each six weeks, we recognize our students who have achieved Banner Roll, Honor Roll, and Perfect Attendance for that six-week grading period. At the beginning of the next six weeks, we have a cinnamon roll party in the cafeteria for these students during class time. Banner Roll and Honor Roll are conducted one day, and Perfect Attendance the next. Students who achieve both are rewarded on both days. At the end of each semester, students who achieve Perfect Attendance receive school shirts that can be worn each Friday for the rest of the school year. Also, Banner Roll students at the end of the semester are treated to dinner at a local restaurant with the principal and or assistant principal. Students really respond to these rewards, and this has been a positive program at DeQuincy High School.
<b>Good Grade Parade</b> <i>Roberts, Chris (P1)</i> Franklin Parish Wisner Elementary <a href="mailto:chrisr@nls.k12.la.us">chrisr@nls.k12.la.us</a>	One incentive idea that we have used this year is the "Good Grade Parade." We are PreK through grade 4, so a parade worked well with our students. All students who brought up any subject one letter grade were in the parade. They got to decorate a flyer that they carried in the parade, and the parents came and watched. This was a great reward for those students that work hard but never make the honor roll.
<b>Academic Incentive Assembly</b> <i>Smith, Jane (P1)</i> Richland Parish Rayville High <a href="mailto:jsmith@richland.k12.la.us">jsmith@richland.k12.la.us</a>	At the end of each six weeks at Rayville High School, we hold an Academic Incentive Assembly during which all students who made honor roll grades receive a trophy. Also, students who have recently taken the ACT and scored 24 or above are recognized. In addition, Random Acts of Kindness awards are given at that assembly to students whose teachers report that they have "gone out of their way" to help someone. These students receive coupons to a local fast food restaurant.
<b>Team Players</b> <i>Vitrano, Johnny Henry (P1)</i> St. Tammany Parish Boyet Junior High <a href="mailto:jhv@stpsb.k12.la.us">jhv@stpsb.k12.la.us</a>	There are some underlying personal qualities that set students apart when it comes to their commitment to their school and life in general. As a way of rewarding the students that exhibit these qualities and encouraging others to adopt these qualities as their own, we are initiating a group to be known as Team Players. They will be recognized with their own "special" day once every nine weeks, whereby these students will be rewarded by being allowed a free dress day. These team players will also be recognized at our "We Can Rally." These requirements must be met within the nine-week period preceding the free dress day. Those qualities and requirements are: <ol style="list-style-type: none"> <li>1. Timeliness               <ol style="list-style-type: none"> <li>a. No tardies</li> <li>b. No unexcused absences</li> </ol> </li> <li>2. Self Discipline               <ol style="list-style-type: none"> <li>a. No class/office discipline reports</li> <li>b. No uniform/dress code referrals</li> <li>c. No reports of failure to dress out in P.E.</li> </ol> </li> <li>3. Effort               <ol style="list-style-type: none"> <li>a. Complete all homework</li> <li>b. Complete all classwork</li> </ol> </li> </ol>
<b>Monthly Birthday Parties</b> <i>Vitrano, Johnny H (P1)</i> St. Tammany Parish Boyet Junior High <a href="mailto:jhv@stpsb.k12.la.us">jhv@stpsb.k12.la.us</a>	Each homeroom teacher records all of the students' birthdays. On the last Thursday of each month, we have a party for all students that had a birthday during that month. We give them a piece of cake, a Coke®, and a cup of ice cream. We get parents to volunteer, and my assistant sends birthday coupons to the homeroom teacher on the day before the party. We even send cake, Coke®, and ice cream to the teachers that have a birthday in that month also. We have found that the students really enjoy the party at the last 20 minutes of the day.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**STUDENT INCENTIVES (cont.)**

**Positive Note Cards Home**  
*Walters, Marsha* (P1)  
St. Charles Parish  
Lakewood Elementary  
[mwalters@stcharles.k12.la.us](mailto:mwalters@stcharles.k12.la.us)

The best practice that has been effective at my school is the use of positive note cards. The teachers are required to mail at least three positive note cards home for every student they teach during the year. As the principal, I also use the cards. I send them to students, parents, teachers, and all other staff members. It takes time, but it has been a powerful tool to build support and get more people involved.



**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>DIFFERENTIATED INSTRUCTION/DIVERSITY</b> <i>Curriculum Modifications and Instructional Accommodations that Address the Needs of Individual Learners</i>	
<b>Student Assessment and Individualized Student Profile Plan</b> <i>Franklin, Robert (AP)</i> Caddo Parish Accelerated Program for Transition <a href="mailto:rfranklin@caddo.k12.la.us">rfranklin@caddo.k12.la.us</a>	<p>When students enter our middle school to high school transition program, they are placed in the assessment component of the CompassLearning (C-PAS) system. The teachers use the diagnostic information gained from the results of the C-PAS examination to determine students' areas of needs and strengths to guide instruction. The following information summarizes the feedback process that guides instruction.</p> <ul style="list-style-type: none"> <li>* Use Compass Assessment (C-PAS) to determine greater areas of instructional needs.</li> <li>* Develop an Individual Student Diagnostic Plan &amp; Profile.</li> <li>* Set goals and objectives for students within the plan.</li> <li>* Obtain parental and student input on the plan.</li> <li>* Match the students' needs with the appropriate curriculum resources (Compass Learning, Skillsbank 4, Steck Vaughn EDL, Encarta, worksheets, textbooks, etc.) that will address instructional needs.</li> <li>* Continually monitor and assess students' progress inclusive of generating and analyzing students' reports on Compass &amp; Skillsbank 4.</li> <li>* Use the analysis to refine, alter, and guide individualized instruction.</li> </ul>
<b>Nine-Week Student Updates</b> <i>Kelly, Alyce (P1)</i> East Baton Rouge Parish Mayfair Elementary <a href="mailto:akelly@ebrpss.k12.la.us">akelly@ebrpss.k12.la.us</a>	<p>At the end of each nine-week period I meet with each classroom teacher individually along with the guidance counselor. The teacher has to bring the students' report cards and any other information or documentation on students that they feel is needed. At this meeting we review each child's progress academically and behaviorally. If the child is having a problem in any area, we (as a team) determine what our next step will be. We schedule a School Building Level Committee Meeting with any parents that we need to see. By having these nine-week updates, I am able to keep informed of any problems that may be brewing before it is too late. Teachers are appreciative of the support, and parents know that we really care about their children. I feel this is a proactive rather than reactive approach.</p>
<b>Administrators Teach A Class</b> <i>Marangos, Jennifer (AP)</i> East Baton Rouge Parish Northeast Elementary <a href="mailto:jmarangos@ebschools.org">jmarangos@ebschools.org</a>	<p>Something that our parish is attempting to implement parish wide is administrators providing instruction. Each administrator meets with a small group (three to nine students) regularly to provide some type of instruction. This group might be chosen based on a specific need or to provide enrichment or reinforcement on new content. This year, I am meeting with a group of fourth grade students who are actually above level and whom the teacher feels would benefit from this additional academic involvement. I am reading novels with my group and extending the content into other areas. My principal is meeting with a different group that needs reinforcement in specific reading skills. This provides many benefits. First, it helps the teacher meet the individual needs of a varied group of learners. Second, it provides additional small group instruction for the students, which is based on their specific needs. Third, it allows the faculty to see the administrator as an educator who is still actively involved with student learning rather than only with student behavior and other issues. It also keeps the administrator in "the real world" with regard to being aware of the hard work that our teachers do everyday.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>DIFFERENTIATED INSTRUCTION/DIVERSITY (cont.)</b>	
<b>Technology Enhanced Learning</b> <i>Moore, Elizabeth</i> (AP) Special School District #2 Westside Alternative <a href="mailto:ecm519@bellsouth.net">ecm519@bellsouth.net</a>	Being in a non-graded alternative setting, we have incorporated technology for two separate groups of students. The first targets were the G.E.D. students, and the second targets were the nonreaders. We have had great success using the computer lab for the G.E.D. students and using a laptop lab for the nonreaders. The G.E.D. computer lab is primarily used as a self-paced study with the teacher serving as a one-on-one tutor. The nonreader lab is used more for remediation and to allow phonics drills without embarrassment. Both have been very successful and are being looked at for duplication in our sister institutions.
<b>Literacy Groups</b> <i>Nielsen, Stevan</i> (P1) Jefferson Parish John Clancy Elementary <a href="mailto:stevan.Nielsen@jppss.k12.la.us">stevan.Nielsen@jppss.k12.la.us</a>	We have been able to use some of our Title I funds to provide salaries for three teacher assistants to provide literacy training to our students in Grades K, 1, and 2. The students are grouped according to ability and receive 30 minutes of instruction per day. We are using strategies used by both Reading Recovery and Project Read to develop greater phonetic awareness and letter recognition. We are tracking these students to determine the validity of the instruction, and, of course, the expenditure of resources. I would be interested to find others who are doing something similar.
<b>Bring Up a Grade</b> <i>Ragusa, Danette</i> (P1) Tangipahoa Parish D.C. Reeves Elementary <a href="mailto:danette.ragusa@tangischools.org">danette.ragusa@tangischools.org</a>	One of the new practices we have tried this year at our school is a BUG Club. BUG stands for Bring Up a Grade. We are a third and fourth grade school. This is a way for us to recognize some of our students that never make the honor roll but are working very hard.
<b>Use of Tutors</b> <i>Sam, Hattie</i> (AP) Orleans Parish Carver Senior High <a href="mailto:Hsam320850@aol.com">Hsam320850@aol.com</a>	The best practice that worked very well for us this year was the use of 12 tutors in the elective classes who assisted those teachers with teaching reading and math skills. We were fortunate to secure very dedicated young people from local universities who came in twice a week- every Tuesday and Thursday—to work one-on-one in the classes to help those students who have deficiencies. Hopefully, with the tutors' assistance, our LEAP scores will show an improvement.
<b>Special Preview</b> <i>Smith, Jane</i> (P1) Richland Parish Rayville High <a href="mailto:jsmith@richland.k12.la.us">jsmith@richland.k12.la.us</a>	One new practice we are adding this spring is our Special Preview Day for special education students who will attend our school for the next school year. In April we will invite new special education students from our three feeder schools to attend school with us for 1-2 days. They will meet with all of our special education teachers, be assigned a "buddy" student, and will attend classes for at least one day. Our special education teachers feel that these students are often intimidated more than regular students and need extra orientation and attention to make them feel comfortable. It is our hope that, when school resumes in August, these students will feel they have a head start.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<p style="text-align: center;"><b>LEADING LEARNING COMMUNITIES</b></p> <p style="text-align: center;"><i>Strategies and Tools Used to Create and Sustain the Organization as a Learning Community</i></p>	
<p><b>Whole-Faculty Study Groups™</b>  <i>Adams, Mary Grace</i> (AP)  Lafourche Parish  South Thibodaux Elementary  <a href="mailto:adamsmg@cajun.net">adamsmg@cajun.net</a></p>	<p>My principal and I have initiated whole grade level meetings twice a month. It takes a lot of planning and preparation, but I have seen my teachers come a long way. At first, they did not know what they were supposed to do. We inserviced them, and they meet as a group to discuss children, analyze test scores, discuss ways to improve their teaching methodology, and contact parents. We have our non-homeroom teachers cover those classrooms for 90 minutes while the teachers meet. Each teacher has a teaming binder in which they log what they did and what they discussed. We check their binders often and give them suggestions if they need them. They meet in a room designated for team planning, and either my principal or myself attends. We made a yearlong calendar so everyone knows the schedule of the grade level meetings. Our grade level meetings are close to what I read in the article on Whole-Faculty Study Groups™. We still have to improve to get there, but I must say we are on our way.</p>
<p><b>Student Leaders</b>  <i>Boston, Sandra</i> (P1)  Claiborne Parish  Athens High  <a href="mailto:sboston@nls.k12.la.us">sboston@nls.k12.la.us</a></p>	<p>Since the student body is a very vital part of my winning team, I meet with a group of student leaders on a regular basis. The Student Council President, captains of the basketball teams, presidents of other organizations, and class presidents are a part of what I simply call my student leaders. In addition to reminding the students of my expectations for the student body and the role they play in order for the school to be successful, I also encourage them to voice their concerns as to what programs, practices, or projects will be beneficial to the school as well.</p>
<p><b>Development of Mutual Responsibility for Ethical Behavior in School</b>  <i>Christen, Carol</i> (P1)  Orleans Parish  Franklin Senior  <a href="mailto:carol_christen@nops.k12.la.us">carol_christen@nops.k12.la.us</a></p>	<p>To address what data showed to be a need, the development of ethical behavior in students, we established a committee composed of students, faculty, and parents to address the issues of cheating, etc. The Honor Code was outdated, and students paid lip service to it. The committee meets every Tuesday at lunch, with pizza supplied by the school, and the discussions have opened the door to real communication on many levels. Questions, for example, arose about the stress placed on students by long homework assignments and the pressure for grades. Working with the Curriculum Council, I had already asked for a detailed review of each teacher's grading practices, and the two linked together very well. I feel that all of the pieces are beginning to work together, and that in this school, one of the top in the country, our concerns about learning and behavior must consider all levels of the mutual responsibility we all share to meet the goals.</p>
<p><b>Building a Better Bridge</b>  <i>Couste, Stephanie</i> (P1)  Calcasieu Parish  Gillis Elementary  <a href="mailto:stephanie.couste@cpsb.org">stephanie.couste@cpsb.org</a></p>	<p>My school is a bit different from other elementary schools. We are a French Immersion school that offers classes taught entirely in French. The teachers are from Belgium, France, or Canada, and these teachers are new to the country and the culture. They do not always feel welcomed because they will not be able to stay for more than one to three years in this country. I have asked the grade level American teachers to include these foreign teachers in all grade level planning/discussions. This helps everyone get to know each other, which in turn creates a sense of unity among the faculty members. In years past the Immersion teachers stayed to themselves. Now they are making American friends and are more receptive to our school rules and policies. Some of these foreign teachers lack effective classroom discipline. Often, I will have an Immersion teacher observe an American teacher to learn techniques on better classroom management. This is a kind of mentoring for the foreign teachers. It also gives the veteran teacher recognition of her strengths. The teacher intern takes the foreign teacher under her wing and helps guide her toward building a more effective classroom environment.</p>

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<b>LEADING LEARNING COMMUNITIES (cont.)</b>	
<b>Schoolwide Sustained Silent Reading</b> <i>Davis, Elizabeth</i> (P1) Jefferson Parish <a href="mailto:elizabeth.davis@jppss.k12.la.us">elizabeth.davis@jppss.k12.la.us</a>	Two times a year we read a novel together as a school community. We have read <u>Monster</u> by Walter Dean Myers, <u>A Long Way From Chicago</u> by Richard Peck, and will begin <u>The Watsons Go to Birmingham</u> in February. We were very worried that the kids would HATE reading every day from 8-8:20 am, but they love it. Teachers have a very hard time getting them to stop. We run a special bell schedule and do some cross-curricular activities. We keep the "grade threat" very low. This should be enjoyable quiet time, and it really works! I'll be more than happy to fax anyone our SSR packet and research. Give me a call 504-366-0134 if you would like to try SSR.
<b>Teachers Observing Teachers</b> <i>Davis, Ross</i> (P1) Ouachita Parish Sterlington High <a href="mailto:rdavis@mail.opsb.net">rdavis@mail.opsb.net</a>	Our professional growth plan's objective this year is to encourage the exchange of teaching strategies among teachers in a cooperative effort to become more effective in the classroom. Our rationale is to create a team concept among our administrative staff and teachers. Our plan of action is every six weeks a teacher should visit two different teachers. The criteria for evaluation are documentation turned in by teachers for each visit, including date, and signature of teacher visited.
<b>Better Communication</b> <i>East, Nellwyn</i> (P1) East Baton Rouge McKinley Middle <a href="mailto:neast@ebrschools.org">neast@ebrschools.org</a>	One practice I have implemented in my first year as principal is to improve communication about what is going on in our school. To do this, I hold leadership team meetings weekly following school. This team includes the principal, assistant principal, guidance counselor, dean of students, Title I resource teacher, Special Ed. lead teacher, School Improvement coordinator, network specialist, and parent liaison. In doing this, we all have a better overall picture of what is going on. I also write a Monday morning memo for faculty and staff so that teachers, staff, custodians, and cafeteria employees know what will be happening each week. To improve communication and planning between instructional teams and administration, we also have a weekly team leaders' meeting. In this way, I have a better idea of what is going on in the teams and vice versa.
<b>Site-Based Management</b> <i>Guidry, Ann</i> (AP) Lafourche Parish Chackbay Elementary <a href="mailto:aguidry@lafourche.k12.la.us">aguidry@lafourche.k12.la.us</a>	At the beginning of this school year, the entire staff (including janitors and cooks) was divided into four committees, referred to as cadres. These committees handled all ad-hoc duties, reviewed test scores to identify areas of weaknesses, and handled all building/grounds issues as well. Our school duties had been handled by only a few until this year. Now, everyone shares an equal voice in these issues. We also have a steering committee that oversees all the other cadres. The concept was taken from an accelerated school program, borrowed from St. Charles Elementary. Although we have accomplished much this year, we have also learned a lot and will be making adjustments to the program next year. But, the level of communication from teachers has increased, and a sense of ownership in this school is emerging.
<b>Bridging the Gap</b> <i>Hearne, Michael</i> (AP) Ouachita Parish West Ouachita High <a href="mailto:mhearne@opsb.net">mhearne@opsb.net</a>	This year we are bridging the gap between our school and our feeder schools. On one of our half-day inservices, we got our three feeder schools to meet. The core courses of English, Math, Social Studies, and Science met together. They discussed where they were and where they should all be when the students get to high school. The meetings seemed to go well. All the teachers involved felt good about the exchange of information and felt that the students and teachers will be better prepared when those students reach high school.

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<b>LEADING LEARNING COMMUNITIES (cont.)</b>	
<b>School Improvement</b> <i>Kurkiewicz, Debra Slater</i> (AP) Caddo Parish Sunset Acres Elementary <a href="mailto:dkurkiewicz@caddo.k12.la.us">dkurkiewicz@caddo.k12.la.us</a>	We model collaboration and teamwork to our faculty with a leadership team. The leadership team consists of the principal, assistant principal, instructional coordinator, counselor, Direct Instruction facilitator, and librarian. We meet to discuss and implement change necessary to validate the efforts we engage in and to improve school productivity in instruction, morale, teamwork, and vision.
<b>Teaming</b> <i>Lassiter, Eleanor</i> (P1) Ascension Parish Gonzales Primary <a href="mailto:lassitee@apsb.org">lassitee@apsb.org</a>	We are indeed lucky enough to provide planning periods to an entire grade level at a time, which provides collaboration opportunities to each grade level on a daily basis. We also hire 6-8 substitutes for two days each month to rotate through three grade levels per day. This allows horizontal teaming once a month for each grade level to collaborate and address specific school improvement issues for an extended period of two hours. We also have plans to implement the same type of situation to provide vertical teaming in each academic area plus discipline and technology. This is creating meaningful dialogue concerning teaching practices and provides input by all on issues, which need to be addressed by the school leadership team and/or administrative team.
<b>Teacher Observations</b> <i>Lemoine, Kevin</i> (P1) East Baton Rouge Parish Kenilworth Middle <a href="mailto:rlemoine@ebrschools.org">rlemoine@ebrschools.org</a>	At Kenilworth Middle I require all teachers to observe their peers at least once a week. These observations usually last between 20-30 minutes and are documented on the teachers' lesson plans. There is a checklist that must be completed and turned in by the observing teacher. This helps document the implementation of our school improvement plan. They cannot observe the same teacher twice in a semester. I do this because I feel by observing other teachers in the same team or the same department, they can get ideas on better instructional methods or better classroom management. They can even observe a teacher who is teaching a student that they may be having trouble with, to see how that particular teacher deals with that child. Finally, it makes teachers become accustomed to being constantly observed, thus reducing anxiety when a supervisor or principal comes in to observe them. Quite honestly, it makes teachers teach from bell to bell because they may be observed at any time.
<b>Sharing the News</b> <i>Lewis, Gwendolyn</i> (P1) Lafayette Parish Prairieville Elementary <a href="mailto:galewis@lft.k12.la.us">galewis@lft.k12.la.us</a>	Communication is a key for success. An opportunity is given to teachers to share their concerns, opinions, and ideas once monthly in a collaborative meeting. This meeting is comprised of one representative from each grade level, the auxiliary staff, the principal and assistant principal. This time is also used to disseminate important information from the administration to the faculty and staff. At scheduled times within the next two days, these advisors meet with their respective groups and share gained information.
<b>Language of Virtues</b> <i>Lord, Bonnie</i> (P1) Rapides Parish Cherokee Elementary <a href="mailto:lordb@rapides.k12.la.us">lordb@rapides.k12.la.us</a>	We've made a commitment to improve character at our school. We promote core virtues--honesty, self-discipline, perseverance, compassion, respect, giving, and responsibility. Banners hang in the school lobby. Our students sign a "compact" at the beginning of the school year. The parent, teacher, and principal sign it as well. Teachers read literature which reflects the virtues. Every classroom has a "buddy" classroom, (ex. a 1 <sup>st</sup> grade and a 5 <sup>th</sup> grade), giving them opportunities to share, model, mentor, etc. Students also are involved in service projects, such as nursing home visits. The language of virtue is spoken through words and actions. Great results!



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**LEADING LEARNING COMMUNITIES (cont.)**

<p><b>Substained Silent Reading</b>  <i>McKay, Arleen</i> (AP)  Jefferson Parish  Bunche Middle  <a href="mailto:arleen.mckay@jppss.k12.la.us">arleen.mckay@jppss.k12.la.us</a></p>	<p>The one best practice at my school is the daily fifteen minutes of Substained Silent Reading (SSR). The entire school "shuts down" for fifteen minutes and reads a common book. Students, teachers, custodians, cafeteria workers, and visitors read during this time period. No other business is conducted during these fifteen minutes. Monday through Thursday everyone is involved in SSR, but on Friday, the activity is SWA (Substained Writing Assignment). The times allocated for this changes/varies about every five weeks.</p> <p>Last year the school read <u>A Long Way From Chicago</u> and <u>A Year Down Yonder</u>, both written by Richard Peck. We were fortunate to have Mr. Peck visit our school last year. This year the school read or will read <u>Bud, Not Buddy</u>, written by Christopher Paul Curtis, and <u>Holes</u>, written by Louis Sachar. Early finishers are encouraged to continue to read the next book from our list. The school purchased enough copies for each student or staff member and extras for visitors.</p> <p>The students' interest in reading seems to be increasing. Teachers often make comments about their not wanting to release the book at the end of the fifteen minutes. Parents and some visitors were annoyed by this practice at first, but the idea of fifteen minutes of silence while reading is "catching on" and appreciated by most.</p>
<p><b>Morning Meeting</b>  <i>Nettles, William</i> (AP)  Grant Parish  Colfax Elementary  <a href="mailto:Bnettles@GPSB.org">Bnettles@GPSB.org</a></p>	<p>An integral part of the Responsive Classroom program is Morning Meeting. It is a time when teachers and students share concerns, information, feelings, or simply their thoughts. Typically, the students and teacher will arrange themselves into a circle and choose a method of determining who "has the floor." Most classes choose to pass an object around and only the person holding the object can speak. Depending upon the age of the students and the skill of the teacher, discussion may be held about some concern brought up by a student. Research by Responsive Classroom has found this technique effective in all classes K–12, in setting a proper disposition for learning and in preventing many disciplinary problems.</p> <p>Although our school has not been able to obtain formal training from the Responsive Classroom Program, we have studied their book, and we have encouraged the implementation of many of their key points. Several teachers have chosen to use Morning Meeting, and based on their results, others have followed. The principal has not required the use of the program but has provided information, resources, and encouragement teachers and students needed. Classes that are using Morning Meeting generally are calmer than their cohorts, and far fewer discipline referrals are being written. Our goal is to continue to provide information to teachers about the benefits of the entire Responsive Classroom program and fully implement it into the school as soon as possible.</p>
<p><b>Whole-Faculty Study Groups™</b>  <i>Newton, Diane</i> (AP)  Red River Parish  Red River Elementary  <a href="mailto:dnewton@bellsouth.net">dnewton@bellsouth.net</a></p>	<p>One Best Practice used at my school is Whole-Faculty Study Groups™. Our groups are divided into three separate groups, and they meet once every other week during school time. We have substitutes who work a rotating shift on those days. All of our seventh grade teachers meet, and we have two groups of eighth grade teachers who meet at different times. Our groups meet and collaborate positively on ways to improve student achievement. We have looked closely at student data and set goals and objectives for each grade level. Teachers are very excited about working together and look forward to those WFSG™ meetings. Once every six weeks, our Instructional Council meet to share with the other groups the ideas and successes that each group had. The Instructional Council consists of the team leaders from each group. The Council share things that each group have been doing and collaborate on ways to improve the instructional process. I am very proud of our WFSG™ because I know that CHANGE takes time, but to see everyone working together is a big LEAP.</p>

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**LEADING LEARNING COMMUNITIES (cont.)**

<b>Grade Level Walking Tours</b> <i>Portie, Jill</i> (P1) Calcasieu Parish LeBleu Settlement Elementary <a href="mailto:Jill.portie@cpsb.org">Jill.portie@cpsb.org</a>	<p>I wanted to share a best practice of ours that we call "grade level walking tours." Each month our teachers go into their peers' classes with a predetermined checklist. They are looking for supplemental materials displayed in the class, student work samples posted, cleanliness, and just an overall positive educational climate. You would be surprised at the response to this simple task. You will find more collaboration on topics, better strategies being shared, cleaner classes, and more visuals for teaching. Some months they observe a peer and look at more specific concerns, such as questioning techniques. They go in with a checklist and tally the number of recall questions, higher order thinking, etc. They share this with their peer, and it helps to focus more on a higher quality question for students.</p>
<b>Whole-Faculty Study Groups™</b> <i>VanSickle, Kaye</i> (P1) East Baton Rouge Parish Highland Elementary <a href="mailto:kvansickle@ebschools.org">kvansickle@ebschools.org</a>	<p>My school is involved in LINCS Whole-Faculty Study Groups™. At the beginning of the year, I put teachers in groups according to grade levels. I mixed K-2 together and 3-5 together. Every group had a teacher from a different grade level, an ancillary teacher, and an aide (about 5 teachers to a group.) After the meetings, the teachers share with their grade level. Every one is learning from every group. Another thing that has happened is the groups are starting to compete with each other. Trying to outdo each other has lead to wonderful group meetings. On a LINCS day teachers are talking in the hallway about how their group has worked. It has brought my faculty together across grade levels.</p>
<b>Student Biography</b> <i>Vitrano, Johnny Henry</i> (P1) St. Tammany Parish Boyet Junior High <a href="mailto:jhv@stpsb.k12.la.us">jhv@stpsb.k12.la.us</a>	<p>Keeping in line with our desire to recognize as many students as we can through out the year, we put in the STUDENT BIOGRAGHY program. We made up a one-page form that listed several things that each student would fill out about himself or herself. The following is an example.</p> <p>Hello! My name is _____.</p> <p>My favorite food (T.V. show, book, hobby) is _____.</p> <p>We leave enough space at the top of the form to scan a digital close-up photo of the student. We laminate all of these and then have each homeroom post four to five biographies on the cork strips outside of the class. These are displayed for one week, and then we then give them to those students to take home. This has been a great way to recognize students and for them to get to know each other.</p>
<b>Monthly Birthday Parties</b> <i>Vitrano, Johnny Henry</i> (P1) St. Tammany Parish Boyet Junior High <a href="mailto:jhv@stpsb.k12.la.us">jhv@stpsb.k12.la.us</a>	<p>Each homeroom teacher records all of the students' birthdays. On the last Thursday of each month, we have a party for all students that had a birthday during that month. We give them a piece of cake, a Coke®, and a cup of ice cream. We get parents to volunteer, and my assistant sends birthday coupons to the homeroom teacher the day before the party. We also send cake, Coke®, and ice cream to the teachers that have a birthday that month. We have found that the students really enjoy the party at the last 20 minutes of the day.</p>
<b>Best Practice Procedures</b> <i>Williams, Harry</i> (P1) St. Mary Parish St. Mary Alternative <a href="mailto:hwilliams@stmary.k12.la.us">hwilliams@stmary.k12.la.us</a>	<p>At St. Mary Parish Alternative School we have instituted several activities that can be identified as Best Practices:</p> <ul style="list-style-type: none"> <li>• Word or Quote for the Day</li> <li>• Daily Class Starter (five minute LEAP review)</li> <li>• Visitation (Any adult connected with the student may visit in class or lunch on any day.)</li> <li>• Monthly Staff Food Fest (Each member brings a covered dish.)</li> <li>• Informal Weekly Wednesday Staff Meetings</li> </ul> <p>I have recognized that the weekly Wednesday meeting is the most productive Best Practice. It allows the staff and myself to discuss any school-related activity that is of special concern to the staff. At present, the weekly meetings seem to allow us an opportunity to make daily adjustments in our school routine and procedures.</p>

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<b>INSTRUCTIONAL SAFETY NETS</b> <i>Planned Interventions for Students Most At-Risk of Failing School</i>	
<b>An Adventure in Ventures</b> <i>Alexander, Frances</i> (AP) West Baton Rouge Parish Cohn Elementary <a href="mailto:faalexander@wbrschools.k12.la.us">faalexander@wbrschools.k12.la.us</a>	<p>My school is in corrective action, so we had to find a research-based model as part of our School Improvement Plan. We were able to get monies through a Comprehensive School Reform Demonstration Grant (CSRSD) to invest in a program. Our faculty embraced Ventures Education Systems Corporation because it gave teachers new insights into more effective strategies for presenting material to students. Also, this model focuses on skills that promote metacognition. The strategies include Constructive Communication, Effective Group Process, Structured Thinking Skills, and Think Aloud Paired Problem Solving (TAPPS). Because these strategies are implemented school wide, our students will be better prepared to engage in higher order thinking skills activities.</p>
<b>Buddy System</b> <i>Bartlett, Donald</i> (AP) Ouachita Parish Ouachita Junior High <a href="mailto:dbartlet@opsb.net">dbartlet@opsb.net</a>	<p>This year after the first six-week grading period, our principal determined that we needed to address the number of students who had multiple failures in their classwork. He decided that we would begin a "Buddy System" for all students who had three or more F's on their report cards. There were about seventy students in grades 7 and 8 that were in that category. We divided the group among the three administrators, the administrative assistant, the special education coordinator, and the two guidance counselors. Each of us called in our Buddies and discussed the program with them and their parents. Afterwards, we sent out weekly progress reports on each student. At first, we attempted to send the sheet around by the student for each teacher to complete, but the logistics were not always effective. Sometimes the students or teachers lost their sheets, or the teachers did not have time to fill out the forms when the students presented them. Since then, we have revamped the system by sending out weekly progress reports to individual teachers, which is much more effective. The teachers do not mind completing the forms because they feel they are seeing students improve in the areas of homework and classroom discipline. We saw a marked improvement in almost all of our groups of students, with one guidance counselor having 100 percent improvement in her group. At the end of the third grading period, we added more students without taking out the old ones. We stay in touch with our Buddies on a weekly basis and contact the parents with successes and holdbacks. Although this new system takes up much of our administrative time, we feel that the students are improving, and that is the bottom line.</p>
<b>A Character Education Program</b> <i>Brown, Ernest</i> (P1) Terrebonne Parish East Street Alternative <a href="mailto:ebrown@tpsb.net">ebrown@tpsb.net</a>	<p>The East Street Alternative School is committed to educating students to become responsible, self-disciplined, productive citizens at school, home, and community. A character education program, classroom lessons, and group discussions help students learn skills in the areas of problem solving, interpersonal relationships, listening, teamwork, leadership, and citizenship. These programs take place on a weekly basis and seem to be a success.</p>



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<b>INSTRUCTIONAL SAFETY NETS (cont.)</b>	
<b>College Consortium</b> <i>Dejean, Nadine</i> (AP) Jefferson Parish <a href="mailto:nadine.dejean@jppss.k12.la.us">nadine.dejean@jppss.k12.la.us</a>	In an effort to assist students improve their Leap scores as well as improve our school's grade, my school has entered into an agreement with a local college to implement an after-school tutoring/enrichment program for students who meet certain criteria. The student teachers are presently enrolled in the Clinical Practicum course, which involves one-to-one teaching every Tuesday for at-risk students and/or students who need to reach proficient or advanced scoring on the Leap test. The college student teachers earn credit hours for this hands-on program. Our students and school benefit, and the parents are very appreciative for the "free scholarship" given to their children. At present, 18 of our students participate in the program. There are certain guidelines that parents and students must agree to, and a contract is signed by all parties. This also allows colleges to participate in community service. The Clinical Practicum course was implemented for the first time this year, and it is very positive so far.
<b>Nine-Week Student Updates</b> <i>Kelly, Alyce</i> (P1) East Baton Rouge Parish Mayfair Elementary <a href="mailto:akelly@ebrpss.k12.la.us">akelly@ebrpss.k12.la.us</a>	At the end of each nine-week period, the guidance counselor and myself meet with each individual classroom teacher. The teacher has to bring the students' report cards and any other student information or documentation they feel is needed. At this meeting, we review each child's academic and behavioral progress. If the child is having a problem in any area, we (as a team) determine our next step. We schedule a School Building Level Committee Meeting with any parents that we need to see. By having these nine-week updates, I am able to keep informed of any problems that may be brewing before it is too late. Teachers are appreciative of the support, and parents know that we really care about their children. I feel this is a proactive rather than reactive approach.
<b>Technology Enhanced Learning</b> <i>Moore, Elizabeth</i> (AP) Special School District #2 Westside Alternative <a href="mailto:ecm519@bellsouth.net">ecm519@bellsouth.net</a>	Being in a non-graded alternative setting, we have incorporated technology for two separate groups of students, the G.E.D. students and the nonreaders. We have had great success using the computer lab for the G.E.D. students and a laptop lab for the nonreaders. The G.E.D. computer lab is primarily used as a self-paced study, with the teacher serving as a one-on-one tutor. The nonreader lab is mostly used for remediation and to allow phonics drills without embarrassment. Both have been very successful and are being looked at for duplication in our sister institutions.
<b>Writing Across All Core Subjects</b> <i>Polkey, Troy</i> (AP) Lafourche Parish Sixth Ward Middle <a href="mailto:tpolkey@lafourche.k12.la.us">tpolkey@lafourche.k12.la.us</a>	At Sixth Ward Middle School, we have incorporated a standard way of writing paragraphs across all curriculum areas and all grades. This is done as part of our school wide Professional Growth Plan. Posters displaying a uniform method of writing paragraphs and essays are being used in each class. We have included models for the basic types of writing that are used in language arts. We hope that this help students do well on all writing portions of the LEAP.
<b>Use of Tutors</b> <i>Sam, Hattie</i> (AP) Orleans Parish Carver Senior High <a href="mailto:Hsam320850@aol.com">Hsam320850@aol.com</a>	The best practice that worked very well for us this year was the use of 12 tutors assisting teachers in the elective classes with teaching reading and math skills. We were fortunate to secure very dedicated young people from local universities who came in twice a week (Tuesday and Thursday) to work one-on-one in the classes to help students with deficiencies. Hopefully, with the tutors' assistance, our LEAP scores will show an improvement.

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**INSTRUCTIONAL SAFETY NETS (cont.)**

<b>Team Teaching</b> <i>Voiron Jr., Louis</i> (P1) Lafourche Parish South Thibodaux Elementary <a href="mailto:voiron@lafourche.k12.la.us">voiron@lafourche.k12.la.us</a>	I am principal of a school in corrective action with fourth and fifth grade students. I have 10 sections of fourth grade and 14 sections of fifth. Prior to my arrival in August, the previous administration had scheduled all teachers for self-contained classes. I changed these and paired all of the teachers. One teacher in each pair teaches Math, Science, and Social Studies, while the other teaches the Language Arts. They have a common 60-minute planning period everyday. The teachers must team for 30 minutes and have 30 minutes of personal planning. Teaming includes parent conferences, student conferences, test analysis, planning for field trips with flexible scheduling, discussion of accommodation plans for implementation, and many other topics.
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<b>BEHAVIOR MANAGEMENT</b> <i>Strategies Implemented to Promote Responsible Student Behavior</i>	
<b>A Time-Out Instead of a Put-Out</b> <i>Batiste, Jr., Lawrence</i> (AP) Natchitoches Parish Natchitoches Central High <a href="mailto:lbatiste92@aol.com">lbatiste92@aol.com</a>	<p>Working as the vice principal of discipline for 10-12 graders, I am watching data as it relates to suspensions. I have received comments and approval for an operation that allows for a "time out" for a ninety-minute block away from a class that the student is having serious problems. These problems could be tardies, behavioral, or academic in nature. The problem is that when a student is in ISS (In School Suspension), he/she is separated from the general student population for a four-block day, is monitored tightly, eats only with the ISS students at a designated time, and mostly works on teacher provided assignments. Most of the students who are assigned opt for an out-of-school suspension, which results in a day's absence, failing behavior on class work (an unexcused absence), and the suspension. Since only four suspensions are allowed per year, this results in poor absentee rating or accountability rating.</p> <p>A Time-Out Alternative allows the student to attend ISS for only one ninety-minute block from the class where he is having or causing the problem, not all day where he might be experiencing successes in his other classes. He is allowed to keep up with his homework, be present at school, and not receive a suspension for the period of correction. The students and teachers accept the procedure. The outcome to this point is that it allows a problem student to be away from a teacher who is referring the student, for whatever reason, and the student to be away from that teacher for an identified reason. At the same time, the student is in school receiving instruction, being corrected for his wrong, and not receiving a suspension on his record. For the school, the teacher, and the student, all is good.</p>
<b>A Character Education Program</b> <i>Brown, Ernest</i> (P1) Terrebonne Parish East Street Alternative <a href="mailto:ebrown@tpsb.net">ebrown@tpsb.net</a>	<p>The East Street Alternative School is committed to educating students to become responsible, self-disciplined, productive citizens at school, at home, and in the community. A character education program, classroom lessons, and group discussion help students learn skills in the areas of problem solving, interpersonal relationships, listening, teamwork, leadership, and citizenship. These programs take place on a weekly basis and seem to be a success.</p>
<b>Development of Mutual Responsibility for Ethical Behavior in School</b> <i>Christen, Carol</i> (P1) Orleans Parish Franklin Senior High <a href="mailto:carol_christen@nops.k12.la.us">carol_christen@nops.k12.la.us</a>	<p>To address the development of ethical behavior in students, we established a committee composed of students, faculty, and parents to address the issues, such as cheating. The Honor Code was outdated and students paid lip service to it. The committee meets every Tuesday at lunch with pizza supplied by the school, and the discussions have opened the door to real communication on many levels. Questions, for example, arose about the stress placed on students by long homework assignments and pressure for grades. Working with the Curriculum Council, I had already asked for a detailed review of each teacher's grading practices, and the two linked together very well. I feel that all of the pieces are beginning to work together, and that in this school, (one of the top in the country), our concerns about learning and behavior must consider all levels of mutual responsibility we all share to meet the goals.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>BEHAVIOR MANAGEMENT (cont.)</b>	
<b>Improve Community Involvement in Your School!</b> <i>Cook, Louis (AP)</i> Caddo Parish Middle Laboratory School <a href="mailto:lcook@caddo.k12.la.us">lcook@caddo.k12.la.us</a>	<p>I am the assistant principal of administration and discipline at Broadmoor Middle Laboratory School in Caddo Parish. We have an extremely diverse population of students at our school. We have a large population of 504 and special education students, and we have some contract students and students coming from three very distinct neighborhoods (many involving gang backgrounds). Prior to the 2002-03 school years, there was a large number of physical altercations at our school. I have implemented the following community programs at BMLS that have helped immensely in curtailing fights and improving community relations. Our Big Brothers/Big Sisters' "lunch buddy" program has eight Big Brothers and Big Sisters come to our school to work with our students. I have also established a mentor program with the Byrd H.S. ROTC five cadets come to our school every Wednesday and assist with discipline, instruction, and cooperative learning opportunities in the classroom. And finally, I have ten African-American pastors who come to our school on Wednesdays to eat lunch and mingle with our students. Being a Title 1 school, and having such a diverse student population, the above practices have helped gain respect with the parents, students, and community members, as they know I am willing to do whatever it takes to improve our school.</p>
<b>Pat-on-the-Back Recess</b> <i>Daniels, Deborah (P1)</i> East Baton Rouge Parish Bernard Terrace Elementary <a href="mailto:ddaniels@ebrrschools.org">ddaniels@ebrrschools.org</a>	<p>At my school on a monthly basis we have what is called "Pat-on-the-Back Recess." This is an extended recess for the entire school where students are given the opportunity to purchase items to eat and have fun. Grade levels or departments sponsor items sold, and funds can go towards the grade level materials, field trips, etc. The recesses are only for those students that have not received Time-Outs Room write-ups, bus behavioral forms, and student discipline forms. It is a wonderful deterrent.</p>
<b>Caught Being Good</b> <i>Ellis, Cedric Bernard (AP)</i> Caddo Parish Linear Middle <a href="mailto:cellis@caddo.k12.la.us">cellis@caddo.k12.la.us</a>	<p>Being the administrator of discipline, I recognize students for exemplifying good behavior. I have a bulletin board in my office labeled "Caught Being Good." Students that are habitual violators are monitored closely. When I see or hear that they are doing something positive around campus, their pictures are taken and placed on the "Caught Being Good" bulletin board. This seems to help build confidence and self-esteem. The students are very eager to have their pictures taken and placed on the board.</p>
<b>Daily Discipline Sheet</b> <i>Franklin, Robert (AP)</i> Caddo Parish Accelerated Program for Transition <a href="mailto:rfranklin@caddo.k12.la.us">rfranklin@caddo.k12.la.us</a>	<p>One of the best practices in my role as Assistant Principal of Administration is the use of an electronic daily discipline sheet. This discipline sheet (constructed in MS Excel) includes student names and pertinent dates for the following disciplinary actions: parent returns, suspensions, ISS, detention, and dropped students (inclusive of transfers). The daily discipline sheet is issued to faculty &amp; staff on a daily basis via an attachment in GroupWise email. The faculty and staff are informed of student disciplinary actions and are able to facilitate the process by ensuring students adhere to the disciplinary actions on the designated dates. This discipline sheet also provides a "running" log for actions to infractions that can be saved to an electronic storage device (hard drive, Zip drive, CD, floppy disc) for future reference or documentation.</p> <p>Another advantage of this discipline sheet is the mentoring that happens as a result of a faculty or staff member seeing the name of a student that they have been working with academically or behaviorally. On several occasions, I have overheard conversations where a faculty or staff member was asking the student the reason for misbehaving to the point of suspension or detention. This conversation assists the student in reflective thinking on the infraction and the actions resulting from it.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>BEHAVIOR MANAGEMENT (cont.)</b>	
<b>Work Detail</b> <i>Goodly, Robert</i> (AP) Calcasieu Parish F.K. White Middle <a href="mailto:Robert.goodly@cpsb.org">Robert.goodly@cpsb.org</a>	One method of discipline I've implemented at our school this year is after schoolwork detail. It is from 3 p.m. to 4 p.m., Monday through Thursday. The students work with the custodians cleaning up restrooms, picking up paper on the campus, or whatever other help the custodians need. This probably wouldn't be effective if it were on school time, because the kids would get to miss class. However, most of them hate this. I love it, because I am supervising them as they do it. Most parents appreciate it, because they would rather have them doing this than to be home with a suspension.
<b>Structured Learning Center</b> <i>Guidry, Tina Michelle</i> (AP) Lafourche Parish Raceland Upper <a href="mailto:lguidry@lafourche.k12.la.us">lguidry@lafourche.k12.la.us</a>	At our school, discipline is an integral part of our school day because we have a unique population of student body with a lot of diverse needs coming into our school to learn. Certainly, consequences are important when dealing with discipline problems, but so is training students not to continue to misbehave in the same manner that resulted in the consequences. Also, issues students carry around with them from home or social interactions at school are a major part of students' discipline problems. We felt that the Assistant Principal's main job was to give the consequences for the misbehavior, and often the training and the counseling couldn't be accomplished by the same person because of conflict of roles and lack of follow-up time. We have a Structured Learning Center at our school to handle just these things: training in behavior management, counseling about issues at home and school, and working to improve relationships with those students in all aspects of their lives. The basic process is that a teacher or the Assistant Principal completes a referral form for that student. This form states the problem at hand, what the teacher has done to solve it or make it better, and how long they think the child needs to spend talking about the issues at hand. The referral is sent to the S.L.C., and the school psychologist goes to the class to get the student. This intervention is used before a referral is ever issued for this behavior, so this gives the child some intervention and skills to use so that he doesn't get a referral for this behavior. Our S.L.C. person also works with student groups in different areas, like anger management, each week to target those groups of students with special needs. We find that our referral rate is less because of this service, and our students have a place to go to use intervention before losing control and getting into trouble.
<b>Tardiness</b> <i>Harris, Debra</i> (AP) Concordia Parish Ferriday Junior High <a href="mailto:dharris@nls.k12.la.us">dharris@nls.k12.la.us</a>	At our school site, we are trying to deter students from getting to homeroom and classes late. The result of the first tardy is a warning; the second tardy a phone call to parent, and the third tardy a Saturday School. Saturday School is held from 8:00—12:00. Students must be in uniform and must bring paper and pencil. This practice has been very effective.
<b>Supervision with Tardiness</b> <i>Hoyle, Charmaine Heidi</i> (AP) Jefferson Parish John Ehret High <a href="mailto:heidi.hoyle@jppss.k12.la.us">heidi.hoyle@jppss.k12.la.us</a>	At our high school, if a special education student is excessively tardy to class or is cutting class, we put the student on 100% supervision. A teacher assistant meets the student at the end of homeroom and walks the student to each class and lunch. This has proven to be very effective. Usually after a month of this, the student is begging us to give him another chance to get to class on time on his own.
<b>Improving Student Behavior</b> <i>Masters-Green, Sharon Lee</i> (AP) Webster Parish Webster Junior High <a href="mailto:smasters@nls.k12.la.us">smasters@nls.k12.la.us</a>	Each time a student is referred to me with a behavior report, I post it on my computer and put it in the student's folder. At the end of each grading period, I put all discipline folders away. I tell my students that they can start with a clean record for that grading period. Those who did not get in trouble AT ALL are rewarded, and those who are not repeat offenders are rewarded in another way. The next period we start all over again. We had over 100 students the first time I did this who refused to be repeat offenders. I did this because it seemed that all we were talking about for a while were the "bad kids." I wanted the "GOOD" students to know that they were appreciated, and that they also deserved a little recognition. I try to maintain a positive attitude with even the very worst offenders, and I always let them know (BY TELLING THEM) that I care about them. I tell them that I love them, and they know it is the truth.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>BEHAVIOR MANAGEMENT (cont.)</b>	
<b>Kids Helping Kids</b> <i>Mayo, Deborah</i> (P1) LaSalle Parish Jena Elementary <a href="mailto:dmayo@lasallepsb.com">dmayo@lasallepsb.com</a>	After seeing several of the same students for discipline purposes in our elementary setting, I began to seek new avenues to assist these students. The result is a new mentor program with the local high school. Students from our school who are having repeated behavioral problems are being matched with high school students who have been carefully selected. The high school students spend time each week in our school, visiting and working with their assigned student. Though it is in its infancy, we are very excited about the possibilities and future growth.
<b>Schoolwide Behavior Plan</b> <i>Ougel, Myra</i> (AP) Lafourche Parish Larose Lower Elementary <a href="mailto:mougel.lles@lafourche.k12.la.us">mougel.lles@lafourche.k12.la.us</a>	As a first year assistant principal, one thing my principal asked was that I come up with a Schoolwide Behavior Management Plan. I surveyed other schools in the area and came up with a plan that seems to be working. I met with each grade level (K-3) and allowed the teachers to come up with their own options to be placed on the behavior plan. They also were asked to determine the consequences for each behavior. On the fourth incident of the same action, parental contact must be made, and a school behavior referral can be written. The student has to report to my office for a conference then and every time this particular behavior is repeated during the nine weeks. (The chart begins again each nine-week period.) The student serves a recess detention first, then in-school suspension, and then after-school detention. The parent receives a phone call with each referral and has to sign the referral, along with the student's signature. A copy goes to the parent, and a copy is placed in the student folder in my office with behavior referrals. This has worked well this year. For the first half of the year, I had only three referrals for behavior. There are a few changes that will need to be made in the plan for next year, but it is working well for the first year.
<b>Consequences Instead of Punishment</b> <i>Owens, Phedra</i> (AP) City of Monroe Schools J.S. Clark Elementary <a href="mailto:pdowens@colla.com">pdowens@colla.com</a>	During the 2001-2002 school year, the principal and I knew that changes needed to be made with our current discipline plan. We had a plan in our handbook that came from central office, but we did not have one specifically designed for our school. Teachers were doing different things, and there was much inconsistency. That year, we had a total of 169 referrals. That summer, we (teachers, principal, and myself) began researching behavior models (Jones, Glasser, Canter, Ginott) to find the model that would fit with the culture of our school. We wanted a plan that was teacher-parent-student friendly, and we needed a plan that teachers were happy with and could work with. We needed a plan that was consistent, firm, and fair for all students and that parents felt really dealt with the issues of the children. We focused on consequences instead of punishments. We looked at misbehaviors of children and placed them in categories based on severity. We came up with behaviors that teachers could absolutely not write referrals for (pushing in line, running down the hall, playing in the bathroom, etc.) Starting from there, we listed six offenses and their consequences. During this school year, so far I have had only 21 referrals, which is amazing. Twenty heads were better than one when trying to implement change.
<b>Conscious Discipline</b> <i>Portie, Jill</i> (P1) Calcasieu Parish LaBleu Settlement Elementary <a href="mailto:jill.portie@cpsb.org">jill.portie@cpsb.org</a>	We have implemented a wonderful discipline program at our school called Conscious Discipline, by Dr. Becky Bailey from Loving Guidance. We are in a new school, which opened this August. The teachers already had their school assignment, so we purchased each staff member a copy of this book, and they had the whole summer to read. Our first day at school we had Ginny Luther, one of their consultants, come to inservice our staff and review the concepts of this Brain Smart program. We began with some startling information about why children act the way they do and then learned what we could do to foster a positive from a negative action. The whole program is about creating a school family and educating children to make better choices. We have been visited from schools all over, and the one thing that they all notice is how happy and well behaved our students are. We are an at-risk school but have left all of the stereotypes behind because of our high expectations and this discipline approach. If you haven't heard about this program, I encourage each of you to purchase the book. It has made such an impact at our Pre-K—5 school and allows teachers to focus on quality teaching.



**Louisiana Principal Induction Program 2002 - 2003**  
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<b>BEHAVIOR MANAGEMENT (cont.)</b>	
<b>STAR Behavior Rewards Program</b> <i>Voorhies, Helen (P1)</i> Special School District #1 Central Louisiana State Hospital <a href="mailto:hvoorhies@hotmail.com">hvoorhies@hotmail.com</a>	Our school provides educational services to students while they are hospitalized at a state mental health facility for the treatment of emotional/behavioral problems. STAR, based on Dr. John D. Wessel's program, "Teaching and Enforcing Positive and Productive Behavior," c1995, has been successful for us over the past few years. The program centers on positive rewards for basic school behavior. Each student must demonstrate responsibility for his/her behavior. The behavior is tracked on the "STAR Sheet" each class period. Students who earn stars 85% of the time earn the privilege of attending the weekly STAR Party. At the party, they are treated to refreshments, such as nachos, pizza, etc. They play games and have the opportunity to win prizes. In addition, the names of the weekly "stars" are posted on the main bulletin board. Students who qualify for the STAR Party every week of the month are recognized as Students of the Month and receive a certificate and either a gift or money. The hospital provides the majority of the food for the party; and the school staff raises money to purchase the prizes and special refreshments. Last year, we received a grant to help defray the cost of the program. The STAR Program has significantly reduced problem behaviors at our school, which serves students ages 6-21.
<b>5-Step Behavior Plan</b> <i>Weaver, Brenda (P1)</i> Bossier Parish Bellaire Elementary <a href="mailto:6305@tc2.bossier.k12.la.us">6305@tc2.bossier.k12.la.us</a>	My school is a PreK-3 elementary school with 450 students. We have a Five-Step Behavior Plan that works for us. As a first year principal, I was concerned about having a plan that would meet the needs of my student population and satisfy the teachers. We have your usual elementary school rules, but the difference is that we have a specific plan in place that includes a visit to the principal upon breaking any five of those rules in one day. I then contact a parent and follow a policy of a warning for an in-school suspension, giving a time-out, or assigning an in-school suspension. Parents are informed of the plan and teachers are aware of expectations. We have specific guidelines that students, teachers, and principal follow. Of course, there are exceptions, but the fact that the guidelines exist makes it very workable. We also use the plan for missed homework, uniform non-compliance, and severe infractions. This gives us a complete record of referral. The plan also details what happens after each consecutive infraction. Having a plan in place has made this part of my job simple.
<b>Walk Through</b> <i>Wyatt, Vickie (AP)</i> DeSoto Parish Mansfield Elementary <a href="mailto:wyatt@mail.desoto.k12.la.us">wyatt@mail.desoto.k12.la.us</a>	Discipline was a major concern as we began the new school year. Teachers spent a good bit of time writing referrals, sending students to the office, and then waiting for them to come back to class. The teacher that was assigned ISS or SAC as her full time position came to the principal and me, and together we developed a system we call "the walk through." We make rounds at least once every hour, and if a teacher is having a problem with a student, we pull him or her out and deal with it right then. This has cut down on ISS and SAC referrals and made a positive impact on faculty as well as students. They know we care, and that disruptions in the teaching/learning process will not be tolerated.
<b>In-School Suspension Program</b> <i>Young, Dianetta (AP)</i> St. Martin Parish Cecelia Junior High <a href="mailto:deltadee@prodigy.net">deltadee@prodigy.net</a>	During previous years, our school has been a part of a community-based, in-school suspension program. Unfortunately, the program has been eliminated this year. Thus, we were responsible for implementing a school-based, In-School Suspension Program. I am very pleased with the structure of our ISS program. Using a form that I developed (Assignment Accountability Form), students as well as the instructors are responsible for documenting each time an assignment is received and turned in. This form is kept in the student's folder so that I can monitor their work habits while in ISS. The ISS suspension room is also used as the extended time-out room. Students who are sent to the office are given an admit form to enter the time-out room. They are released at the end of the hour if they have maintained appropriate behavior and completed the assignment/remediation work. The ISS room serves as noon detention for students who have minor offenses. ISS has been a work-in progress, but I feel that it is working efficiently and effectively.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**COMMUNITY ENGAGEMENT PARTNERSHIPS**  
*Strategies for Reaching Out and Bringing the Community into the Schools,  
Including Ties to Higher Education and Community-based Organizations*

<p><b>Improve Community Involvement in Your School!</b>  Cook, Louis (AP)  Caddo Parish  Middle Laboratory School  <a href="mailto:lcook@caddo.k12.la.us">lcook@caddo.k12.la.us</a></p>	<p>I am the Assistant Principal of Administration and Discipline at Broadmoor Middle Laboratory School in Caddo Parish. We have an extremely diverse population of students at our school. We have a large population of 504 and special education students, and we have some contract students and students coming from three very distinct neighborhoods (many involving gang backgrounds). Prior to the 2002-03 school year, there was a large number of physical altercations at our school. I have implemented the following community programs at BMLS that have helped immensely in curtailing fights and improving community relations. Our Big Brothers/Big Sisters' "lunch buddy" program has eight Big Brothers and Big Sisters come to our school to work with our students. I have also established a mentor program with the Byrd H.S. ROTC. Five cadets come to our school every Wednesday and assist with discipline, instruction, and cooperative learning opportunities in the classroom. And finally, I have ten African-American pastors who come to our school on Wednesdays to eat lunch and mingle with our students. Being a Title 1 school, and having such a diverse student population, the above practices have helped gain respect with the parents, students, and community members, as they know I am willing to do whatever it takes to improve our school.</p>
<p><b>College Consortium</b>  Dejean, Nadine (AP)  Jefferson Parish  L.W. Ripple Elementary  <a href="mailto:nadine.dejean@jppss.k12.la.us">nadine.dejean@jppss.k12.la.us</a></p>	<p>In an effort to assist students improve their Leap scores as well as improve our school's grade, my school has entered into an agreement with a local college to implement an after-school tutoring/enrichment program for students who meet certain criteria. The student teachers are presently enrolled in the Clinical Practicum course, which involves one-to-one teaching every Tuesday for at-risk students and/or students who need to reach proficient or advanced scoring on the Leap test. The college student teachers earn credit hours for this hands-on program. Our students and school benefit, and the parents are very appreciative for the "free scholarship" given to their children. At present, 18 of our students participate in the program. There are certain guidelines that parents and students must agree to, and a contract is signed by all parties. This also allows colleges to participate in community service. The Clinical Practicum course was implemented for the first time this year, and it is very positive so far.</p>
<p><b>School Governance Council</b>  Gaubert, Kevin (AP)  Lafourche Parish  Lockport Middle  <a href="mailto:kgaubert.lkms@lafourche.k12.la.us">kgaubert.lkms@lafourche.k12.la.us</a></p>	<p>This year our school had a new principal appointed. His ideas are different, and he is taking the implementation of those ideas slowly. One of these ideas is the School Governance Council. In years past, I have served on the Faculty Senate, which was comprised of just the faculty. We also had student representatives meet with the principal to give them a voice in school matters. This year the principal has brought these two concepts together on the School Governance Council. In addition to these two factions, he also has parent representatives from each grade level and our business leaders, who are our partners in education. This has given us immediate results in that as an administrator, I can see other points of view right there at that meeting. The meeting is democratic and has been surprisingly refreshing because all members have a better understanding of others' views. I feel that it has helped us and can only get better in the future.</p>



**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>COMMUNITY ENGAGEMENT PARTNERSHIPS (cont.)</b>	
<b>Winter Wonderland</b> <i>Hayes, Allen (P1)</i> Jefferson Parish Henry Ford Jr. High <a href="mailto:allen.hayes@jppss.k12.la.us">allen.hayes@jppss.k12.la.us</a>	At Henry Ford Junior High, we put on Winter Wonderland. One night in December, the entire community is invited to Ford to see the good things we do. The student council sponsors door decorating contests and various other contests of which students can participate. All school clubs (band, dance team, choir, student council, BETA, etc.) perform for the guests. We have Santa pictures and refreshments for all, and our parent advisor collects door prizes for the event. Last year 175 people attended, and this year we had over 300 people attend. This event has been a success for Ford, and students and teachers are already planning for next year.
<b>Advisory Committees</b> <i>Vital, Carol (P1)</i> Lafayette Parish W.D. Smith Career Center <a href="mailto:cbvital@lft.k12.la.us">cbvital@lft.k12.la.us</a>	I'm the Principal at a career and technical high school. Because my school is so business-oriented, it's important to have an open communication with the business community. We have formed advisory committees for each course offering and a task force for the entire school. The committee members are composed of business leaders, school board personnel, employers, parents, students, and other educators. The committee members address curriculum concerns, funding sources, industry-based certification requirements, and other issues about the school or particular programs. These committees have been a tremendous help to our staff, and we value their input. They have helped us in preparing students for entry-level jobs and/or post secondary training in career and technical education programs.
<b>McDonald's Educational Coupons</b> <i>Vitrano, Johnny Henry (P1)</i> St. Tammany Parish Boyet Junior High <a href="mailto:jhv@stpsb.k12.la.us">jhv@stpsb.k12.la.us</a>	We have made a contact with the local owner of our McDonalds restaurant, and they have sent us coupons to be given to students in our classes for reading, math, science, and perfect attendance, and honor roll. They sent us enough so that we can give out at least one per student for each nine weeks. The teachers use this as an incentive for the students for behavior or for extra effort.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>PARENTAL INVOLVEMENT</b> <i>Plans for Including Parents as Active Participants in Their Child's Schooling and in the Support of the School as a Whole</i>	
<b>Positive Communication</b> <i>Arnold, Trudy (P1)</i> Tensas Parish Newellton High <a href="mailto:tarnold@nls.k12.la.us">tarnold@nls.k12.la.us</a>	At Tensas Elementary School we believe that communicating with parents and keeping them informed about their children is a great incentive to keep the parents more involved in the education of their children. Therefore, each teacher is required to make a minimum of 10 contacts with parents each month. Five of the 10 contacts must be positive, and the contacts can be made through notes, phone calls, or conferences with parents. The teachers record these contacts on a "Positive Communication Documentation Form," which is turned in to me at the end of each month. I feel this practice promotes my belief that educating children today is a team project, which requires active involvement of the student, the parent/guardian, the teacher, and the school administrator. Our school mission statement reflects this belief ("Team work + Effort = Success at TES").
<b>Parent Newsletter</b> <i>Cole, Greg (AP)</i> Jackson Parish Weston High <a href="mailto:gcole@nls.k12.la.us">gcole@nls.k12.la.us</a>	The main problem of communicating with parents has always been that they never receive the information. We began writing newsletters by grade in the classrooms that are sent home every two weeks. For example, all eighth grade teachers meet and determine what will be written in their newsletter. The teachers put information about what is going on the classroom with homework, curriculum, behavior, and any other information. The parents are required to sign the back of the form and give feedback to the teachers. If parents do not sign, we call, and students lose recess time. Thus far, it has been a positive solution. We do still have problems with the parents of our weaker students.
<b>Homework "Hotline"</b> <i>Freeman, Willa (P1)</i> Natchitoches Parish Fairview Alpha <a href="mailto:willa@tigger.nat.k12.la.us">willa@tigger.nat.k12.la.us</a>	The Homework "Hotline" was already in place at our school when I became principal. After 3:00 p.m. the Hotline is turned on so parents can dial in and check to see if their child has any homework. There is no excuse now for students not to have their assignments. The only problem we have is with the teachers not keeping it updated. This is written into our School Improvement Plan, and parents love it.
<b>Success for All</b> <i>Gonsoulin, Mozella (P1)</i> St. Martin Parish St. Martinville Primary <a href="mailto:mozella_gonsoulin@stmartin.k12.la.us">mozella_gonsoulin@stmartin.k12.la.us</a>	I believe that one best practice at St. Martinville Primary is our Family Support Meetings. This was introduced to us with the implementation of Success for All. Our family support team is made up of the principal, SBLC chairperson, reading facilitator, behavior interventionist, and special services representative. We also invite our home-school coordinator, family service manager, and social worker to sit in on the meetings, as we deem necessary. The purpose of family support is early intervention. When students are experiencing problems in the classroom (academically, socially, or emotionally), teachers are able to refer them to family support for help. A letter is sent to the parents inviting them to attend the meeting. At this meeting, using a solution sheet, we work with the parents to come up with a plan of action that will help the student to be more successful in the classroom. The first things we always do are identifying the student's strengths and complimenting the parents for their involvement in their child's school life. This sets a positive tone, and then we address the areas of concern. The concern can be something as simple as a child not returning signed papers or something as severe as a child having temper tantrums and disturbing the learning environment. Our goal is to have everyone involved in helping the student be successful. We try to set goals that can be accomplished by the student. Everyone on the team, including the parents, has a specific role in the plan. We also try to end the meeting on a positive note so that the parent feels comfortable and attends the follow-up meetings. This has really helped to keep the lines of communication open between school and parent.

**Louisiana Principal Induction Program 2002 - 2003**  
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<b>PARENTAL INVOLVEMENT (cont.)</b>	
<b>Family Technology Night</b> <i>Higgenbotham, Lynell</i> (P1) Tangipahoa Parish Kentwood Elementary <a href="mailto:lynell.higgenbotham@tangischools.org">lynell.higgenbotham@tangischools.org</a>	This year is the first time that our school has hosted family technology nights. We divided them into two categories—one for grades PreK through three and one for grades four through six. On these nights, parents visit the classrooms to see the different types of technology the teachers are using to enhance learning. Our teachers use scanners, FlexCams, computers, InFocus machines, and digital cameras to enhance lessons. In order to boost attendance, we informed the parents that they would receive a 5x7 family portrait after visiting their child's classroom. Each teacher was given a coupon to distribute to the parents, and our school's technology facilitator set up in another classroom and waited for the parents and students to show up. They received their portraits that night.
<b>"Pow-Wow" Nights</b> <i>Kurkiewicz, Debra Slater</i> (AP) Caddo Parish Sunset Acres Elementary <a href="mailto:dkurkiewicz@caddo.k12.la.us">dkurkiewicz@caddo.k12.la.us</a>	At Sunset Acres Elementary School we have "Pow-Wow" math and "Pow-Wow" reading nights. We set up tutoring stations with all the materials necessary for parents to get involved. They get all of the manipulatives and games necessary to tutor their children in these areas when the child is away from the school setting. It is a great resource and gives us a chance to get to know the parents.
<b>Workshops for Parents</b> <i>Muse, Alcee</i> (P1) St. Helena Parish St. Helena Central Middle <a href="mailto:alcejr@centurytel.net">alcejr@centurytel.net</a>	At St. Helena Middle School we have instituted a series of workshops for parents. These workshops are offered in English/Language Arts, Science, and Math. The workshops are held once each month in one of the specified areas and are aimed at helping parents to become better informed on how to help their children. The workshops are two hours in length and are put on by the teachers of each department. These workshops have been very helpful in the homework area. Before, only 50% of our students would turn in homework. It has also helped to cut discipline problems by 50%. We are now preparing to add social studies to the list of subjects taught.
<b>Welcome Parents</b> <i>Painter, Linda</i> (P1) Livingston Parish Southside Elementary <a href="mailto:Linda.painter@lpsb.org">Linda.painter@lpsb.org</a>	At our school, we use a variety of ways to encourage parental involvement. We send an Activity Form home and also pass one out at Open House so that parents can sign up for a variety of activities. These range from helping with appreciation days, assisting in the copy room, helping with playground equipment, and staffing the Spirit Shop. Individual teachers also ask parents for help as needed throughout the year. We also invite parents each month to a grade level luncheon. For the luncheon, the grade level involved eats last, and the cafeteria staff prepare everyone's favorite meal of baked chicken and mashed potatoes. These luncheons are very successful and provide the parents, teachers, and students a chance to sit down together in a relaxed setting and socialize. Everyone involved seems to enjoy these luncheons. We have a high level of participation for them, and the students are proud to have their parents at school with them. Through these activities, we make parents feel welcome and a part of our school—an important ingredient in the education of our children.
<b>Homework Assignments on Web</b> <i>Parker, Phyllis</i> (P1) Catahoula Parish Martin Junior High <a href="mailto:pparker@nls.k12.la.us">pparker@nls.k12.la.us</a>	Our school has a web page where parents can check their child's homework assignments and tests on a weekly basis. The teacher posts the assignments every Monday afternoon. Parents can get online to check and respond to the assignments. We have had very positive response to our program.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>PARENTAL INVOLVEMENT (cont.)</b>	
<b>Teaching Lions Character</b> <i>Poulan, Rick (P1)</i> Lafayette Parish Lafayette Middle <a href="mailto:rrpoulan@lft.k12.la.us">rrpoulan@lft.k12.la.us</a>	This is a practice that we use to avoid a suspension and to get parents involved in their children's education. When one of our students reaches the point in his discipline when he should be suspended, a "Teaching Lions Character" (TLC) session is scheduled for the student and the parent. During the session, the facilitator models the behavior that resulted in the referral, and the student and parent are asked to write down what is wrong with this behavior. The facilitator then asks the student and parent what the appropriate behavior should be, and the student models this behavior. The parent and student are asked to "brainstorm" to make a list of inappropriate and a list of appropriate behaviors. A character video is viewed by the student and parent and discussed by the group. The session lasts from 2 to 3 hours. This is an opportunity for the parent to get involved and for the student to learn appropriate behaviors and consequences for inappropriate behaviors.
<b>Family Literacy Night</b> <i>Wide, Terri (AP)</i> Orleans Parish A.P. Tureaud Elementary <a href="mailto:tvpwide@bellsouth.net">tvpwide@bellsouth.net</a>	Family Literacy Night for six nights is a great avenue we use to help the parents, community, and school come together to improve student achievement. Each family night has a LEAP-21 component attached. Each grade level builds on that component from PreK through fifth grade and Special Education. The students and parents move from station to station obtaining the same information in numerous ways.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>PROFESSIONAL DEVELOPMENT</b> <i>Practices Developed Through the Implementation of an Innovation</i>	
<b>Staff Development Time</b> <i>Akins, Linda L. (AP)</i> Rapides Parish Alexander Middle Magnet <a href="mailto:akinsl@rapides.k12.la.us">akinsl@rapides.k12.la.us</a>	A minimum of 370 instructional minutes is required, but AMMS has 380 in the school day. This year we have banked that time and used it for a teacher inservice. The superintendent approved three student holidays that we used for teacher training—one for technology, one to prepare testing review materials, and one for teacher training with our wireless labs. We had a fourth day approved for April so that our teachers could attend the state middle school conference. Eleven of our teachers are presenting, and another 15 are going to attend at least Friday's sessions. Our Rapides Foundation Grant is paying for registration and travel expenses, and all but three of our core subject teachers are attending. Our district gives only one staff development day during the school year. This has given us a way to have teacher training throughout the year.
<b>Make a Video</b> <i>Breard, Janet W. (AP)</i> Ouachita Parish Ouachita Junior High <a href="mailto:breard@opsb.net">breard@opsb.net</a>	This year we instituted another procedure to enhance classroom instruction practices. With incentive monies, we purchased two video cameras and individual tapes for each teacher. The teachers are asked to sign up to use the cameras at least once a month. They videotape a lesson of their choice, view the lesson privately, and then fill out an evaluation. These evaluations are kept in my office under lock and key. No one views the tapes except the teacher, and I only review the self-evaluation to see if the process is working well. Most teachers find it helpful to "see and hear" their lessons. Even though we have an occasional teacher who complains about the procedure, for the most part, the innovation has been productive for enhancing classroom instruction.
<b>One Step Up and One Step Down</b> <i>Bucher, Karen (P1)</i> Jefferson Parish Hazel Park Elementary <a href="mailto:Karen.bucher@jppss.k12.la.us">Karen.bucher@jppss.k12.la.us</a>	After finding that teachers really didn't fully comprehend what the students were expected to know and do in the grade level below and above the one they were teaching, I decided to try something different on the last Staff Development Day. Teachers were given 45 minutes to meet with the teachers of the grade level below and another 45 minutes to meet with the grade level above the one they taught. The teachers were encouraged to discuss what the students were learning at the time and what they thought the students should be able to do when they left that grade and entered the next. Lists were made, and then the teachers scheduled a 30-minute observation of a teacher in the grade below and the grade above to be conducted on a planning period over the next couple of months. After the observation, I asked the teachers to submit a short synopsis of what they observed and what they learned from the observation. THE RESPONSE FROM THE TEACHERS HAS BEEN GREAT! They have enjoyed finding out more about the expectations in the other grade levels, learning new strategies, and getting to know each other better. I wanted to share this positive experience as a Best Practice!
<b>Teacher Knows Best</b> <i>Calhoun, Twainna F. (AP)</i> Ouachita Parish Riverbend Elementary <a href="mailto:tcalhoun@opsb.net">tcalhoun@opsb.net</a>	Each week, our teachers hold grade level meetings. I like this practice because there is decreased "lounge talk," little structure, and general visiting. These meetings are structured with the grade level chairpersons taking notes and turning the notes in with the signatures of all who attended. When the teachers feel they have relevant information to share, the teachers (per grade) will share some of their best or strongest practices with the rest of the faculty in a staff development meeting. For example, in November, our 2 <sup>nd</sup> grade teachers held an inservice on problem solvers, while this month 3 <sup>rd</sup> grade will conduct an inservice on vocabulary builders. I recently attended an inservice that discussed meaningful faculty meetings and staff development, and I remember the lecturer noting that teachers within the school are our "experts" on teaching. She stated that according to the National Staff Development Foundation, often schools and school districts spend money bringing an external person into the schools, telling us what's best for the students. Teachers are the experts, and they feel empowered when given the role to share their knowledge. I'm sure many of you may already use this practice, but for those of you who do not, try it!

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**PROFESSIONAL DEVELOPMENT (cont.)**

<b>Integrated Cluster Teaching</b> <i>Dotson, Lee (P1)</i> Rapides Parish Peabody Magnet High <a href="mailto:dotsonl@rapides.k12.la.us">dotsonl@rapides.k12.la.us</a>	<p>Our best practice of integrated curriculum is our most effective teaching strategy. Our teachers meet in their clusters (i.e., business and marketing, health and human services, arts and humanities, and engineering and industrial technologies) to integrate their academic and vocational curriculum. There are teachers from every discipline in every cluster. These teachers come up with innovative projects involving the different academic disciplines, as well as the vocational disciplines. The students have become motivated and much more focused. I think that this has been our only salvation. Our clientele has gone from students with no behavior problems and a C average or above to students with severe economic and emotional problems. We have, for the first time, a very large special ed population. These students are engaged in the learning processes.</p>
<b>LINCS</b> <i>Greer, Jan (AP)</i> DeSoto Parish Logansport Elementary <a href="mailto:jgreer@mail.desoto.k12.la.us">jgreer@mail.desoto.k12.la.us</a>	<p>At our school, Logansport Elementary, we became a part of the state-initiated LINCS Process (Learning-Intensive Networking Communities for Success). The intent of this project is to integrate the components of a high-quality, content-rich, professional development program that will initiate, support, and sustain change over time in the schools. This is achieved by evaluating and sustaining teacher and student content knowledge/performance in PK-16+ education through standards-based learning supported by quality professional development.</p> <p>By assessing standardized test scores, we found our school's overall weakness was in the area of Math; therefore, that became our faculty's focus. At LES, we met on a bi-monthly basis for at least an hour each time. One meeting was job-embedded and the other was held at during a faculty meeting. Teachers met in their assigned Whole-Faculty Study Groups™ to assess progress toward their project goals. One time per month, group leaders reported back to the whole faculty of activities focused on by each group. Through this project, we have been able to let teachers in our school visit other schools to explore/observe successful programs implemented that have shown positive student achievement, arranged for consultants to come in and model Math lessons, provided helpful information to teachers concerning current trends in Math education, and made provisions for teachers to observe innovative/hands-on Math teachers' lessons. In addition, we have provided staff development, which covered such areas as test preparation skills, using technology in the classroom, and incorporating manipulatives/hands-on activities in the classroom. We have seen much collaboration among teachers, teachers actually discussing ways to improve the delivery of subject matter, and sharing successes/failures experienced in the classroom while others shared solutions/suggestions.</p>
<b>Thinking Maps</b> <i>Brunson-Green, Shedrika (P1)</i> East Baton Rouge Parish Logansport Elementary <a href="mailto:sbrunsongreen@ebschools.org">sbrunsongreen@ebschools.org</a>	<p>At our school this year, we have instituted Thinking Maps. These are an excellent set of Graphic organizers and teaching tools that teach students skills in ways that help them to remember. There was a training session, and then every teacher, administrator, etc. began introducing one map per week. By the ninth week, the students were pro mapmakers, and they could explain the meaning of each map to anyone who asked. The Maps and the training came from Innovative Learning Group.</p>
<b>Teacher Self-Evaluation</b> <i>Guice, Christopher Todd (P1)</i> Ouachita Parish Ouachita Junior High <a href="mailto:guice@mail.opsb.net">guice@mail.opsb.net</a>	<p>Last summer we purchased camcorders to be used by our faculty. Each teacher was also given a blank "cam" tape to use, and once a month, teachers video one of their lessons. They take this video, and using a Self-Evaluation Form, evaluate their lesson using the same system checklist that is used by Central Office Staff and School Administrator's. This form is then turned in to the appointed Administrator. Another person never views this video, unless that teacher presents it. We have found that teachers can share lessons through these tapes. For example, if one of our science teachers presents a fabulous lab experiment, other faculty members can use this video and share it with their classes. One teacher told me that she had been teaching 25 years and had never seen herself teach.</p>



**Louisiana Principal Induction Program 2002 - 2003**  
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<b>PROFESSIONAL DEVELOPMENT (cont.)</b>	
<b>Faculty Meetings</b> <i>Hutchinson, Dina</i> (AP) Terrebonne Parish Ellender Memorial High <a href="mailto:dhutchinson@tpsb.net">dhutchinson@tpsb.net</a>	After a long day of work, few teachers stay attentive in after school faculty meetings, and in a high school coaches miss the meetings because of practice. Instead of after school faculty meetings, we now conduct planning period meetings on every other Wednesday. On the first Wednesday of each month we have an "informative" meeting. Teachers are told about upcoming events and are given an opportunity to discuss issues that are important to them. On the third Wednesday of each month we have a "staff development" meeting. The master teacher usually conducts this meeting and provides examples of effective teaching-technology, questioning techniques, burnout, classroom management, etc. The administration selects a staff development topic for each month. As the year progresses, we have fewer and fewer teachers "late" for the meetings. Holding the meetings during the school day has become very effective for us.
<b>Interdisciplinary Teaming</b> <i>Marsh-Sanders, Sabrina</i> <i>Deneen</i> (P1) Orleans Parish Landry Middle <a href="mailto:sabrina_marshall@nops.k12.la.us">sabrina_marshall@nops.k12.la.us</a>	Our teachers are scheduled into 3-member teams: 1 ELA Teacher, 1 Math/Elective Teacher, 1 Science/Social Studies Teacher. The teachers share a common planning time daily when students are scheduled to attend physical education. This is our second year. The teachers love the fact that they service a smaller number of students. Parents and teachers enjoy the fact that students are in small family like groups that enable parents to see all teachers at once when they come in for conferences. The classes are all next door to each other, so students don't move all around the building every period. This has helped to reduce class cutting, and it controls movement in the halls. We have done a lot of professional development for teachers to assist in the area of planning so that all teachers feel prepared to handle the content they are required to teach. We are continuing to schedule professional development that focuses on the premises set forth in the Turning Points document so that teachers can become more familiar with the special needs of the middle school youngster.
<b>Job-Embedded Staff Development</b> <i>McGuffee, Barbara</i> (AP) Catahoula Parish Jonesville Elementary <a href="mailto:barbaram@nls.k12.la.us">barbaram@nls.k12.la.us</a>	This year our Job-Embedded Staff Development is a part of our schoolwide plan. We are a K-4 school with 5-6 sections for each grade. We have our staff development day once a month, and we hire 5 to 6 substitutes. Each grade level meets for 1 to 1 1/2 hours with their grade level colleagues and the principal. They return to their class, and the substitutes move to a different grade level. We focus on a certain subject each time. Next year, we were planning curriculum timelines for Social Studies and Science and have also discussed such things as reading initiatives and boosting AR participation. We only had a portion of our faculty informed and trained. Since Job-Embedded Staff development days are now located on our campus, the entire faculty can meet and discuss issues. The principal plans and leads the day, and the teachers are appreciative that they are informed and still have their Saturdays!

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>PROFESSIONAL DEVELOPMENT (cont.)</b>	
<b>Self-Directed Staff Development</b> <i>Milam, Cheryl P.</i> (P1) Jefferson Parish John Adams Middle <a href="mailto:cheryl.milam@jppss.k12.la.us">cheryl.milam@jppss.k12.la.us</a>	<p>The National Staff Development Council has indicated that staff development should be differentiated for teachers to meet their individual needs and learning styles. Instead of inservices this year with the "one size fits all approach," each teacher submitted a proposal for his/her own staff development based on individual assessment of strengths and weaknesses on a rubric designed by Charlotte Danielson of "Components of Professional Practice" published by ASCD. They planned their staff development based on one or two components they wanted to improve. Those could have been related to instructional strategies, technology, classroom management, and communication with parents. They could have worked individually, in pairs, or in groups. They could have engaged in a variety of activities from watching videos, reading journal articles or books, attending or presenting a workshop, etc. At the conclusion of the activity, they completed a reflection piece (published by the NSDC) that asked such questions as (1) What knowledge or skills had they gained? (2) How would their professional practice change as a result of the activity? (3) What adjustments or modifications would they have to make with their students? (4) What resources or materials would they need? The teachers have engaged in high-quality, meaningful staff development that has carried over into their everyday practice. The quality, variety, and level of collaboration have been incredible. The teachers have made many comments such as "This has been the best staff development I've ever had because it was what I needed and what I was interested in." We forget sometimes that teachers are not on the same places in terms of their skills and knowledge of the components of professional practice.</p>
<b>Collaboration</b> <i>Newman, Glenda</i> (P1) Livingston Parish North Corbin Elementary <a href="mailto:Glenda.newman@lpsb.org">Glenda.newman@lpsb.org</a>	<p>We are a new school. We are all learning to work with one another for the first time. We have structured the school day so that grade level teachers are required to work with one another. All grade level teachers have the same duty day. In the morning they have grade level meetings when they are not on duty. They also have the same Physical Education break so they can plan together. Once a month, they meet in study groups, and study groups are across grade levels.</p>
<b>Strategic Instructional Model</b> <i>Redmond, Peggy</i> (AP) St. Tammany Parish St. Tammany Junior High <a href="mailto:Peggyredmond208@aol.com">Peggyredmond208@aol.com</a>	<p>My focus this year has been to help improve instruction for 600 students at our junior high school. As Assistant Principal in charge of Curriculum and Instruction, it is my job to implement a schoolwide professional development plan to include all core-subject teachers in grades 6<sup>th</sup> through 8<sup>th</sup>. Each month our teachers are trained in the Strategic Instructional Model (SIM) so they can teach the students learning strategies. This research-based content literacy program teaches our students "how to think" and become strategic learners across the curriculum.</p> <p>I see many advantages to this professional development plan. During the three-hour training session each month, not only are the teachers instructed in systematic learning strategies, they collaborate with their colleagues and share ideas. I attend every training session with my teachers so that they see me learning along with them. I think this sends them the message that I am committed to professional development, and this allows me to answer any of their questions during training.</p> <p>In addition to training our junior high teachers, we have included the 4<sup>th</sup> and 5<sup>th</sup> grade teacher from the feeder elementary schools, as well as teachers from the high school where our students will attend. This assures continuity for using the SIM Program for each student from the 4<sup>th</sup> grade all the way through high school. This professional development plan will take approximately three years to fully implement. To help secure funds to continue SIM training for our teachers, I submitted an 8(g) Grant to the Louisiana State Department of Education last month. I am hopeful that it will be approved. The goal of this long-range professional plan is to improve teacher instruction, increase student academic success, and improve our School Performance Score.</p>



**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**PROFESSIONAL DEVELOPMENT (cont.)**

**Writing Skills Across the Curriculum**

*Smith, Ann* (AP)  
Vernon Parish  
Pickering Elementary  
[settleit@worldnetla.net](mailto:settleit@worldnetla.net)

Three years ago some Pickering Elementary teachers received a five-year Rapides Foundation Grant. The goal of the grant initiative was to increase student achievement through improved writing skills with increased emphasis on writing across the curriculum. For the past two years, we have had visits by two Write Track consultants. During these visits, the consultants spent several days in our classrooms modeling for the teachers some of the writing strategies for enhancing writing skills across the curriculum. A very important component of this program is its emphasis on writing in all disciplines, and our entire faculty, including physical education teachers and music teachers, has been trained to use the strategies and has acquired an awareness of the correlation between effective writing skills and student achievement.

This year we have created a Core Committee of K-6 teachers made up of one teacher from each grade level, two teachers who have been instrumental in obtaining and administering the grant, and myself. These teachers, who plan to be at our school longer than 2 or 3 years, agreed to serve as mentors for the many new teachers joining our staff yearly.

The goals of the Core Committee are as follows:

- ❖ To formulate a scope and sequence, K-6, which articulates writing strategies to be used and skills mastered for each grade level.
- ❖ To devise a plan for “meshing” the Write-Track writing program with other curricular programs, such as the Shurley Method.
- ❖ To create a prescriptive plan for incorporating these writing strategies in all disciplines across the curriculum.
- ❖ To organize a staff development plan for training new teachers not only in the writing program but also in other curricular areas as needed.
- ❖ To set up a writing resource center in the Title I building. This will be a library of materials, ideas, lesson plans, etc., that teachers have found to be effective in carrying out the program. Materials will be available for teacher checkout and will be designed for use with all disciplines.

As part of the writing initiative, we have established a Parent Write-Night in which our parents join their children at the school. We serve an inexpensive meal followed by breakout sessions that parents and students attend together. At these sessions, our faculty members model various writing strategies. Then the parents join their children in a writing exercise. This has proven to be a highly successful school-community relation’s event as well as one more way to reinforce and support academic achievement.

Writing is being done on a regular basis in all classes to include science, social studies, music, and computer class. There are Write-Track displays such as vocabulary skills charts displayed in most of the classrooms. We have had several “Drop Everything and Write” initiatives in which every child in the school was asked to respond to the same prompt and write an essay at the same time schoolwide. Students are enabled, encouraged, and excited to be writing about what they are reading.

An overall goal of the program is to create an atmosphere of networking and sharing and shared responsibility for student achievement at all levels across the entire curriculum. Our test scores have improved, and we believe this is due in a large part to this program, which requires our children to develop and use skills that are needed to perform successfully on standardized tests. More importantly, we believe overall student achievement is on the rise.

**Louisiana Principal Induction Program 2002 - 2003**  
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**PROFESSIONAL DEVELOPMENT (cont.)**

<b>Implementing Curriculum Committees</b> <i>Stubbs, Mitch</i> (AP) St. Tammany Parish Pine View Middle <a href="mailto:mitch1036@aol.com">mitch1036@aol.com</a>	<p>I am at an excellent school. We are blessed to have some outstanding teachers that are doing some outstanding teaching in their classroom. Unfortunately, there is very little discussion taking place between the teachers. I am the new assistant principal at the school, and I have a very supportive principal. Both of these factors have allowed me the chance to bring some changes to the school. We are now in the process of implementing curriculum committees. At our last faculty meeting, I shared with the teachers that I would like input in the formation of these committees. I expressed that for teachers to grow and learn from each other, they need to have the forum to do so. I told them that if they wished to participate in how curriculum committees would be structured at our school, they should sign-up for the steering committee. About fifteen teachers wanted to participate. I then put invitations in those teachers whose input I believed might be beneficial. Our first meeting was a success. I shared research showing the need for these committees. Many of the teachers expressed that they are pleased that our school is moving in this direction, and I am excited about what the future holds.</p>
<b>Whole-Faculty Study Groups™</b> <i>VanSickle, Kaye</i> (P1) Highland Parish Highland Elementary <a href="mailto:kvansickle@ebschools.org">kvansickle@ebschools.org</a>	<p>My school is involved in LINCS Whole-Faculty Study Groups™. At the beginning of the year I put teachers in groups according to grade levels. I mixed K-2 together and 3-5 together. Every group had a teacher from a different grade level, an ancillary teacher, and an aide (about 5 teachers to a group.) After the meetings, the teachers share with their grade level. Every one is learning from every group. Another thing that has happened is the groups are starting to compete with each other. Trying to outdo each other has lead to wonderful group meetings. On a LINCS day teachers are talking in the hallway about how their group has worked. It has brought my faculty together across grade levels.</p>
<b>Teaching Reading as a Process</b> <i>Williams, Cindy</i> (P1) Caddo Parish Mooringsport Elementary <a href="mailto:cwill@softdisk.com">cwill@softdisk.com</a>	<p>Classrooms reflect emphasis on teaching reading as a process. We are following Best Practices in Reading using the IRA/NCTE Standards. Teachers model reading techniques. Students have many kinds of reading opportunities, such as, paired reading, literacy circles, independent, technology, projects, and cooperative groups. A variety of literature is utilized. Professional development for activity-oriented interactive learning is ongoing. We are participating in a program through the Alliance for Education called, "The Good Neighbor Project." We are able to share with our "neighbor" school through presentations, discussions, and visits for training purposes.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>TECHNOLOGY</b> <i><b>Programs and Strategies for Integrating Technology with Standards-based Instruction</b></i>	
<b>InTech Training</b> <i>Bond, Scott (P1)</i> Washington Parish Pine School <a href="mailto:sbond@wpsb.org">sbond@wpsb.org</a>	At our school, we have had eleven teachers trained in InTech this year. I have found that this training has helped the teachers find new sources of both individual and group work by taking advantage of internet research and technology applications in order to explore new ways to construct assignments. This not only can help with discipline, but also help our students complete assignments that relate more to both post-secondary education and the work place.
<b>Communication</b> <i>Childres, Cheryl (P1)</i> St. Tammany Parish Lyon Elementary <a href="mailto:cjc@stpsb.k12.la.us">cjc@stpsb.k12.la.us</a>	This is the first year all our classrooms and office have been networked so that everyone has access to a computer in their classroom that receives e-mail. All daily announcements, memos, and communications are sent through e-mail. At first, some teachers were not comfortable using the internet, but now everyone is fine. We have closed-circuit televisions throughout the school, and third grade students broadcast morning announcements daily from the library. The librarian is the producer and broadcast manager.
<b>Student Assessment and Individualized Student Profile Plan</b> <i>Franklin, Robert (AP)</i> Caddo Parish Accelerated Program for Transition <a href="mailto:rfranklin@caddo.k12.la.us">rfranklin@caddo.k12.la.us</a>	When students enter our middle school to high school transition program, they are placed in the assessment component of CompassLearning (C-PAS) system. The teachers use the diagnostic information gained from the results of the C-PAS examination to determine students' areas of needs and strengths to guide instruction. The following information summarizes the feedback process that guides instruction. <ul style="list-style-type: none"> <li>* Use Compass Assessment (C-PAS) to determine greater areas of instructional needs.</li> <li>* Develop an Individual Student Diagnostic Plan &amp; Profile.</li> <li>* Set goals and objectives for students within the plan.</li> <li>* Obtain parental and student input on the plan.</li> <li>* Match the students' needs with the appropriate curriculum resources (Compass Learning, Skillsbank 4, Steck Vaughn EDL, Encarta, worksheets, textbooks, etc.) that will address instructional needs.</li> <li>* Continually monitor and assess students' progress inclusive of generating and analyzing students' reports on Compass &amp; Skillsbank 4.</li> <li>* Use the analysis to refine, alter, and guide individualized instruction.</li> </ul>
<b>21<sup>st</sup> Century Communication</b> <i>Garrett, Sharon (AP)</i> St. Tammany Parish Lyon Elementary <a href="mailto:sasgarrett@charter.net">sasgarrett@charter.net</a>	Email is now the way of communicating at our school. We are lucky to have at least one networked computer in each classroom, and all daily announcements, memos, and communications are sent through email. At first some of the teachers who were not comfortable with the internet complained, but now everyone is fine. We also have closed-circuit televisions throughout the school, and morning announcements concerning the students are broadcasted daily from the library. The third grade students do the announcements and the librarian is the producer and broadcast organizer.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>TECHNOLOGY (cont.)</b>	
<b>MAC Trucks—Technology On The Roll</b> <i>Graham, Aloysius (P1)</i> Caddo Parish Atkins Elementary <a href="mailto:Agraham@caddo.k12.la.us">Agraham@caddo.k12.la.us</a>	Atkins Technology Elementary School is committed to providing our teachers, parents, and students with the most up-to-date means of accessing information and stimulating student achievement through hands-on technological resources. Teachers and students are interacting daily with mobile, wireless, and remote laptops in the classroom. They are accessing the internet to practice testing skills, research information, and communicating with similar school districts to compare and challenge students with learning strategies to improve student achievement. MAC Trucks may be used in individual classroom settings in grades 3-5, and soon K-2 students will have the same capability for wireless internet access. Parents and community partners are excited and are working to increase accessibility throughout our school.
<b>Communication</b> <i>Hergert, Joanne (AP)</i> Terrebonne Parish Broadmoor Elementary <a href="mailto:jhergert@tpsb.net">jhergert@tpsb.net</a>	At the beginning of the school year, one stand-alone computer was placed into every classroom in my school. Previously, we were not fortunate enough to have funds for computers anywhere else but in the computer lab. My goal was to teach everyone on the faculty to use e-mail. Though it may sound simple to some, this was a monumental task. The vast majority of the teachers at my school were not skilled at the use of a computer. I taught the basics of e-mail through daily memos. I assigned tasks each day, with each task getting considerably more difficult. Finally, I taught the faculty to print e-mail and to send attachments. As of January 23, 2003, Broadmoor's faculty is able to send e-mail throughout Terrebonne Parish's network. Teachers are now better able to communicate with each other and with me. This project has been a success!
<b>Family Technology Night</b> <i>Higgenbotham, Lynell (P1)</i> Tangipahoa Parish Kentwood Elementary <a href="mailto:lynell.higgenbotham@tangischools.org">lynell.higgenbotham@tangischools.org</a>	This year is the first time that our school has hosted family technology nights. We divided them into two categories—one for grades PreK-3 and one for grades 4-6. On these nights, parents visit the classrooms to see the different types of technology the teachers are using to enhance learning. Our teachers use scanners, FlexCams, computers, InFocus machines, and digital cameras to enhance lessons. In order to boost attendance, we informed the parents that they would receive a 5x7 family portrait after visiting their child's classroom. Each teacher was given a coupon to distribute to the parents, and our school's technology facilitator set up in another classroom and waited for the parents and students to show up. They received their portraits that night.
<b>Technology Enhanced Learning</b> <i>Moore, Elizabeth (AP)</i> Special School District #2 Westside Alternative <a href="mailto:ecm519@bellsouth.net">ecm519@bellsouth.net</a>	Being in a non-graded alternative setting, we have incorporated technology for two separate groups of students. The first targets were the G.E.D. students, and the second targets were the nonreaders. We have had great success using the computer lab for the G.E.D. students and using a laptop lab for the nonreaders. The G.E.D. computer lab is primarily used as a self-paced study with the teacher serving as a one-on-one tutor. The nonreader lab is used more for remediation and to allow phonics drills without embarrassment. Both have been very successful and are being looked at for duplication in our sister institutions.
<b>Technology Lab</b> <i>Smith, Jane (P1)</i> Richland Parish Rayville High <a href="mailto:jsmith@richland.k12.la.us">jsmith@richland.k12.la.us</a>	At midterm we will add a new "mini technology lab" available for all teachers to use with their classes. Right now, we have two complete computer labs that are used each period of the day for instruction. There is no class period in which teachers may take students to complete projects. Soon teachers will have a lab with 10-12 computers available for teacher/student use. Teachers will require all students to complete at least one technology project per year (ex. PowerPoint presentation). Now they will have the resources needed!

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**SCHOOL ENVIRONMENT**

***Strategies Addressing Classroom Management, Advisor-advisee Programs, Student Mentoring,  
Transition Practices, School Safety, Schools-within-a-school, and Peer Intervention***

<b>Classroom YearBook</b> <i>Boyd, Pat</i> (P1) Bienville Parish Castor High <a href="mailto:pboyd@nls.k12.la.us">pboyd@nls.k12.la.us</a>	<p>Teachers and students at CHS are documenting their year together by constructing an album for their classroom. Armed with digital cameras, children and adults capture all sorts of important events and activities that deserve to be remembered and celebrated. Each book contains an individual photo with writings for each student and, of course, many group "shots." Each picture is accompanied by pieces of writing from students. The photographs are placed in protective sleeves so that they can be enjoyed, read, and re-read. Entries have included: first day of school, parents' night, a visit from the firemen/truck, losing a tooth, our science project, our new forts, our parties (Halloween and Christmas), our trip, social studies project, math hunt, etc. Youngsters enjoy working with the cameras, but they love seeing their pictures and writings preserved for all to view. Visitors to the classrooms also have been impressed. They make positive comments about how personal the books are and how proud the children are of their work. I've asked teachers to reflect/evaluate and improve the idea for their classes next year.</p>
<b>Meetings for ALL Staff Members</b> <i>Caldwell, Marilyn</i> (P1) Caddo Parish Summer Grove Elementary <a href="mailto:mcaldwell@caddo.k12.la.us">mcaldwell@caddo.k12.la.us</a>	<p>This 'Best Practice' does not relate directly to curriculum or instruction, but it does make a difference in the daily operation of our school. Staff meetings occur quite often—grade level meetings, grade chairmen meetings, SPED meetings, etc. These directly effect student achievement; however, this year I began monthly meetings with our custodial staff. This includes the head custodian, assistant, and our three sweepers. These members of our school staff have provided me with wonderful ideas on improving our school. They are quite observant and give me a different perspective and insight. Their jobs are extremely important and are vital to the comfort and safety of our teachers, boys, and girls. We depend on these folks for clean classrooms, restrooms, and playgrounds! Also, the physical appearance of a school makes a lasting impression on any visitor. The custodial staff is the key! I appreciate and respect these workers so very much!</p>
<b>Orientation Day</b> <i>Curole, Mary</i> (P1) Lafourche Parish South Lafourche High <a href="mailto:mcurole.slhs@lafourche.k12.la.us">mcurole.slhs@lafourche.k12.la.us</a>	<p>This school year, our school system allowed the high schools to have "new" students only report on the first day of school. We met with them in small groups to tour the building, listen to helpful hints on how to survive high school, advise them of rules and regulations, etc. The afternoon was spent going to their classes and meeting their teachers. Orientation day was a great success. It gave the underclassmen a sense of confidence, was less stressful, and much appreciated!</p>
<b>Developing Test Questions</b> <i>Hammett, Randy</i> (P1) Ouachita Parish Ouachita Parish High <a href="mailto:hamett@mail.opsb.net">hamett@mail.opsb.net</a>	<p>We are presenting information to teachers during our faculty inservices about constructive response questions that students will be seeing on the GEE test. We have worked with our teachers to help them develop good questions for their tests. At the last inservice, teachers were asked to bring multiple-choice questions that we worked on to develop good constructive response questions. We also asked them to bring discussion questions and worked on developing good multiple-choice questions.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**SCHOOL ENVIRONMENT (cont.)**

<b>Transitional Video</b> <i>Heinen, Arlene</i> (AP) Jefferson Davis Parish Welch High <a href="mailto:arheinen@jeffersondavis.k12.la.us">arheinen@jeffersondavis.k12.la.us</a>	I am at a 9-12 high school. We have three digital cameras at our school, and the librarian and I take pictures at school and at all school functions. The librarian utilizes students with a free period to help her create a PowerPoint of all pictures from the first day of school in August to graduation in May. She adds music and creates a video. The video is shown at our Awards Day held in May, even though graduation pictures have not been added yet. After graduation, the video is completed, and copies are made on CD or VHS. Students can purchase a copy, which is similar to a yearbook. The video is then used in August for Freshman Orientation to help new students see the types of activities that take place in high school. We have pictures of the Physics class competing in their egg drop activity, pep rallies, dress-up days, community service projects, etc. We also begin the freshman video with pictures of the school campus, administrators, and teachers. It has been a great success at our school! (We also print most of the pictures we take and place them on bulletin boards around campus. The students love to see pictures of themselves and friends around school.)
<b>Stand Up Meetings</b> <i>Labruzzo, Kris</i> (AP) Jefferson Parish A.C. Alexander <a href="mailto:kris.labruzzo@jppss.k12.la.us">kris.labruzzo@jppss.k12.la.us</a>	At my school, I meet daily with the custodial and secretarial staff every morning for a five to ten-minute stand up meeting at the front counter. During this conference, the activities from the previous day and the tasks for the day are discussed. This meeting allows everyone to understand the other's tasks, and we work together to solve any problems that someone is concerned about. I also meet with the teachers at least once a month during their planning period to do the same thing. The short meetings with the teachers allow me the opportunity to hear the concerns of one grade level at a time. This also prevents the monthly faculty meeting to turn into one long complaint session.
<b>Language of Virtues</b> <i>Lord, Bonnie</i> (P1) Rapides Parish Cherokee Elementary <a href="mailto:lordb@rapides.k12.la.us">lordb@rapides.k12.la.us</a>	We've made a commitment to improve character at our school. We promote core virtues--honesty, self-discipline, perseverance, compassion, respect, giving, and responsibility. Banners hang in the school lobby. Our students sign a "compact" at the beginning of the school year. The parent, teacher, and principal sign it as well. Teachers read literature, which reflects the virtues. Every classroom has a "buddy" classroom, (ex. a 1 <sup>st</sup> grade and a 5 <sup>th</sup> grade), giving them opportunities to share, model, mentor, etc. Students also are involved in service projects, such as nursing home visits. The language of virtue is spoken through words and actions. Great results!



**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**SCHOOL ENVIRONMENT (cont.)**

**Mock Active Shooter on Campus Drill**

*Terrebonne, Gregory* (AP)  
Lafourche Parish  
South Lafourche High  
[gterrebonne@lafourche.k12.la.us](mailto:gterrebonne@lafourche.k12.la.us)

On December 2, 2002, South Lafourche High School conducted a "Mock Active Shooter on Campus Drill." This drill was conducted and coordinated with the following agencies: Lafourche Parish Sheriff's Office, Lady of the Sea Hospital, Lafourche Ambulance District No. 1, Lafourche Parish Fire District No. 3, Greater Lafourche Port Commission, and 911. This day was a Professional Day for teachers, and therefore no students were at school that day.

We held three meetings with the above agencies to prepare for the drill by doing the following: set up goals and objectives, write out a script for the drill, determine and detail each agency's duties and responsibilities, review lockdown procedures for the school, and address any other concerns and/or details. We reviewed our lockdown procedures with our faculty and also the schedule for the entire day. Each classroom was provided with a small bag of supplies, which included bandages, rubber gloves, a flashlight, paper towels, band-aids, and a bag.

The script included what time the drill was to begin and end, how many casualties and other injuries we were going to have and their locations, how many hostages were going to be held and in what classrooms, the responsibilities and duties of teachers, administrators, and staff, and coordination of communication.

The drill began at 8:00 a.m. when the shooter entered the school and began shooting. Immediately we went into a lockdown and called 911, and our preparedness plan was put into action. The Sheriff's Department arrived and took control of the scene. Their SWAT team and hostage negotiations team were brought in at the appropriate time. The ambulance district set up triage to treat injuries and transport wounded to the hospital emergency room where doctors were waiting. Fire trucks were on the scene, as were port commission personnel. At 11:00 a.m., the drill ended when the shooter surrendered. After a cooling-off period and lunch, all agencies involved met with our faculty and staff for a debriefing. At this time, we were all able to critique the entire drill. We discussed what went well and what needed to be improved upon. At 2:30 p.m., we dismissed for the day.

All teachers and staff at South Lafourche High and all the agencies that participated felt the drill was a great success. By having gone through this drill, our feelings are that we have gained valuable knowledge and are better prepared to handle any type of crisis.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>STANDARDIZED TEST PREPARATION</b> <i>Programs or Strategies to Help Prepare Students for Standardized Testing</i>	
<b>Accelerated Tutoring</b> <i>Branch, Randy M. (P1)</i> Washington Parish Angle Junior High <a href="mailto:rbranch@wpsb.org">rbranch@wpsb.org</a>	This year we had advanced classes for after-school tutoring in math and ELA. We first set criteria for math and ELA eligibility. We used a stanine of 7, 8, or 9, on the 7 <sup>th</sup> grade IOWA. The math and ELA teachers provided a tough advanced curriculum. The parents were excited because most LEAP tutoring is for remediation purposes. What we are trying to do is to raise these students to the level of Proficient or Advanced. Since this was the first year of our advanced tutoring class, I'll have to let you know how it worked.
<b>To Test or Not to Test</b> <i>Burgess, Gawan (P1)</i> LaSalle Parish Fellowship Elementary <a href="mailto:burgessgawan@hotmail.com">burgessgawan@hotmail.com</a>	We have started at our school, as several others in the parish, having "test talk." I have met with each 4 <sup>th</sup> and 8 <sup>th</sup> grader already this year and have taken a copy of his or her Iowa scores and color-coded the results sheet: green is for strong areas, yellow is for areas we need to watch, and pink is for low areas. We then look at each area and see where the strengths and challenging areas are. The student and the teacher get a color copy. My plans are to see the other grades when we get back from break. Schools that I have talked to that are using this say that I will see students' scores rise.
<b>College Consortium</b> <i>Dejean, Nadine (AP)</i> Jefferson Parish L.W. Rippel Elementary <a href="mailto:nadine.dejean@jppss.k12.la.us">nadine.dejean@jppss.k12.la.us</a>	In an effort to assist students improve their Leap scores as well as improve our school's grade, my school has entered into an agreement with a local college to implement an after-school tutoring/enrichment program for students who meet certain criteria. The student teachers are presently enrolled in the Clinical Practicum course, which involves one-to-one teaching every Tuesday for at-risk students and/or students who need to reach proficient or advanced scoring on the LEAP-21 test. The college student teachers earn credit hours for this hands-on program. Our students and school benefit, and the parents are very appreciative for the "free scholarship" given to their children. At present, 18 of our students participate in the program. There are certain guidelines that parents and students must agree to, and a contract is signed by all parties. This also allows colleges to participate in community service. The Clinical Practicum course was implemented for the first time this year, and it is very positive so far.
<b>Reading Comprehension</b> <i>Genco, Ronald (P1)</i> Tangipahoa Parish Independence High <a href="mailto:ronald.genco@tangischools.org">ronald.genco@tangischools.org</a>	Reading comprehension was our lowest area on our 9 <sup>th</sup> grade IOWA and 10 <sup>th</sup> grade GEE-21 tests. We decided to incorporate weekly reading assignments into our lessons. All subject areas have a designated week for assignments. The faculty met as departments and made a list of topics that could be used for their weeks. The first day the teachers returned, they were given a calendar of the departments' schedules. Each Monday, the previous week's topic is turned in, the first-hour teacher chooses a new topic from the list, and the topic is put on the board for the students. We provide a form for the students to fill out after they read the article. The students summarize the article and answer the typical who, what, when, and where questions. The article can be found in any magazine, paper, or any other reading material. Science was the assignment this past week. A teacher could have chosen such topics as earthquakes, astronomy, famous scientists, and weather, to name a few. The student was to find an article, read it, summarize it, and have it ready for the next Monday. Then, the cycle starts over with another subject.
<b>LEAP and IOWA Test Prep</b> <i>Hall, Shannon (AP)</i> Livingston Parish Southside Junior High <a href="mailto:shall@lpsb.org">shall@lpsb.org</a>	Our LEAP-21 and IOWA Test Prep began at least three weeks prior to testing. They determined student promotions and evaluated the school's performance. Students were rewarded with extra recesses for good attendance during the week. When attendance was 98 percent or above, students had an extra morning recess. All students who attended every day of the three-week period were also included in a drawing in which one student at each grade level was awarded a Blockbuster gift certificate. As an additional bonus, the students earned a non-uniform day on the last Friday and a Bluebell ice cream during recess. A pep rally was held to help motivate the students to do their very best on the LEAP-21 and IOWA test. Eighth graders were offered six nighttime LEAP-21 help sessions taught by 8 <sup>th</sup> grade teachers. Different sessions were held each night, and students could dress comfortably and bring snacks and drinks. The number of students in each session varied from 30 to 65. During the testing week, students could attend a Test Rest, where they got to attend an activity such as softball, football, basketball, movies, etc., and have fun after testing. This year we made t-shirts to wear during the testing week. "We're ready. Bring it on!" was emblazoned upon them.



**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>STANDARDIZED TEST PREPARATION (cont.)</b>	
<b>Developing Test Questions</b> <i>Hammett, Randy</i> (P1) Ouachita Parish Ouachita Parish High <a href="mailto:hamett@mail.opsb.net">hamett@mail.opsb.net</a>	We are presenting information to teachers during our faculty inservices about constructive response questions that students will be seeing on the GEE-21 test. We have worked with our teachers to help them develop good questions for their tests. At the last inservice, teachers were asked to bring multiple-choice questions that we worked on, to develop good constructive response questions. We also asked them to bring discussion questions that we worked on to develop good multiple-choice questions.
<b>Leap and Iowa Conference</b> <i>Hygh, Afreda</i> (AP) Orleans Parish McDonogh #28 Middle <a href="mailto:AHygh@nops.k12.la.us">AHygh@nops.k12.la.us</a>	Since testing occurs immediately following the Mardi Gras holidays in New Orleans, I suggested and then shared with the faculty at McDonogh #28 Middle School Learning Academy, the idea of LEAP Retreat. The purposes of this event primarily were: 1. To continue to motivate and to provide encouragement to students prior to testing, inspiring a "CAN-DO ATTITUDE" for the week of March 10-14, 2003. 2. To provide students with any necessary reminders and immediate feedback related to LEAP-21 and ITBS testing and what they should expect. 3. To continue review of essential test taking skills, as related to the LEAP-21 and ITBS. 4. To continue boosting and increasing students' overall confidence and self-esteem in their abilities to successfully pass the LEAP-21 and ITBS. 5. To provide mini Math, Language, Social Studies, and Science workshops related to possible test item selections. A planning committee was established for our school's first LEAP and Iowa Conference. All of our students attended the retreat. Teachers planned excellent activities that related to our state and local standards and benchmarks and that were also closely connected to LEAP-21 and IOWA test items. These lessons were also of interest to various types of learners (auditory, tactile, visual, musical, etc.). Students were engaged in the activities and were excited about their new learning experiences. The change in climate and school setting at the Morial Convention Center also served as a plus. Students were also served lunch and received recognition for commendable academic, behavior, extra-curricular, and volunteer efforts achieved during the first semester of school. Our Principal, Mr. McCrary, served as a motivational speaker. He informed students that they were being transformed into better students, scholars in the making. Mr. Kelvin Adams, our Executive Director, also spoke and informed the audience that we were the only school in the entire district preparing for testing in the manner that he observed. McDonogh #28 Middle School Learning Academy's first LEAP-21 and Iowa Conference, with the help of the entire faculty, staff, and student body population, was a great success!!

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>STANDARDIZED TEST PREPARATION (cont.)</b>	
<b>Power Hour</b> <i>Sanders, Sharon</i> (AP) Ouachita Parish George Welch Elementary <a href="mailto:sanders@opsb.net">sanders@opsb.net</a>	<p>In this age of high stakes testing, one of our goals is to equip our students with the knowledge and skills necessary to achieve success on standardized tests. To give a boost in confidence and skills, we at George Welch incorporate a program called “Power Hour” for 8 – 10 weeks prior to testing. The first step in implementing the program is to identify the specific areas that need improvement based on prior testing data. For example, in our fourth grade, we decided that the areas of algebra and measurement needed addressing and, therefore, would be our target for Power Hour. In third grade, we zeroed in on reading skills to improve comprehension, vocabulary and vocabulary usage. Next, we use the Student Data Management system to group students according to stanines based on their total math or reading IOWA scores from the previous year. Instruction is geared to accommodate the needs of each group by either reteaching or enriching the concepts presented. We then utilize all available staff to teach concepts in the target areas, as well as components that we feel need revisiting. Members of the Power Hour teaching staff include the grade-level teachers, language teacher, resource teacher, gifted teachers, computer teacher, and the assistant principal. A lesson is designed by each member to be presented to a different group each week. To alleviate confusion on how to rotate each week, a designated board in the classroom displays group members listed under the teacher responsible for their lesson that week. We hope that in giving this additional time to “double dip” into certain areas across the curriculum, especially math and language arts, a student may be able to grasp a once problematic concept. The method in which something is presented, or the person presenting, could be the key to making things “click” for the student.</p>
<b>Best Practices</b> <i>Smith, Debbie M.</i> (AP) Caldwell Parish Caldwell High <a href="mailto:dksmith@bayou.com">dksmith@bayou.com</a>	<p>As part of our 2002-2003 School Improvement Plan at Caldwell Parish High School, we have implemented after-school tutoring for all students and Super Saturdays designed especially to help students be successful on all parts of the GEE-21. Our goal is to improve scores, to have a higher rate of students passing these exams the first time they take them, and to help students that fail them once become successful the next time they take the test.</p>
<b>Test Talks and Data Walls</b> <i>Windham, Scott</i> (AP) LaSalle Parish Jena High <a href="mailto:swindham@lasallepsb.com">swindham@lasallepsb.com</a>	<p>After attending the Fall 2002 Educators Leadership Institute sponsored by The Rapides Foundation, insight was gained about the importance of using the data from standardized tests to motivate and inform students of their strengths and weaknesses. Since the Brazoport Schools found this best practice to be effective in improving their school's test scores we decided to incorporate these ideas in our high school. We began the process by holding a hands-on faculty meeting where we discussed and worked with the faculty on test talk procedures. Our teachers worked with the data and made copies of the data for each student in his or her first block class. The teachers were given a time frame in which to sit down with each student individually and highlight their strengths and weaknesses, to pinpoint areas for improvement. Students were encouraged to improve in their strong areas and to bring up their weak areas. Every student that took the IOWA and LEAP-21 tests at our school was included in the Test Talk. We are very anxious to see how well our scores have improved. Also this year we used Data Walls. Every teacher is required to post results of standardized tests in chart form in their classrooms pertaining to the subject area they teach. Some teachers even put all the results up in their rooms. The IOWA and LEAP-21 results are also displayed in the main entrance of the school. Teachers use these charts to help students and parents realize the improvements needed. Data Walls provide an everyday remembrance of where we are and what areas we need to work on in order to increase our scores. I would recommend this best practice for any school.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**STANDARDIZED TEST PREPARATION (cont.)**

**Test Talks**

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Jena Elementary  
[dbigner@lasallepsb.com](mailto:dbigner@lasallepsb.com)

One best practice we have put into action in our school this year is using our data from The IOWA Tests to enhance instruction. We have created "DATA WALLS" that use the data from the IOWA testing information. The data listed is divided into the different categories: Language arts, Reading, Math, Science, Social Studies, and Information sources. We compared the information for the last three years and left room to compare the new scores for the next two years. The second type of Data Wall we are using represents our school's absentees for the year, and the third Data Wall compares our School's Accountability Score. We used a bar graph for this information. The Data Walls are really noticed by parents as they visit the school. They stop to ask questions, and this gives us the perfect opportunity to explain the importance of parental support with school testing. The students have been studying the walls also. After explaining to them that we have seen an increase in scores in the last three years, they become excited and decide that this year's class will increase the score from last year. We are also holding "Test Talks" with our third grade class. Each third grade student visits the office and talks with either the Principal or Assistant Principal about last year's IOWA scores. The students highlight their scores using different colors for high scores, average scores, and low scores. Then we talk with them about how well they are doing in certain areas and explain the areas on which they need to work. We then put the results in a page protector for the student to use in the classroom. Before the students return to class, they receive certificates for participating in "Test Talks." While in class, the student can pull out his/her data sheet to see if today's lesson is on a subject area where extra help is needed.

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

**SCHOOLWIDE PROCEDURES**

*Procedures That Shape the School's Instructional Climate*

<p><b>Increasing Vocabulary Skills</b>  <i>Baker, Marilyn Clynette</i> (P2)  Tangipahoa Parish  Crystal Academy  <a href="mailto:marilyn.baker@tangischools.org">marilyn.baker@tangischools.org</a></p>	<p>Our school's faculty agreed that student vocabulary was below average and decided to address the need. We decided to introduce a new word to the student body each day of school for the rest of the school year. A student will spell and pronounce "The Daily Word" over the intercom each morning, and it will be posted each day on the cafeteria bulletin board at breakfast. Each teacher will have "The Daily Word" either written on the chalkboard or posted somewhere visible to students in the classroom, and the words will also be posted on sentence strips. "The Weekly Words" will be given as bonus words on either weekly English or spelling quizzes. Unannounced rewards will be given randomly to those students who use the words correctly in daily conversation, spell the words correctly on quizzes, and know what the words mean. It was also agreed that the faculty would use "The Daily Word" as much as possible when teaching. The entire faculty voted to reinforce this procedure in every class setting. An assembly was held to explain to the students the procedures developed by their teachers and principal.</p>
<p><b>Students Leaving Early</b>  <i>Balthrop, Charles</i> (P2)  Vernon Parish  South Polk Elementary  <a href="mailto:cbalthro@vpsb.k12.la.us">cbalthro@vpsb.k12.la.us</a></p>	<p>One of the issues raised by our teachers was parents checking out students early. Teachers were concerned about the amount of valuable "instructional time" these students were missing, not to mention the work that had to be made up. We implemented a new policy stating that students with appointments had to be checked out prior to 2:00 PM, and, upon returning to school the next day, they had to have a note from the doctor, dentist, etc. The student checking in without a note would be considered unexcused for the period missed and would not be able to make up the work. The toughest part was the first two weeks of implementing the policy. Now that everyone knows the procedures, our attendance in the afternoon has been improved drastically.</p>
<p><b>Parent-Teacher Conferences</b>  <i>Barclay, Jennifer S.</i> (P2)  Livingston Parish  Denham Springs Junior High  <a href="mailto:Jennifer.Barclay@lpsb.org">Jennifer.Barclay@lpsb.org</a></p>	<p>When a parent calls to request a conference, a counselor from the guidance office schedules it. Since the teachers are in teams, and each team teaches a particular group of students, the parent has the option of meeting with one or two teachers, or with the entire team at one time. Scheduling the conferences with one counselor has eliminated conflicts and "double bookings" for teachers. We also limit our conferences to 20 minutes.</p>
<p><b>Opening of School</b>  <i>Barnickel, Barbara</i> (P2)  Vernon Parish  Pickering High  <a href="mailto:bbarnick@vpsb.k12.la.us">bbarnick@vpsb.k12.la.us</a></p>	<p>We found that the first two weeks of school were lost on administrative tasks in the classroom instead of instruction. My librarian and I attended a presentation last spring by the principal of Bolton High School in Alexandria on how Bolton gets ready for the new school year. We piloted the process and found it to be a tremendous success. We set aside four days prior to school in which students by grade level would be able to pick up their schedules and textbooks, purchase ID cards and locker plans, and pay their lunch fees or any extra curricular fees. The local business that sells our PE uniforms sets up a table for the sale of uniforms. The PE teachers said that this was the first year that most kids were dressed out during the first week of school. Students that owed fees from the previous year for textbooks and library books were not allowed to have their new schedules until late fees were paid or books returned to the school. The counselor was able to work out most schedule conflicts prior to school, since the students saw their schedules ahead of time. Getting the word out to the public, to include the teachers, was easy. My yearbook sponsor designed a flyer with the schedule, and all the details were sent to the newspapers and radio stations. The flyer was blown up to poster size and placed in the local area churches and businesses. I scheduled interviews with the two local radio stations to talk about the process. Over 85% of our student body showed up on the designated days. Teachers were informed throughout the summer when they came by to visit. I called a few that I knew would volunteer their time to help. I explained what had taken place to all faculty and staff in my welcome back letter. This year, we will have our "Back to School Days" planned before the close of school, and we will mail the schedule home with the last report card.</p>

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**Noteworthy Best Practices**

**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>School Procedures</b>  <i>Blanchard, Allen (P2)</i>  St. Martin Parish  Cecilia Junior High  <a href="mailto:allen_blanchard@stmartin.k12.la.us">allen_blanchard@stmartin.k12.la.us</a></p>	<p>Each school in the parish is required to submit a plan for schoolwide procedures to the central office and have this plan in place at the beginning of the school year. The Cecilia Junior High plan consists of some of the following procedures.</p> <ol style="list-style-type: none"> <li>1) Students are required to line up, according to homeroom, outside of the building, and the students are escorted to the classroom and allowed to go to their lockers in groups. This has cut down on the number of problems that we were having, and the school is much more organized. In the mornings, we were having trouble getting the students into the building without crowded doorways and slow movement. Dividing the school into wings with an eighth grade wing and a seventh grade wing has cut down on the number of problems and on the amount of traveling taking place between classes.</li> <li>2) Teachers are required to have a daily problem on the board when the students walk into the classroom.</li> <li>3) Teachers are required to have their procedures for entering and leaving the classroom clearly displayed in the classroom.</li> <li>4) All teachers are required to be in the middle of the hall during class exchanges to help monitor behavior in the halls.</li> </ol> <p>These procedures have helped greatly in reducing the number of problems and in decreasing the amount of confusion around the school on any given day. We piloted most of these procedures at the end of the school year last year, and with faculty member discussion, we were able to remove things that did not work and improve on things that worked. A final plan of the procedures was presented to the faculty at the opening faculty meeting at the beginning of the school year. My Assistant Principal and I monitor most of this by being out in the halls and outside on duty. Teachers not following procedure are corrected politely and quickly. I am also in the classrooms at least once a week and check on the classroom procedures, to ensure that they are being implemented.</p>
<p><b>Clip It To Door</b>  <i>Bonin, Michael (P2)</i>  Iberia Parish  Iberia Middle  <a href="mailto:mibonin@iberia.k12.la.us">mibonin@iberia.k12.la.us</a></p>	<p>One problem we were having at Iberia Middle School was too many students out on the halls at any given time. In an attempt to eliminate some of the student traffic, we implemented a procedure that would keep students in the classroom. The highest traffic time was first thing in the morning when the lists of absentees from each teacher's classroom were being sent in to the office. We now have teachers clip their absentee sheets on a clip attached to each door. Five minutes after the bell sounds, 2-3 students from the severe profound special education classes walk around with a paraprofessional to pick up the sheets and take them to the office. This same procedure would also eliminate students coming to the office at all hours of the day with checkout slips. Three times during the day we will have one of these students from the special education classes pick up these checkout slips and take them into the office. The procedure will be discussed during the team leader meeting, and the team leaders will take the information back to their team members.</p>
<p><b>Remove and Conquer</b>  <i>Bridges, Earline (P2)</i>  Jefferson Parish  Westwego Elementary  <a href="mailto:earline.bridges@jppss.k12.la.us">earline.bridges@jppss.k12.la.us</a></p>	<p>At Westwego Elementary School, we have teams of teachers who assist each other in discipline. Each teacher has an option of removing a student, with assignments, to a nearby classroom for a period of 30 minutes. For some students, removal to the office for thirty to sixty minutes is necessary. There is a table in the office area for students who have been removed, and the students know what is expected of them. For the extreme cases, there is a suspension from school. The removal to a nearby classroom minimizes the distractions for others and also affords the student being removed the opportunity to continue his assignment with assistance from the neighboring teacher.</p>

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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Calls to Parents</b> <i>Brouillette, Dale</i> (P2) Tangipahoa Parish Tangipahoa Magnet High <a href="mailto:dale.brouillette@tangischools.org">dale.brouillette@tangischools.org</a>	One of our biggest problems in our night alternative high school is attendance. Over the years, we have tried just about everything to increase our attendance. It is really hard to keep the kids motivated to come to school, since the majority are dropouts. Since we have no transportation provided, many parents were letting the kids use their cars to come to school. The teachers decided that they would like to start a calling system. Once a week they hold each other's class for about 30 minutes while the other teacher calls all the parents of students that have been absent. The teachers provide me with a list of the calls, and I also sit in on parent conferences. This has really helped our attendance.
<b>Give-Me-Five</b> <i>Broussard, Kim</i> (P2) Calcasieu Parish Ralph F. Wilson Elementary <a href="mailto:kim.broussard@cpsb.org">kim.broussard@cpsb.org</a>	One procedure that was adopted at Ralph Wilson Elementary comes from Harry Wong's "Give Me Five." This procedure is used to get attention and to control noise levels. It is a 5-step procedure that is used in the classrooms and schoolwide activities in PreK through 5 <sup>th</sup> Grade classes, including Special Education. The speaker raises his/her hand. Students are to stop and raise their hands to show that they recognize the speaker and that the speaker has their attention. A second procedure that is used schoolwide is called "Quiet Zones." Students are to remain quiet in the cafeteria, hallways, and restrooms. The reason these procedures are used was explained to the students, and it came down to "RESPECT." Another procedure used schoolwide is the "flow chart," which is what is known as a "Quality Tool." In the school, we have a morning procedure for breakfast and duty that is posted and part of our schoolwide procedure. Each classroom has a flow chart for procedures from sharpening pencils, to getting books, to after-school dismissal. We find all of the procedures to be very effective with most students. Our parents are also familiar with the procedures and follow them when they are in our school.
<b>Lesson Plans</b> <i>Brown, Edward</i> (P2) St. Landry Parish Eunice Junior High <a href="mailto:eunicejr@slp.k12.la.us">eunicejr@slp.k12.la.us</a>	Our school is comprised of grades seven and eight. With the LEAP-21 as one of our main focuses, it is imperative that all lesson plans are in good order. It is our policy at Eunice Junior High School to have teachers submit lesson plans to their department heads for approval, before submitting them to the administrative office. Also, copies of all lesson plans must be distributed to our Resource Department, so the resource teachers are able to plan for those students with special needs. Department heads obtain lesson plans from teachers on Friday of each week, review them, and submit them to the office by Friday afternoon. By Monday morning, plans are reviewed and signed by the administration. We have found that this system is quite efficient. It allows the department chairpersons (heads) to network and to remain abreast of exactly what is going on in classrooms. It allows an opportunity for comparisons to be made, as well as for monitoring progress regarding state curriculum mandates.
<b>Non-Negotiable Behaviors</b> <i>Butler, Mildred</i> (P2) St. Charles Parish Carver Elementary <a href="mailto:mbutler@stcharles.k12.la.us">mbutler@stcharles.k12.la.us</a>	At Carver, we were having problems with students complaining that some teachers were unfair or that no one had told them about the rules. My faculty developed and agreed upon six non-negotiable behaviors that are posted in all classrooms and in our hallways. These were taught to our students and shared with our parents: (1) Students will use appropriate language and actions. (2) Students will display appropriate behavior at all times. (3) Students will be on time and prepared for class and school. (4) Students will not write on or destroy school property, school materials, themselves, or others. (5) Students must have an official pass for hall movement. (6) The chewing of gum and eating of candy (or any other food item) will not be tolerated. By setting these expectations and teaching them to our students, we have cut referrals by 25%.



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**SCHOOLWIDE PROCEDURES (cont.)**

<b>Student Recognition</b> <i>Camardelle, Rhea Rivet (P2)</i> Ascension Parish Donaldsonville Elementary <a href="mailto:camarder@apsb.org">camarder@apsb.org</a>	<p>This is the fourth year of Donaldsonville Elementary School's participation in the Accelerated Schools Project. The school formed seven school improvement committees or cadres. The Social Behavior/Discipline cadre generated action plans to provide incentives to recognize students who exhibited appropriate behavior on a consistent basis. One action plan was to target those students who showed improvement in attitude (Best Behavior Award), attendance (Perfect Attendance), and achievement (Student Achievement Award). Students are being presented certificates in these three categories (beyond Honor Roll and Character First awards) in an attempt to provide more opportunities for student recognition for accomplishments in non-academic areas. The students are recognized at the honor assemblies at the end of each nine-week grading period. This year we have started to conduct grade-level honor assemblies to have smaller-sized groups, which will help to promote pride of belonging and encourage a student to desire to become more involved in his/her academic and non-academic pursuits. We want the students to buy into their roles as active learners, whose responsibility it is to participate, to achieve, and to succeed.</p>
<b>Bus Dismissal</b> <i>Champagne, Sylvia (P2)</i> Terrebonne Parish East Houma Elementary <a href="mailto:schampagne@tpsb.net">schampagne@tpsb.net</a>	<p>My school is a PreK – 2<sup>nd</sup> grade school, and the children are mostly from a low socioeconomic area. I have implemented a plan for bus dismissal. All the buses are here at dismissal time, and PreK teachers go from bus to bus loading their children. The bus driver must be on the bus before the children can load the bus. Students are loaded in the order of kindergarten, 1<sup>st</sup>, and then 2<sup>nd</sup> grade students. Each teacher and paraprofessional is assigned a bus to ensure that students load the bus safely. Another reason for having a couple of adults at the bus is to bid the children a warm and loving goodbye and to let them know that we look forward to seeing them in the morning. For some children, this may be one of the few positive encounters they have all day.</p>
<b>Designated Grade Level Floors</b> <i>Clark, Sharon (P2)</i> Orleans Parish Wright Learning Academy <a href="mailto:sharon_clark@nops.k12.la.us">sharon_clark@nops.k12.la.us</a>	<p>Student movement from class to class was a problem at Wright Learning Academy. At a faculty meeting, the staff came up with a solution that works well for moving all grade levels to a designated floor and for having the students move from class to class only on that floor. The teachers stand outside their classroom doors and make sure that the students go to their classrooms. Students are escorted to and picked up from the cafeteria by their classroom teachers. This strategy has been taught, practiced, and reinforced. As part of the school Walk Through, we are able to see if the teachers and students are in their designated areas. Our halls are usually clear, and students are in the classroom. Students have no reason to get "lost" since they MUST have a pass if they are in the hallway.</p>
<b>Uniform Free Friday</b> <i>Cruse, Andrea (P2)</i> Catahoula Parish Central High <a href="mailto:acruse@nls.k12.la.us">acruse@nls.k12.la.us</a>	<p>Our school requires uniforms. Last year, I was constantly reminding students to tuck in shirts and giving them shoestrings for belts. This year, it is our policy to reward students who do not commit uniform violations with the right to wear regular clothes on Fridays. This change was presented to the teachers at the beginning-of-the-year faculty meeting, and the teachers agreed to strictly adhere to the policy. The teachers write up the students. Then, the forms are signed by the students and sent to the office. I am responsible for seeing that these students wear uniforms on Fridays. The teachers who wrote them up usually check, too. After four write-ups, the students are given misconduct slips, and school board policy takes effect. I met with students at the beginning of the year and fully explained the policy. It is rare for me to have to discipline students about uniform code. There were a few problems with regular clothes on Friday, but after the first two weeks and the threat to take this privilege away, the problems did not exist. I think the parents are happy that we are giving the children more freedom.</p>

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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Morning Assembly</b> <i>Crow, Robyne</i> (P2) Richland Parish Start Elementary <a href="mailto:rcrow@richland.k12.la.us">rcrow@richland.k12.la.us</a>	This year we began a new morning assembly procedure that also helped with some of the morning chaos. We are a K-8 school, and students were scattered all over the campus – some in classrooms, some outside, etc. Now, when students arrive, they go straight to breakfast. Elementary students go to the auditorium, and Junior High students go to their designated area in front of the building or the auditorium, where the duty teachers are stationed. We begin assembly 5 minutes ahead of our regular school time. Most teachers have commented that participating in the pledge and national anthem and hearing all announcements as a group unifies the entire staff and school. We can also explain, rehearse, and reinforce any school rules during this time. One major schoolwide procedure that we added is to announce every morning, "If you're having a problem with another student, you <b>MUST</b> see Mrs. Davis or me today." Most students catch us in the hall between classes or during their recess time to talk, but having this procedure gives them a voice. Some teachers allow students to leave class if there is a serious problem. Teachers have to be sensitive to any problems existing between students and must work things out. This has been a proactive way to prevent fights. My assistant and I usually do a lot of listening, but we have had no fights yet this year!
<b>Visitor's Pass</b> <i>Dauzat, Blaine</i> (P2) Winn Parish Atlanta School <a href="mailto:bdauzat@winmps.org">bdauzat@winmps.org</a>	Our schoolwide procedure that we have implemented this year addresses school safety. I can't believe until now we still did not have some procedure for identifying visitors to our school. We have instructed ALL personnel (janitorial, faculty, cafeteria, etc.) to stop and ask anyone who does not have a visitor's pass for proof of identification. Even our students in 7 <sup>th</sup> grade and above are doing this. I have asked adults to walk through our halls to practice. If an adult sees a stranger without a visitor's pass and does not stop to ask for identification, he/she is reprimanded. Any adult without a pass is instructed to go immediately to the office to get a pass or to page the office and make the Assistant Principal or me aware of the situation.
<b>Student Planners</b> <i>Ellerbee, Rebel</i> (P2) East Baton Rouge Parish Northwestern Middle <a href="mailto:rellerbee@ebrpss.k12.la.us">rellerbee@ebrpss.k12.la.us</a>	Our school has adopted a schoolwide policy to use our new student planners as an assignment/homework recorder, and hall pass. Each teacher reinforces this process, and no student is allowed in the hallway without it! I tell the kids that the planner is like Northwestern Middle's "American Express card," and they should "not leave class without it!" Teachers sign off on the hall pass section whenever students leave the class for any reason. It is easy to have a real record of how often each student is requesting to leave class for restroom, locker, etc. Teachers will occasionally check to be sure that students are also utilizing the planner for assignments. There is also a space for teachers and parents to send correspondence with students that are having academic and/or behavior problems. The procedure has caught on nicely. Some students have problems being responsible enough to keep track of their planners and have purchased two or three. Nevertheless, this simple procedure has greatly added to our students' organizational skills and to our school's overall security and safety.
<b>Schoolwide Discipline Plan</b> <i>Emery, Marydine K.</i> (P2) Ascension Parish West Ascension Elementary <a href="mailto:emerym@apsb.org">emerym@apsb.org</a>	Our discipline committee, consisting of a representative from each grade level, paraprofessional, and fifth grade students, wrote our schoolwide discipline plan. They devised rules along with consequences and rewards. Two different plans were designed for early childhood through second grade and for third through fifth grade. The discipline plan was displayed in the agendas that were sent home. A part of the discipline that is working is the use of RED SLIPS. These are used for student movement outside the classroom, such as morning arrival, hallway, cafeteria, and recess. Any faculty and staff may give red slips for wrong behavior, and the responsible adult puts slips in the homeroom teacher's box. If four red slips are given, a behavior report is sent to ISSP. If the student gives the wrong name or refuses to give his/her name, he/she automatically goes to ISSP.

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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Morning Pep Rally</b> <i>Fegenbush, Buffy (P2)</i> St. Mary Parish Berwick High <a href="mailto:bfegenbush@stmary.k12.la.us">bfegenbush@stmary.k12.la.us</a>	<p>Our handbook establishes our procedures and guidelines. As a staff, we developed three general goals for the first half of this year: (1) Learn and become familiar with the procedures of our school. (2) Work together as a team. (3) Teach for 90 minutes. I feel that these three goals have been very effective in helping us strive for a better school. Before this, teachers felt isolated and were not working as a team. As the year has progressed, we have reworked some of our procedures when we saw ways to improve them. To keep faculty members informed, I emailed any change that was made to all faculty members. Another big "procedure" that we recently perfected was the morning pep rally. This year, our seniors are leaving after third block/lunch. This means that almost all seniors are gone by 12:15. Therefore, Pep Rallies, which last approximately 30-40 minutes, were moved to the morning schedule at 7:35 a.m. Now, all students can attend. We can now make sure that all money, lunch, attendance counts, and students are checked in five minutes, and students are on their way to the gym by 7:35. We have developed a pep rally "formula" that helps us ensure that time is not wasted. Not only does this help with rallies; it has been helpful when other groups give presentations to our students in a whole-group situation. Parents who drop off their kids can stay for the pep rally if they would like to and still get to work without being too late or missing too much time. Overall, the faculty and the student body like the morning rallies.</p>
<b>Stop and Freeze</b> <i>Greenwood, Catherine Corley (P2)</i> East Baton Rouge Parish Brookstown Elementary <a href="mailto:cgreenwood@ebrpss.k12.la.us">cgreenwood@ebrpss.k12.la.us</a>	<p>My faculty developed new procedures for students returning to class after recess is over. Since we were having difficulty getting students to walk instead of run from recess, we began a new procedure called "Stop and Freeze!" When the bell rings, a whistle is blown for students to stop and freeze where they are standing. When all are frozen, a second whistle is blown for students to begin walking to their assigned spots.</p>

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**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Learning Extensions</b>  <i>Grooms, Judy</i> (P2)          Bossier Parish          Cope Middle  <a href="mailto:5385@tc1.bossier.k12.la.us">5385@tc1.bossier.k12.la.us</a></p>	<p>My faculty and I developed a schoolwide procedure that will also help us address higher-order thinking skills and review material for improved learning and test preparation. We will begin all classes, even physical education and exploratory classes, with what we titled "Learning Extensions." I will prepare the first 8 extensions for each section, and then each classroom teacher will develop a group of 10 extensions to share with the faculty. The office staff will then compile the extensions under curriculum areas, so we will have a large pool of ideas to begin our procedures. The following are examples of extensions.</p> <p>Math:          (1) What is the difference between an acute and an obtuse angle of a triangle? (2) Estimate the height, in feet, of the classroom door.</p> <p>Physical Education:          (1) In measuring the gym floor in length, would it be longer in meters or yards? (Then actually measure with both instruments)          (2) What is a 5K race?</p> <p>English:          (1) Name as many phrases as you can that contain the word "red." (2) How many synonyms can you think of for the word "pretty"?</p> <p>Exploratory:          (1) Name as many band instruments as you can. (2) How many different types of music can you think of?</p> <p>Literature:          (1) Name as many types of poetry as you can. (2) Name the characters in "The Wizard of Oz."</p> <p>We will explain the procedure to our classes, and teachers will list the Learning Extension on their lesson plans for that day. My assistant principal and I will check for these extensions during our "Walk Abouts."</p>
<p><b>Departmentalize All Grades</b>  <i>Hamner, Clyde F.</i> (P2)          Terrebonne Parish          Legion Park  <a href="mailto:chamner@tpsb.net">chamner@tpsb.net</a></p>	<p>The schoolwide procedure my faculty has chosen is teaching students how to change from one class to another in an organized manner. Legion Park Middle School has students from grades 4 through 7. Last year, grades 4, 5, and 6 were self-contained, and grade 7 was departmentalized. This year, as a pilot program, we have managed to departmentalize all grades, with the exception of a 150-minute Language/Arts block in grades 4, 5, and 6. To lessen confusion, we have decided to conduct class changes a little differently.</p> <p>The Three Step Approach is as follows:          (1) Explain: "When the bell rings, you are to collect your books and, without speaking, line up outside the door by rows, with the teacher being last. The teacher then walks to the front of the line and begins escorting the students to their next class.          (2) Rehearse: We practiced the class change method until everyone felt they knew what was expected of them. After each rehearsal, we gave ourselves a pass, fail, or needs improvement.          (3) Reinforce: When procedures were correctly followed, students were rewarded with praise and positive reinforcement, and when they were unacceptable, students were given constructive and corrective feedback. The key was doing this in a positive way without negative reinforcement.</p>

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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Daily Announcements</b> <i>Hill, Jackuline (P2)</i> Union Parish Bernice High <a href="mailto:jhill@nls.k12.la.us">jhill@nls.k12.la.us</a>	One of the first activities of the day at my school is to make a daily announcement that includes an inspirational "quote of the week" and a positive comment on an observation of some "good" report of behavior, activity, or personal accomplishment of a student, teacher, custodian, cafeteria worker, or paraprofessional. Birthdays are posted by the month in the cafeteria, and everyone enjoys seeing his or her name on the bulletin board.
<b>Locker Visits</b> <i>Hill, Toras (P2)</i> Desoto Parish Pelican All Saints <a href="mailto:britbre415@cs.com">britbre415@cs.com</a>	At my school, students were having a problem getting to class in a timely manner. Students would quite often use the excuse of having to go to their lockers to get their books for the next block. Besides getting books, students would stand around talking. The school wide procedure the faculty and I developed is that students are given a schedule to follow to go to their lockers. The first locker visit is before first block, the second visit is before third block, and the last is after school. In the inservice, teachers were made aware of the problem and also drilled on the times for locker visits. Students in violation of the locker procedure will spend time in In-School-Suspension. Teachers were also informed that the only way to curtail some of this unnecessary activity in the hallways between classes is to monitor the halls and restrooms carefully as students change classes.
<b>Tweak It</b> <i>Holliday, Connie (P2)</i> Orleans Parish East New Orleans Educational Support Center <a href="mailto:connie_holliday@nops.k12.la.us">connie_holliday@nops.k12.la.us</a>	This school year we restructured our schoolwide discipline plan. Our goal was to increase our students' positive interactions. We recognized the necessity to provide a program that was research- based. Therefore, we trained our teachers and staff in the <i>Boys Town Social Skills Model</i> and <i>Florida's Positive Behavior Support System</i> . We wanted to make certain that all staff across all areas of the school environment were speaking the same language. During our student assembly, we explained the modified plan to the students. Staff members identified and defined the skills that were to be taught, and presented the documents to be used. They included the Behavior Management plan, point sheet, reward menu and bank account form. Procedures were rehearsed the rest of the week. Upon arrival, students earned points if they followed directions the first time they were given. As they proceeded to breakfast and the morning assembly, students continued to earn points for responding to situations appropriately. Students who responded inappropriately earned negative points and were re-directed and given an opportunity to respond correctly. If they chose to make the corrections, these students could earn half of their points back. Teachers reinforced these skills when they returned to the classroom. A different teacher was assigned to facilitate the morning assembly each week. The teacher identified the skill and gave examples of situations in which the student may be called upon to use the skill. The relevance of the skill to the student's own experience was emphasized. The teacher in charge and her students introduced or reviewed the skill using demonstrations, role playing, and modeling. The social skills were reinforced as students went to their respective classes throughout the day. Students earned points from any adults with whom they were in contact.

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**Noteworthy Best Practices**

**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Consistent Discipline</b>  <i>Jacobs, Melanie</i> (P2)  Webster Parish  Springhill Junior High  <a href="mailto:mjacobs@nls.k12.la.us">mjacobs@nls.k12.la.us</a></p>	<p>We are a 7<sup>th</sup> and 8<sup>th</sup> grade school which also has the problems of tardies, gum, candy, and uniform violations. We had a faculty meeting and brainstormed solutions to these petty problems. Faculty members were concerned that, in the past, it seemed as though certain kids got into trouble for these types of violations. They also perceived that only certain teachers enforced the rules. They wanted a fair way to monitor the problems. Our new system was developed and explained during a faculty inservice. The secretary created a pink violation slip and placed a stack in each teacher's box. When the teachers check for these things at the beginning of each class, they write the student's name and the code (DC=dress code, T=tardy, GC=gum or candy). The teachers turn them in the next morning with their absentees or email them. The violations are then marked on a spreadsheet created by our ever-so-efficient secretary, and she marks the date next to the child's name under the code. Three violations result in an after-school detention, and six result in a Saturday detention. We schedule a parent conference for more than six violations, and the student has an in-school suspension. We also added an offense code for behavior that really needed to be addressed, but not with a write-up (ex: yelling in the hallway). It has also made it really easy to see which teachers make the kids follow the rules. These problems are easier to address on an individual basis.</p>
<p><b>Morning Reading</b>  <i>Johnson, Berna Dean</i> (P2)  Calcasieu Parish  Pearl Watson Elementary  <a href="mailto:bernadean.johnson@cpsb.org">bernadean.johnson@cpsb.org</a></p>	<p>Our children begin arriving at 7:00 a.m. for breakfast. Following breakfast, the 3<sup>rd</sup>-5<sup>th</sup> graders go into the gym and sit in class lines waiting for their teachers to arrive for them at 7:45 a.m. The K-2<sup>nd</sup> graders go into their hallways and sit along the walls. The students used to sit for the 30 minutes. After meeting with the teachers, we decided the students could use this time for reading, which would help increase our students' reading skills, raise reading scores, and make our accelerated reading program work better. Classroom teachers, the librarian, and I talked to the students about this. I give reminders over the PA to have something to read. The duty teachers monitor to make sure that the children are reading something, and I walk around telling the students how wonderful reading is and how I know our scores are going to rise.</p>





**Louisiana Principal Induction Program 2002 - 2003**  
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**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Well-Managed Classroom</b>  <i>LaFont, Dawn Rose</i> (P2)  Terrebonne Parish  Pointe-aux-Chenes Elementary  <a href="mailto:dlafont@tpsb.net">dlafont@tpsb.net</a></p>	<p>On the opening day of school the faculty and I discussed what a well-managed classroom looked like at an elementary school. Our classrooms are small. Last year, I felt the students were moving around too freely, and the teachers should have been sitting less and monitoring more. In our discussion, I shared with the faculty what I needed in order to feel comfortable with their classroom management. They shared their ideas, and we came up with a list of things I would observe in a well-managed classroom at PAC. I also gave them a discipline worksheet with a list of classroom rules with Consequences and Rewards. Each teacher met with me to discuss his/her plan, and we both signed off on the plan. These plans were added to each classroom's agenda and to the student handbook.</p> <p>The faculty made detailed decisions. Test papers go home every Tuesday night. Test folders are purchased by the school and labeled for easy identification. The parents should sign test papers. Routines such as pencil sharpening, passing out papers, books, etc., vary from classroom to classroom; however, the effort is to start on time, keep transitions smooth, keep movement constructive and positive, and keep the environment safe and organized. I focus on these areas when I walk through the classrooms. I comment on what I see happening in classrooms. If classrooms are left messy (paper on the floor, pencil shavings and crayons scattered about), I address it. Substitute plans and boxes are set up. Morning routine procedures have been so well established that even our substitutes know them. Duty responsibilities have also been defined. Teachers must know what is allowable. Lining up procedures, organized games, playground equipment, and games that are not allowed, such as "crossing the river" or "tackle football," need to be defined and supported by the faculty. Without proper equipment, these activities are not safe. Portfolios for students and teachers are a part of our school improvement plan. Displaying student work is expected and monitored. I write notes to the students and teachers about the things they post to show off. As a whole, our little school has very few discipline problems. Our parish also gives every new teacher Harry Wong's book <i>The First Days Of School</i>. I really appreciate this gesture. It is a major help in establishing the expectations of our parish and school.</p>
<p><b>Bus Loading</b>  <i>Lee, Pat</i> (P2)  Claiborne Parish  Homer Elementary  <a href="mailto:pslee@nls.k12.la.us">pslee@nls.k12.la.us</a></p>	<p>Getting 575 kids to the correct bus in the afternoon in a smooth, pain-free way was a big problem for us. Since our buses come at different times, our children leave in "shifts." The faculty worked on a plan that seems to be working. At 2:55 all of the carpool children are called (over the intercom) to go to the carpool area. We then call riders of the first six buses to leave. All bus riders in the 2<sup>nd</sup> grade building go to the gym at 2:55 when carpool is called, and teachers take their classes to the gym. At 3:00, the first six buses leave, and the rest of the bus riders are seated in the gym in rows corresponding to their bus numbers. As the buses "appear on the horizon," each one is called, and the children come from the gym and get on the bus. This schedule has helped us trim about 10 – 15 minutes off our bus loading time and has helped cut down on much of the confusion.</p>
<p><b>Questioning Techniques and Strategies</b>  <i>Maryland, Demetria Pam</i> (P2)  Terrebonne Parish  Greenwood Middle  <a href="mailto:dmaryland@tpsb.net">dmaryland@tpsb.net</a></p>	<p>Professional Development activities for the first Professional Development Day addressed the following: (1) analyzing The IOWA Test scores, (2) reviewing the SIP, (3) discussing the TPSB Professional Development Plan and (4) selecting professional development activities. Each teacher (based on his/her own needs) completed his/her professional development plans based on one of the four instructional strategies selected as the district's focus: Direct instruction, Questioning Techniques, Integration of Subject Areas, and Integration of Computer Technology into Daily Classroom Lessons. Of the four strategies, the faculty/staff selected "Questioning Techniques/Strategies." As a faculty, job-embedded professional development activities were selected for the school session. The Faculty/Staff selected in-house monthly cadre meetings to integrate subject areas and observe others teach or plan lessons to improve questioning techniques, which address higher order thinking skills. This strategy is reinforced during informal observations (MBWA).</p>

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**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Assembly Procedures</b>  <i>Matte, Julie</i> (P2)            St. Tammany Parish            Abita Springs Middle  <a href="mailto:jvmatte@stpsb.k12.la.us">jvmatte@stpsb.k12.la.us</a></p> 	<p>In the past, students and teachers decided where they wanted to sit in the stands of our gym/auditorium to participate in assemblies, and the entire school arrived at the same time. Students made noise, especially with their feet since the stands are made of hollow wood. As a faculty, we developed a new procedure. We drew a map of the gym and included directions on where to enter the gym, where to sit, and where to exit. We developed procedures of how to enter, how to sit, and how to behave. After everyone agreed, these were typed and distributed to teachers. I explained this new procedure to the students the next day on our morning TV show. We had a "practice" assembly the next day using our new procedure. All faculty members have supported the new procedure. Each year, at the beginning of the year, I plan to give out the written procedures to the teachers. They will explain these to their students, and before the first assembly, I will again reinforce these procedures via morning TV program.</p> <p>Changes that were made include:</p> <ol style="list-style-type: none"> <li>1. Students sit on the floor between black lines.</li> <li>2. Students sit flat with legs crossed.</li> <li>3. Students keep hands and feet to themselves.</li> <li>4. Students are to remain silent upon entering and exiting.</li> <li>5. One grade level is called at a time.</li> <li>6. All students and teachers enter through the same door, one class at a time.</li> <li>7. All students are to remain seated and quiet until dismissed by their teachers. One class at a time is dismissed.</li> </ol> <p>Our assemblies have been exceptional since this new procedure has been in place.</p>
<p><b>Buddy Recess</b>  <i>McNulty, Madeline</i> (P2)            Lafayette Parish            Alice Boucher Elementary  <a href="mailto:mdmcnulty@lft.k12.la.us">mdmcnulty@lft.k12.la.us</a></p> 	<p>At Alice Boucher, a very important procedure we successfully instituted involved arrival and dismissal of students. Analyzing the school's DAT report for the 2000-2001 school year, we realized there was a need for increased supervision and for a new duty schedule with definite assigned areas and responsibilities. The new procedure was first presented to the Grade-Level Representatives Committee two weeks before the opening of school and then presented to the entire faculty at the first faculty meeting of the year. Notices were sent home to parents regarding the car rider drop-off and pick-up procedure to be followed. The new procedure for arrival and dismissal has three groups dismissed at separate times. At the end of the day, students who ride the first buses are dismissed first. When the first buses pull out, car riders and walkers are dismissed. The last group dismissed is the late bus riders who sit in line while waiting for their buses. These new procedures have made arrival and dismissal more organized and quiet and much safer than last year.</p> <p>At the end of last school year, we established a discipline and procedure committee composed of teacher representatives from all grade levels and special education. These teachers reviewed data on discipline infractions, accidents, and procedures, and realized that the most severe discipline problems and accidents occurred during recess. We decided to try a new structure for recess called "buddy recess." Two teachers share responsibility for recess duty for their two classes. The teachers have set up a schedule of recess times and locations. The playground was divided into five areas, and the teams of teachers chose their locations and times. With two teachers sharing responsibility for only two classes, the teachers become better acquainted with the students they supervise. Having smaller areas to supervise also enables the teacher to focus on the entire area they are supervising. The committee, with feedback from other teachers, will meet in January to review the success of buddy recess. I can tell you that recess discipline referrals have decreased substantially.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Office Telephone Use</b> <i>Nance, Linda</i> (P2) Lafayette Parish Acadian Middle <a href="mailto:lnance@lft.k12.la.us">lnance@lft.k12.la.us</a>	<p>We had a problem with students coming to the office to use the telephone. They would say that it was an emergency, but when they got on the phone, they might be asking mom to bring them their homework or their physical education uniform. In the worse case scenario, a teacher might have just corrected the student, and the student called mom to ask her to come to school because he had been treated unfairly. This year students are never allowed to use the phone. Each teacher was issued a booklet of phone call forms. If a student needed a parent contacted, he/she would fill out the form, and the teacher would ask another student to take the form to the office. The clerk would read the form containing the necessary information, and she would contact the parent. The office workers and teachers think this is a great procedure, as students no longer come to the office and ask to use the phone. Other departments on campus with phones were told they would risk losing their phones if they allowed a student to use their departmental phones to call home.</p>
<b>Hall Movement</b> <i>Nix, Norma</i> (P2) Acadia Parish Iota Middle <a href="mailto:nnix@acadia.k12.la.us">nnix@acadia.k12.la.us</a>	<p>A problem addressed at our school by the faculty was students moving from the classroom to the library or the computer lab. Teachers were dismissing students to leave their classrooms to walk down the hall unsupervised. Students, being the predictable creatures they are, would talk and visit with their friends as they moved down the hall. Some students would rush down the hall and were in the library before the others ever left the classroom. Classrooms up and down the hall were disturbed, not to mention the problem teachers had getting students settled once they got to their destination. It was decided that teachers would be responsible for escorting students to and from the library or to the computer lab. Students would gather their needed books and/or materials and walk as a class down the right side of the hall, without disturbing other classes. Teachers have instructed, practiced, and reinforced the policy, and it has made quite a difference in student behavior.</p>
<b>Parent Conference Procedures</b> <i>Parrill, Steve</i> (P2) Livingston Parish Springfield Middle <a href="mailto:stephen.parrill@lpsb.org">stephen.parrill@lpsb.org</a>	<p>At Springfield Middle School, we began a procedure for setting up and running parent conferences. In the past, a parent would just set up a conference during a teacher's planning time. We have included 20 minutes in our day from the students' first dismissal bell to the teacher's dismissal time. Parent conferences are scheduled through the office at this time, and the parents meet with all of the child's teachers at one time. This allows for a much more meaningful parent conference and also helps to deal with difficult parents (or teachers).</p>
<b>Double-Schedule Assembly</b> <i>Peterson, Dr. Michael</i> (P2) St. Tammany Parish Northshore High <a href="mailto:mpeterson@stpsb.k12.la.us">mpeterson@stpsb.k12.la.us</a>	<p>Since our school facility is not large enough to accommodate the full student body in a single assembly, we are forced to double-schedule assembly presentations for each half of the student population. Our teachers determined that, when hosting school assemblies, a double-blocked time period would be implemented. This allows for assembly attendance by students and teachers and does not take away from class time. By double-scheduling a single period of the day, certain sections of the building attend the first scheduled period of time and other sections attend the second designated period of time.</p> <p>Example: Period 2 is double-scheduled. One-half of the building attends the first assembly and then returns to second period class, while the second half of the building remains in the second period class until the second assembly begins. This procedure allows both halves of the student body and teachers to attend an assembly presentation and to have a full period of classroom instruction. This was a terrific suggestion from teachers that works well within our school situation.</p>



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**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Bus Dismissal</b>  <i>Rush, Dawn (P2)</i>  Livingston Parish  Live Oak Elementary  <a href="mailto:Dawn.Rush@lpsb.org">Dawn.Rush@lpsb.org</a></p>	<p>Live Oak Lower Elementary (K-2) implemented a new bus dismissal procedure this year. We load 24 school buses and 786 children each afternoon. Dismissal was confusing, chaotic, and nerve-racking. (Dismissal time looked like an ant pile had been stepped on – little children everywhere!) After much discussion, it was decided to assign each bus to a classroom for dismissal. The bus rooms hold one load of riders, two teachers, and a bus roster. The roster also gives the room location of the breakdown buddies for buses. Having the roster has helped the teachers know their students, who to look for (stragglers), and where to take the students for breakdown procedures. Now when we dismiss, bus room teachers walk their students to the bus and load it. Bus dismissal still takes 40 minutes, but now they are organized minutes! Students are safer getting to their buses, and teachers like the more orderly routine of getting children to the right bus each evening. The number of children missing buses has decreased from eight to ten per week, to three to four per month!</p>
<p><b>Project Achieve</b>  <i>Somoza, Jan (P2)</i>  St. Bernard Parish  NOVA Academy  <a href="mailto:jsomoza@stbernard.k12.la.us">jsomoza@stbernard.k12.la.us</a></p>	<p>This year, my school is operating under a \$300,000 grant through LAPIP (Louisiana Partners in Prevention) and the Office of Addictive Disorders (OAD) to implement a positive discipline program called Project ACHIEVE. Our focus is to reinforce positive discipline through incentives rather than discipline with consequences. We have set aside the first 25 minutes of every morning to teach social skills or procedural skills to the students. Each Friday, my entire staff gathers for a Team Meeting where they do strategic problem solving, based on the data that is collected on a daily basis. At this meeting, they also determine the new skill to be taught and if a new building procedure needs to be established. Once the skill has been identified, they decide on the language to be used and practice it using modeling and role-playing in the same format they will use when teaching it to the students. On the following Monday, we implement the skill or procedure with the students.</p> <p>We teach a new skill every two weeks. The two-week format includes teaching the lesson on Monday, Tuesday and Wednesday. Thursday and Friday are application days where every teacher builds a time into his/her content area lesson plans when the skill can be reinforced. The second week is for infusion. The entire staff looks for natural opportunities to reinforce the skills that have been taught up to that point. Periodically, we have gone back and reviewed previous lessons. To date, the skills we have taught are Listening &amp; Following Directions, Ignoring Distractions, Dealing with Teasing, Accepting Consequences, along with several building procedures, such as Quiet Line, Riding the Bus, and Cafeteria Behavior. The key to success is to have the skill become second nature to the students. When they can implement the skill during times of "emotionality," it is a true success!</p>

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**SCHOOLWIDE PROCEDURES (cont.)**

<p><b>Walking the Halls</b>  <i>Squires, Karen Taylor</i> (P2)  Red River Parish  Martin High  <a href="mailto:kts8_14@yahoo.com">kts8_14@yahoo.com</a></p> 	<p>When we moved into our new school a year ago, I decided that even though we had three separate wings with three separate faculties, we would all follow the same rules in the halls and cafeteria. Students walk in straight lines to the right of the hallways. We have colored blocks in the middle of the hall, and students are not allowed to walk on those blocks. Teachers must walk students everywhere (even to the bus). We observe "buddy quiet" in the cafeteria, which means that students are allowed to talk to the person sitting next to them, but are not to talk across the table or down the table. We practiced these rules before we moved into the school. We brought students by buses to the new school to practice walking the halls, finding classrooms, and following cafeteria rules. We practiced for the first 15-minutes each day the first week we were at the new site. We are complimented each week by parents who cannot believe that we can get the buses unloaded and loaded with such precision.</p> <p>This year we have implemented student agendas and Monday folders in our schoolwide procedures. We purchased agendas (homework calendars) for each student. These books go home nightly and are signed by parents. We use them for documenting work, homework, behavior, and parent/teacher notes. WE LOVE IT. Parents are communicating with us more than ever. Parents know to look for them, and students know that they must be brought back each day. Monday folders allow parents to see the work that students do each week. These papers are signed and sent back to the school. We sent notes home for three days before the first agenda went home. We have given bonus points for those who remember the agendas each week and month. We send a notice to parents if the students forget the agenda for more than three days. We have had great response and now parents can never say, "What's going on at that school? I never hear from you unless my child is misbehaving."</p>
<p><b>ET Phones Home No More</b>  <i>Stadalis, Molly Davis</i> (P2)  St. Mary Parish  Patterson Junior High  <a href="mailto:mstadalis@stmary.k12.la.us">mstadalis@stmary.k12.la.us</a></p> 	<p>We have 700 children and 75 employees at our school. When I became principal at PJHS, the one procedure I wanted to address was student phone usage. They called for medicine, for rides home, or to ask if they could go somewhere besides home after school. One day it occurred to me that all of the problems associated with this would probably end if the calls just simply stopped happening. The teachers, secretary, and I mapped out a plan that we thought might benefit all of the adults, including parents. Beginning on the first day, we practiced and modified the procedure as necessary, and I am happy to say that all involved are thrilled with the outcome. Highlights from the new procedure are as follows:</p> <ol style="list-style-type: none"> <li>(1) If a child needs medication, he/she fills out a medication form (name/contact person/phone number/what the problem is/what medicine is needed). The teacher signs it and sends it to the office with ANOTHER child. These forms are placed on a clipboard, and an 8<sup>th</sup> grade PE student comes in at the last 10 minutes of each block to call the numbers on the clipboard.</li> <li>(2) If a child leaves his/her notebook, punishment work, or PE uniform at home, he/she suffers the consequences.</li> <li>(3) If a child is really ill and wants to checkout, the teacher notifies the office, and the secretary makes that call.</li> <li>(4) I reserve the right to override this policy if I feel a child truly needs to call (forgotten lunch money or eyeglasses, etc). We introduced this procedure to the students and practice it everyday, and we remind the teachers and students who do not follow the guidelines: "Your teacher knows that she is to have you fill out a form, sign in, and then send it with another student. Please walk back to class and gently remind her." Parents have commented that we used to let the kids call home all of the time. But, now their kids never do, and they are doing just fine without that. My secretary is happier, the office is calmer, and the teachers say that they have more quality time with ALL students because they are not leaving the classroom as much. ET can't phone home anymore, but it is ok.</li> </ol>

**Louisiana Principal Induction Program 2002 - 2003**  
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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Inclement Weather Procedures</b> <i>Stadalis, Joseph (P2)</i> St. Mary Parish J.S. Aucoin Elementary <a href="mailto:jstadalis@stmary.k12.la.us">jstadalis@stmary.k12.la.us</a>	<p>A set of procedures was developed in order to maintain the safety and well-being of students before school from 7:30 a.m. to 7:55 a.m. during times of inclement weather (cold temperatures, high winds, or thunderstorm conditions). Grades K-3 will report to the Multi-purpose Building after breakfast to watch a video. Coach will arrange for the availability of the television. Grades 4-6 will report to their respective homeroom classes upstairs in the two-story building. Teacher duty stations are Duty A (Cafeteria), Duty B (Multi-Purpose Building where the teacher will bring an appropriate video for K-3 students), Duty C (upstairs in the two-story building), and Duty D (greet students under bus canopy and announce to students the procedures as they get off the bus). Once all buses have arrived, the students will report to the Multi-Purpose Building. An announcement will also be made at 7:30 a.m. as confirmation of the morning procedures. For recess, grade-level teachers may exercise their own judgment as to whether students go outside or not when cold temperatures prevail. This procedure was developed with the assistance and input of all teachers, with concerns being focused on child safety, well-being, and proper supervision. Students have been informed and are well-versed in where they need to go during times of inclement weather.</p>
<b>Sustained Silent Reading</b> <i>Stainback, Michael (P2)</i> Allen Parish Elizabeth High <a href="mailto:mstainba@allen.k12.la.us">mstainba@allen.k12.la.us</a>	<p>At our school, we wanted a way to get our older kids to use our library and increase their reading time. The following is a brief explanation:</p> <ol style="list-style-type: none"> <li>1. Reading is mandatory for all students and teachers.</li> <li>2. Silent reading is done for the first 15 minutes of each block.</li> <li>3. Students are responsible to bring their own books.</li> </ol> <p>Along the way, we found several other benefits that we did not expect. Teachers have commented that the majority of the kids are doing well, and some have read an entire book for the first time in their life. Furthermore, classes start better with the kids being in a more relaxed mood and ready to begin. For me personally, it is very gratifying to see the older students reading consistently throughout the day at each class. We also have our high-school-age students in the library, checking books out and taking advantage of other services.</p>
<b>Positive Improvements</b> <i>Taylor, Mazie D. (P2)</i> St. Landry Parish Port Barre Elementary <a href="mailto:pbes@slp.k12.la.us">pbes@slp.k12.la.us</a>	<p>At our November faculty meeting, several areas of improvements were discussed. The consensus of the group was to choose three rules that would be adhered to by the staff. The rules are:</p> <ol style="list-style-type: none"> <li>1) Greet one another. This may sound unusual; however, as strange as it may be, there are some that will not speak to another staff member first.</li> <li>2) Use the Buddy System if you're absent. Your assigned buddy will assist the substitute with any concerns.</li> <li>3) Teachers should be at their classroom doors to greet the students when they enter in the mornings before school and when they exit after school.</li> </ol> <p>The conclusion of the faculty's decision was positive. Everyone agreed that this was a step in the right direction.</p>



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<b>SCHOOLWIDE PROCEDURES (cont.)</b>	
<b>Loading the Lunch Bus</b> <i>Voinche, Celeste (P2)</i> Avoyelles Parish Alert School <a href="mailto:cvoince@avoyellespsb.com">cvoince@avoyellespsb.com</a>	<p>We are a discipline center for expelled and suspended students. Our site is very poor. We have no lunchroom and must daily board a bus to take us across town to the high school lunchroom. We were having many discipline problems on the bus, and needed a plan to make things more structured. We decided that each day the elementary students would board first and sit at the front of the bus with boys on the right and girls on the left. The middle school boys would board next, filling in behind the elementary boys, and then the girls would board. If our numbers were low enough for one bus, the high school would follow in like manner. This plan separated the age groups and the sexes. Additionally, because we exit the bus at the cafeteria in the same order and seat the students in similar order in the cafeteria, students sat in the same seats on the way back. The teachers and I formulated this procedure, explained it to our long-term students, and practiced getting them in line daily. For one week, we had to load and reload the bus daily. But after a week, they finally seemed to catch on. We still have to state the procedure daily, because we do handle short-term suspension students. But, because our core long-term students know the drill, the short-term ones seem to take their cues from them, along with our instructions.</p>
<b>Schoolwide Discipline Plan</b> <i>Wallace, Willette Chairetha (P2)</i> St. John Parish East St. John Elementary <a href="mailto:wwallace@stjohn.k12.la.us">wwallace@stjohn.k12.la.us</a>	<p>We met as a faculty and decided that we needed to devise a schoolwide discipline plan to help encourage good behavior. We concluded that there should be some schoolwide expectations in place. We decided upon the following four general expectations:</p> <ol style="list-style-type: none"> <li>1. Be Safe.</li> <li>2. Be Respectful.</li> <li>3. Be Responsible.</li> <li>4. Follow School Rules.</li> </ol> <p>We also decided on hallway, cafeteria, and classroom rules. Our staff also created an incentive program entitled, "Bobcat Thumbs-Up Program." Students that exhibit good behavior will be given a "thumbs-up slip," and these slips will be used to buy something in the Bobcat Store. Also, the slips will be collected at the end of the week and placed in the drawing for the Bobcats' Top Twenty List. These selected students will be given a snack and have their picture taken and added to a bulletin recognition board. On Friday, we will select the best classroom of the week, per grade level, to receive some type of treat. Also, teachers will periodically send home "Positive Post Cards." We also implemented four other programs to help with discipline. They are the Peer Mediation Program; Bobcats' PAWS (Pupil Assisting With Students) for 7<sup>th</sup> graders, Social Skills Program, and Crisis Intervention Teams. We have a team on each hallway. We also have a Behavior Support Teacher that oversees these programs. Each student signed a contract. We also sent home information packets to parents about the program. These programs have made a tremendous impact on discipline this school year.</p>

**Louisiana Principal Induction Program 2002 - 2003**  
**Noteworthy Best Practices**

## CLASSROOM PROCEDURES

### *Procedures That Set the Class up for Achievement to Take Place*

<p><b>Shopping for Friday Night</b>  <i>Baker, Marilyn Clynette</i> (P2)  Tangipahoa Parish  Crystal Academy  <a href="mailto:marilyn.baker@tangischools.org">marilyn.baker@tangischools.org</a></p>	<p>Recently, I observed a 9<sup>th</sup> grade Practical Mathematics class. The lesson was on basic purchases (buying clothes and sales taxes). The teacher used the introductory situation and examples on how to use newspaper ads from various clothing stores to decide on an outfit to wear to the game Friday night, and also to decide whether the chosen items were affordable. The teacher gave the students a \$100.00 voucher to be spent on clothes. They used ads to estimate cost, computed sales taxes, and computed the exact cost of purchases and the amount of change left over. The real lesson learned was that store clerks use an electronic cash register, and it is important to estimate the cost of each purchase yourself to be sure you are not accidentally overcharged. The students were very interested and cooperative.</p> <p>"A WORD FOR TEACHERS"</p> <p>Children learn:  10% of what they read  20% of what they hear  30% of what they see  50% of what they see and hear  70% of what they say in their own words and  90% of what they say while they do something.</p> <p>So, why do we so often expect children to know something when we have had them read it or listen to it only one time?  And more importantly, why do we not provide learning opportunities which incorporate seeing and hearing AND saying and DOING?</p>
<p><b>Stickers for the Week</b>  <i>Balthrop, Charles</i> (P2)  Vernon Parish  South Polk Elementary  <a href="mailto:cbalthro@vpsb.k12.la.us">cbalthro@vpsb.k12.la.us</a></p>	<p>While doing a "Walk About" in a second grade Title I class, I saw the teacher placing stickers on the desk of students who had completed their morning work on time. At the end of the week, they would receive rewards. Students with all 5 stickers got to pick out of the treasure chest. Those that received 3 or 4 stickers got a small piece of candy. She informed me that there were only a couple of times that a student did not get to go to the treasure chest. Her students are showing tremendous improvement in completing their work.</p>
<p><b>Talking Codes</b>  <i>Bonin, Michael</i> (P2)  Iberia Parish  Iberia Middle  <a href="mailto:mibonin@iberia.k12.la.us">mibonin@iberia.k12.la.us</a></p>	<p>One of my teachers is using talking codes that range from 0 through 4 during his classes. When students enter his classroom they are under a 0 code, which means there is absolute quiet. Code 1 means students can ask only the teacher questions or speak only to the teacher. Code 2 means students may talk to only a partner to which they have been paired. Code 3 means that students may talk only to the people in their small group. Code 4 means that students may talk to the entire class. The talking codes are usually given to the students verbally for each activity in which they are participating, and the talking can only be discussions about the subject matter. This seems to be working great for his class.</p>
<p><b>Scene Reenactment</b>  <i>Bourgeois, Cornell</i> (P2)  Ascension Parish  East Ascension High  <a href="mailto:bourgeois@apsb.org">bourgeois@apsb.org</a></p>	<p>I observed this activity in an English IV class studying <i>Macbeth</i>. Students were having particular difficulty in understanding a scene. The teacher placed them in groups, provided them with guiding questions, and worked with each group. Once that was done, a group of students, using props, acted out the scene in today's vernacular. By doing this, students were better able to understand the action and the emotion attached to the scene. It worked well.</p>

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**CLASSROOM PROCEDURES (cont.)**

<p><b>It's My Turn!</b>  <i>Bridges, Earline</i> (P2)  Jefferson Parish  Westwego Elementary  <a href="mailto:earline.bridges@jppss.k12.la.us">earline.bridges@jppss.k12.la.us</a></p>	<p>The students in one of my second grade classrooms are very competitive and struggle to get equal opportunities to answer in class. The teacher is a first year teacher and found herself in conflict with several students when she called upon others. To assure equal opportunity to all, she uses popsicle sticks with the children's names written on them. She selects a stick from her container, and that student is afforded an opportunity to respond. The sticks are then placed in the other container. Once the original container is empty, the containers are exchanged, and the process begins again. Using this method eliminates conflicts among students and teacher and also enhances on-task behavior and reduces disruption created with all of the hand raising and "Pick me!" behaviors. Students work, knowing that they can be called upon at any time, and that raising hands will not increase their chances. This has really helped the class atmosphere.</p>
<p><b>Comparative Shopping</b>  <i>Brouillette, Dale</i> (P2)  Tangipahoa Parish  Tangipahoa Magnet High  <a href="mailto:dale.brouillette@tangischools.org">dale.brouillette@tangischools.org</a></p>	<p>A Consumer Math teacher had the children take a list of about 25 items to Wal-Mart. An example of the items was 3 cans of corn. The students had to get the price of a name brand and a generic brand, and then compare the prices. They also had to be careful to compare the same size. At the end of the activity, they could see how much they saved using generic brand items. It was a very good learning experience.</p>
<p><b>Daily Journal Writing Prompts</b>  <i>Brown, Edward</i> (P2)  St. Landry Parish  Eunice Junior High  <a href="mailto:eunicejr@slp.k12.la.us">eunicejr@slp.k12.la.us</a></p>	<p>English teachers at my school assign daily journal-writing prompts, designed to provoke thought and enhance creativity. Many of the prompts relate to real-life experiences and thought-provoking analogies. I observed one of my grade 8 English teachers solicit ideas from students by instructing them to submit prompt ideas that would be of great interest to preteens and teenagers. The teacher informed the students that various ideas would be selected and used throughout the school year. This method of getting students involved and asking for their opinions often serves as a great motivational strategy in the instructional arena. Motivation is a key factor in getting students to actively participate and learn through active participation.</p>
<p><b>Interactive Charts</b>  <i>Camardelle, Rhea Rivet</i> (P2)  Ascension Parish  Donaldson Elementary  <a href="mailto:camarder@apsb.org">camarder@apsb.org</a></p>	<p>While observing a second grade teacher, I noticed her use of a functional poster pertaining to a Language Arts skill (making words plural) she was teaching. At the bottom of the poster there were lyrics of two songs taught using familiar melodies. At the top of the poster there were three pockets labeled <i>s</i>, <i>es</i>, and <i>words</i>. Each student picked a word, put the word in the pocket indicating the correct ending, and explained the rule that applied. The students who provided incorrect answers became observers, while the students who gave correct answers continued to be active participants. The teacher put a competitive twist on the activity, which heightened its appeal. I learned that she and other second grade teachers make functional charts for other Language Arts skills to use for practice and/or reinforcement, and they are currently building a collection of these interactive activities for future use and sharing.</p>
<p><b>Morning Routine</b>  <i>Champagne, Sylvia</i> (P2)  Terrebonne Parish  East Houma Elementary  <a href="mailto:schampagne@tpsb.net">schampagne@tpsb.net</a></p>	<p>When the morning bell rings, I have noticed that one first grade class in particular is well organized and productive. The teacher meets the class, brings the students into class, and then the children go into action. Each child takes responsibility for putting his own book sack away. One student collects the student planners and puts them in their appropriate place, another student collects the homework folders and puts them on the teacher's desk, and another student distributes sharpened pencils. All this takes approximately 5 minutes. The children are ready for opening activities and then move on to their class work. It is refreshing to see the children take the needed responsibility and work as a team to get the day off to a positive start.</p>

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**CLASSROOM PROCEDURES (cont.)**

<b>Use of Graphic Organizers</b> <i>Cox, Stephanie Daigle (P2)</i> Assumption Parish Napoleonville Middle <a href="mailto:scox.nms@assumption.k12.la.us">scox.nms@assumption.k12.la.us</a>	I observed a great activity this week that easily helped the children to learn and remember the parts of the cell. The teacher and children created a concept map of the parts of the school. They included anything they could name. The teacher then asked them to name some of the parts of the cell they remembered from previous school years. As a part was called, the teacher asked for its function, sometimes probing or giving the answer. Lastly, the teacher asked the students to look back at the school concept map and decide which part was similar to the part of the cell being discussed. The children easily associated nucleus with the office, mitochondria with cafeteria, cytoplasm with playground, etc. They then added the cell part to the concept map. The teacher will prepare a handout of the map for the children for study purposes. What a great way to teach a difficult concept using prior knowledge and association!
<b>Bell Ringer Activity</b> <i>Crow, Robyne</i> Richland Parish (P2) Start Elementary <a href="mailto:rcrow@richland.k12.la.us">rcrow@richland.k12.la.us</a>	Each class in our school must have an activity assigned when students enter their classrooms. These range from Mountain Math or Language Bulletin Board activities to Daily Oral Math, Science, Voc., etc. All students know they must be seated in class working on the bell-ringer activity when the tardy bell rings. While students are working on this, the teacher takes roll, takes up money, and checks homework. It is a pleasure to walk around and see students entering classrooms and getting to work!
<b>Take-Home Folders</b> <i>Cruse, Andrea (P2)</i> Catahoula Parish Central High <a href="mailto:acruse@nls.k12.la.us">acruse@nls.k12.la.us</a>	My fourth grade teacher sends home a student behavior management report every day in the student's "take-home" folders. A 3 means a student's behavior was exceptional, and points are taken off, if necessary. Parents have to sign the folder every night and return it to school the next day. If the student forgets to get it signed, the square is highlighted and must be signed the following night or punishment will be enacted. Students with all 3's at the end of each six-week period get a prize from the "treasure box." This teacher rarely has a discipline problem, and her students' parents know what to expect. This system works well for her.
<b>Dress in Costume</b> <i>Cureton, Elaine J. (P2)</i> St. Mary Parish G.W. Hamilton Elementary <a href="mailto:ecureton@stmary.k12.la.us">ecureton@stmary.k12.la.us</a>	In conjunction with our "Success for All" Reading Program, my teachers dress in costume for reading. When students walk in, they are engaged in the lesson immediately by making predictions about what the story will be about. The teachers do this so often that our students don't even react to how strange they might look to others who come into our school!
<b>Calendar Math</b> <i>Dauzat, Blaine (P2)</i> Winn Parish Atlanta School <a href="mailto:bdauzat@winnpss.org">bdauzat@winnpss.org</a>	Our elementary teachers are using a procedure called Calendar Math each day. This is the first thing done each morning in each classroom. Depending on the grade level, they name such things as the number of tens and ones in today's date (ex: the 26 <sup>th</sup> needs two tens and 6 ones). They do addition and subtraction by answering math-centered questions (e.g., <i>How many days are left in this school year?</i> or <i>How many days are there until Easter?</i> ). They enjoy doing it, and I'm not sure they even realize they are learning math while they do it.
<b>Number Recognition</b> <i>Davis, Martha (P2)</i> East Baton Rouge Parish Lanier Elementary <a href="mailto:marthad@ebrpss.k12.la.us">marthad@ebrpss.k12.la.us</a>	I observed one of my kindergarten teachers working on number recognition. I felt that she reached the students using every modality. She used a story in a book. She used a chart, the dry erase board, songs to tape, and a Bingo game. I think that more teachers should be focusing on accommodating individual differences.

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<b>CLASSROOM PROCEDURES (cont.)</b>	
<b>Setting Expectations</b> <i>Davis, Vallie</i> (P2) Orleans Parish John McDonogh Senior High <a href="mailto:vallie_davis@nops.k12.la.us">vallie_davis@nops.k12.la.us</a>	I recently observed an English teacher who posted the Standards and Benchmarks and a Procedure List on the board for her students. The class started with a 15-minute warm-up exercise, which gave practice for the LEAP-21. Then the whole group was engaged in sharing their answers. She used the chalkboard, work sheets, the local newspaper, technology, tape recorders, etc., to address all the individual styles of the students in her classroom. The teacher's students were engaged, and she had no discipline problems in her classroom. I believe if you share your expectations at the beginning of the lesson, your students will know how to proceed with their learning skills and activities for comprehension in the area of learning.
<b>Cooperative Grouping Procedure</b> <i>Emery, Marydine K.</i> Ascension Parish (P2) West Ascension Elementary <a href="mailto:emerym@apsb.org">emerym@apsb.org</a>	One of my third grade teachers has a good procedure for cooperative grouping. Students have assigned groups, and the teacher has a folder with the assignment in it for each group. Every one has a part of the activity while in the group. After they have completed the assignment, students return to their desks; then everyone has to present in front of the class. This is good for developing speaking skills and higher-level thinking.
<b>Early Finishers</b> <i>Fournier, Marcel Paul</i> (P2) Terrebonne Parish Upper Little Caillou <a href="mailto:mfournier@tpsbs.net">mfournier@tpsbs.net</a>	One of the best practices that I observed taking place in one of the classrooms was one for early finishers. The teacher had a folder that included accelerated math sheets for each student, individualized for each student's learning level. When students are finished their lesson, they quietly get their folders. They spend time working on these activities until all students are finished. This helps improve our test scores AND improves discipline, since students are always on task.
<b>Center Rotation to Music</b> <i>Greenwood, Catherine Corley</i> (P2) East Baton Rouge Parish Brookstown Elementary <a href="mailto:cgreenwood@ebrpss.k12.la.us">cgreenwood@ebrpss.k12.la.us</a>	One of my fourth grade teachers uses popular modern songs to move her students during center rotation. Students submit songs and then vote to choose a song for the week. Songs are practiced, and then students rotate to their centers while singing. By the end of the song, they are engaged in their tasks. It works very well and is enjoyed by all!
<b>Sneaker Club</b> <i>Guidry, Wanda</i> (P2) St. Martin Parish Cecilia Primary <a href="mailto:wanda_guidry@stmartin.k12.la.us">wanda_guidry@stmartin.k12.la.us</a>	<p>The Sneaker Club was developed and established for a Team Nutrition Health Grant in 1999 by the P.E. coaches. The overall goal of the club was to improve physical fitness levels of first through third graders. Once a week (on an unannounced day) a Sneaker Club day will occur in the P.E. setting. Four basic warm-up exercises are performed, and students are released to walk, run, or jog as many laps as they can in 22 minutes, but NO Less than 4 laps. The student cannot leave until his/her 4 laps are completed. If a student is absent, a Sneaker Club Day cannot be made up for the missed day. Beads are given on the following: 5 miles (20 laps) = 1<sup>st</sup> bead; 10 miles (40 laps) = 2<sup>nd</sup> bead; 15 miles (60 laps) = 3<sup>rd</sup> bead; 20 miles (80 laps) = 4<sup>th</sup> bead; and, 25 miles (100 laps) = 5<sup>th</sup> bead (usually very special, displaying the number 100). The pattern repeats, and it can be school-spirited or thematic.</p> <p>The Sneaker Club has benefited our students in the following ways: (1) improved cardiovascular endurance; (2) increased oxygen input; (3) decreased stress and inappropriate behavior; (4) improved scores on Presidential Physical Fitness Test; (5) improved attendance; and, (6) allowed mental practice for addition and estimation. Sneaker Club is successful to all students, including the physically challenged, mentally challenged, obese, asthmatic, gifted and super jock. Awards are given at the end of the school year to acknowledge the boy and girl in each grade who has achieved the most laps.</p>



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<b>Tongue Depressors for Discipline</b> <i>Hamilton, Theresa</i> (P2) Natchitoches Parish North Natchitoches Elementary <a href="mailto:nehamill@simba.nat.k12.la.us">nehamill@simba.nat.k12.la.us</a>	A second grade teacher at my school uses tongue depressors for morning attendance and behavior indicators. Each child has a tongue depressor with his/her name at the top and a green, yellow and red dot. The depressors are in a can on the table in the morning when the students arrive at school. Upon entering the classroom, the students place the depressors in the wall chart with the green dot showing. Once students begin their morning work, the teacher glances at the wall chart to check attendance. If a student gets a behavior warning, the yellow dot is placed on top. If a student continues to demonstrate disruptive behavior, the red dot is moved to the top. Once this occurs, the child marks an <i>X</i> on the conduct sheet. At the end of the day, the students remove their depressors and place them back in the can to get ready for the next day.
<b>Book Talk</b> <i>Hill, Jackuline</i> (P2) Union Parish Bernice High <a href="mailto:jhill@nls.k12.la.us">jhill@nls.k12.la.us</a>	The Senior English teacher requires each student in her class to do a Book Talk during the semester. Some of the students get very creative and actually use background music to introduce the book. Others have donned costumes to the likeness of a specific character, or assumed the likeness and demeanor of a certain author. The goal is to "hook" other students to that book, author, genre, or just to reading in general. Certain students pull in larger audiences than others, but the other members of the Senior English class are required to be present. The dates are decided upon in advance, and all presentations are held in the auditorium. Parents have also taken the time to come and listen as their child presented his/her Book Talk.
<b>The Company Store</b> <i>Holliday, Connie</i> (P2) Orleans Parish East Orleans Educational Support Center <a href="mailto:connie_holliday@nops.k12.la.us">connie_holliday@nops.k12.la.us</a>	I observed a Math Class that was discussing selling techniques and how companies calculate sales and revenue goals. The students were assigned to groups, each group developed a fictitious company, and each company selected items to be sold. Students had to determine the cost of the item and estimate how many items they would have to sell in order to meet their sales and revenue goals. The beauty of this lesson is that students were able to apply it to real situations. This class operates our school store. They determined how much they wanted to earn, what items would be sold, the cost of the item, and how many items they would have to sell to meet their projected sales and revenue goals. Each week a different group operates the store. This includes, but is not limited to, taking inventory, setting up the merchandise, selling, collecting and recording sales, restocking, banking, paying bills, etc. The students have applied what they learned in class to real-life situations and have become top-notch salespersons.
<b>Grammar with a Giggle</b> <i>Jacobs, Melanie</i> (P2) Webster Parish Springhill Junior High <a href="mailto:mjacobs@nls.k12.la.us">mjacobs@nls.k12.la.us</a>	Our 8 <sup>th</sup> grade reading teacher uses grammar correction activities each day from a book called <i>Grammar with a Giggle</i> . These exercises are divided into little stories in which the students have to correct the grammar. One of these is on the overhead each day for the students to work on as soon as they enter the classroom. The stories are funny, which helps hold student interest. The teacher commented that the students really seem to enjoy the activities, which link to the grammar they are learning in English class.
<b>Rolling Messages</b> <i>Johnson, Berna Dean</i> (P2) Calcasieu Parish Pearl Watson Elementary <a href="mailto:bernadean.johnson@cpsb.org">bernadean.johnson@cpsb.org</a>	I ask teachers to have their objectives for the core subjects in student terms and visible for the students. They tell the students what the objectives are when they begin the lesson, and they use the computer/TV to have the objectives visible. Since my art teacher had been doing this for some time now, she moved on to having positive and informative rolling messages. Now I am noticing more teachers using the computer/TV to enhance their lessons. One teacher even had a loud "Yeah" flash when the students did something great. Teachers seem to balk at change at first, but once it clicks, it really goes! I really praise the ones who do these things. I have seen some of my hard-to-move teachers go to other teachers and ask for their help.



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<b>CLASSROOM PROCEDURES (cont.)</b>	
<b>Graphic Organizers</b> <i>LaFont, Dawn Rose</i> (P2) Terrebonne Parish Point-aux-Chenes Elementary <a href="mailto:dlafont@tpsb.net">dlafont@tpsb.net</a>	Graphic organizers are a great equalizer for a variety of ability levels. They simply keep students and teachers on target. It's like drawing a picture or map of how you want the student to develop a concept. One organizer can be used in a variety of ways, and most teachers have a few favorites. I have encouraged the teachers to use them, share them, and show me the outcome of using graphic organizers. There are a number of books on the market; however, I have found the ones teachers develop to meet their objectives the best. Most of my faculty use them to develop written composition objectives. I also put <i>Kidspiration</i> and <i>Inspiration</i> on their computers.
<b>Music and Prompts to Work By</b> <i>Landry, Pamela</i> (P2) Iberia Parish Johnston Street Elementary <a href="mailto:palandry@iberia.k12.la.us">palandry@iberia.k12.la.us</a>	A sixth grade teacher at my school plays classical music when his students are engaged in independent practice activities, and this seems to encourage on-task behavior. As students work, the teacher walks around encouraging and coaching students. He used PowerPoint to teach and had the assignment posted on the television screen to remind students of their tasks. This is impressive to me because of our attempt to incorporate technology into the classrooms. The students were very attentive as he used the PowerPoint, and they could be observed looking at the screen to make sure they were doing what was expected of them.
<b>Test Cover Folders</b> <i>Lee, Pat</i> (P2) Claiborne Parish Homer Elementary <a href="mailto:pslee@nls.k12.la.us">pslee@nls.k12.la.us</a>	One of my teachers has made Test Cover Folders for her classroom. She took two folders, glued them together, put a picture on the back, and laminated them for durability. When the students take a test, they stand the Cover Folders up around their work so that the neighboring students cannot "borrow" any answers. When they finish their tests, the students put the papers inside the folders and lay them flat on their desks. Sometimes the teacher will ask the students to turn the folder over and write a story (or write 10 adjectives, etc.) about the picture on the back of the folder. This works great for those students who finish their work quickly.
<b>Parent/Teacher Communication</b> <i>Matte, Julie</i> (P2) St. Tammany Parish Abita Springs Middle <a href="mailto:jvmatte@stpsb.k12.la.us">jvmatte@stpsb.k12.la.us</a>	We use schoolwide agendas for students to jot down homework, field trip dates, etc. Some teachers initial each student's agenda daily to make sure they are writing down all pertinent information. All classrooms are self-contained. One teacher I observed asks in the morning for students to place their agendas on the desk if parents have written a message in them. At her planning period, she responds to the parents in the students' agendas, and she staples a sealed note to the agenda if the message is private. This way, all communication is documented throughout the year, and it is in one central location.
<b>Technology and Spelling</b> <i>McNulty, Madeline</i> (P2) Lafayette Parish Alice Boucher Elementary <a href="mailto:mdmcnulty@lft.k12.la.us">mdmcnulty@lft.k12.la.us</a>	Four of my first grade teachers have become very technology savvy. Through the use of a computer, a TV, and an Averkey, they are providing animated spelling introduction and review to their students. These presentations help spelling come to life and make spelling class more interesting and colorful. We have also been provided with a computer keyboard instrument called a <i>keypad</i> . Teachers are now beginning to use these for students to take their spelling tests. The teacher who first began to use the keypads for testing has seen an improvement in test grades. It will be interesting to see if this is the result in the other classes.
<b>Improve Self Esteem</b> <i>McSwain, Nolan</i> (P2) Orleans Parish Booker T. Washington Senior High <a href="mailto:nolan_mcswain@nops.k12.la.us">nolan_mcswain@nops.k12.la.us</a>	One of my special education teachers has provided neckties for her male students to wear in her classroom. The students were taught how to tie the ties. I had no idea that so many had not acquired this skill at home. This simple activity seemed to change the atmosphere and improve the self-esteem of those students. In conjunction with this activity, she requires her students to make oral presentations in front of the class. The students are graded on their presentations, using rubrics that rate such things as appearance, speaking clearly, using complete sentences, making eye contact with their audience, audibility of their voice, etc. The students have a voice in rating their classmates.

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<b>Singing to Movement</b> <i>Moss, Frances Lynn</i> (P2) Vermilion Parish Henry Elementary <a href="mailto:lmoss@vrml.k12.la.us">lmoss@vrml.k12.la.us</a>	One of the striking things I have observed during Walk Throughs is the teacher and class singing a song as they get into groups. This kept the students from talking and gave them a time frame for being in the group. When the song was complete, all of the students were seated in their proper groups, which took about 15 to 30 seconds.
<b>Behavior Passes</b> <i>Myers, Michelle</i> (P2) St. Landry Parish Palmetto Elementary <a href="mailto:ples@slp.k12.la.us">ples@slp.k12.la.us</a>	The sixth grade teacher uses "behavior passes" as a behavior modification tool. Every Monday morning each student in the class receives three passes. If the student misbehaves during the week in class, a mark is placed next to his/her name. The student has to pay one pass for each misbehavior mark. If there are more marks than passes, the student must go to detention. On the other hand, students who do not misbehave get to keep their passes and accumulate them. Additional passes can be acquired by acts like turning in all homework. Passes can be redeemed to play a game on the computer, have free time, or purchase school supplies in the classroom store. This practice works very well as the students try to keep their passes. There is also an ongoing competition among the students to see who can earn and keep the most passes.
<b>Quote for the Day</b> <i>Nance, Linda</i> (P2) Lafayette Parish Acadian Middle <a href="mailto:lfnance@lft.k12.la.us">lfnance@lft.k12.la.us</a>	Every morning, at the end of announcements, we have a "quote for the day." A teacher in our alternative class writes the quote on the board as it is announced. She asks her students to write in their journals what they think the quote means. Some days they have an open discussion about their writing. This is an excellent critical/creative thinking skills assignment. Her students have enjoyed this practice and look forward to it every day.
<b>Unit on Cells</b> <i>Nix, Norma</i> (P2) Acadia Parish Iota Middle <a href="mailto:nnix@acadia.k12.la.us">nnix@acadia.k12.la.us</a>	My 7 <sup>th</sup> grade science teacher did a great job teaching the unit on cells. To wrap up the unit of study, she prepared a cell booklet the students would be asked to complete. The students were divided into three groups and rotated from one station to another over a period of several days. Station one had the students working at the computers on a web site that was pre-selected by the teacher. After reading information at the site, students answered questions given in the booklet. Station two had the students drawing animal and plant cells. They also had to construct a time line of the study of cells throughout history. Station three had the students answering review questions on the unit. Having taught this unit before when I was in the classroom, I know how difficult it is. She has been commended for the good job she has done.
<b>Prepare a Luncheon</b> <i>Oubre, Josephine Allen</i> (P2) St. James Parish St. James High <a href="mailto:joubre@stjames.k12.la.us">joubre@stjames.k12.la.us</a>	The teacher in the Pro-Start class has given her students an assignment to prepare a luncheon for seventy businessmen. The luncheon will occur during school hours in their class. The students have to create the menu, determine the cost, make the order, and prepare the meal on time. Students have to use knowledge, comprehension, application, analysis, synthesis and evaluation for this activity.
<b>Multimedia in Daily Routine</b> <i>Parrill, Steve</i> (P2) Livingston Parish Springfield Middle <a href="mailto:stephen.parrill@lpsb.org">stephen.parrill@lpsb.org</a>	One of my 8 <sup>th</sup> grade teachers has a projection system set up in his room connected to his computer. It projects to a large screen mounted on the wall. The teacher has his daily journal entries posted in this manner, and the CPU counts down the time for the student by automatically changing slides. This is a dynamic use of multimedia, which is included in his daily routine.

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**CLASSROOM PROCEDURES (cont.)**

<p><b>Teaching Verbs in French Class</b>  <i>Petry, Ruth (P2)</i>            Acadia Parish            Rayne High  <a href="mailto:rpetry@acadia.k12.la.us">rpetry@acadia.k12.la.us</a></p>	<p>I recently observed my French II teacher introduce and teach verbs frequently used on weekends, through the use of a graphic organizer. The teacher initiated the activity by introducing three general action verbs. She then engaged her students by calling on each one to give a verb they had previously learned. All of these verbs were written on the board in a list, as students responded. The teacher then provided feedback on each response so that these verbs aligned to her objective of verbs-frequently-used-on-weekends activities. After the class list was completed, the teacher and the students then grouped each of the verbs under the three verbs, which she introduced at the beginning of the class by using a graphic organizer. As each verb group was formed, the teacher provided many examples of the weekend activities, so the students were able to see the overall picture being developed from the use of these verbs. She wrote the verbs in the graphic-organizer form, using a large box labeled <i>verbs</i>, which contained three stems. Students then selected their verbs to be placed under the appropriate stem(s). After the organizer was finished, the teacher directed her students to choose a partner and write a brief dialogue with three questions and three answers to be presented before the class. Verbs from the graphic organizer were to be used in this dialogue. All students were engaged and completed this activity with little difficulty. I thoroughly enjoyed the lesson, the students, and the teacher's activity!</p>
<p><b>Think Quest</b>  <i>Robinson, Dinah Marie (P2)</i>            Calcasieu Parish            Ray D. Molo Middle Magnet  <a href="mailto:dinah.robinson@cpsb.org">dinah.robinson@cpsb.org</a></p>	<p>During one of my recent classroom snapshots, I observed a very good LEAP-21 remediation practice by one of my eight teachers. When the students entered the classroom, she had them get into their groups. The teacher had them to do a five-question "Think Quest" activity from the computer that was hooked to a TV. The activities were already in order. The questions related to constructive responses for solving equations, which is a priority in our school improvement plan. The teacher had given or taught the students an acronym that helped them to solve equations. Each letter had a special meaning for solving. Students stated the acronym to each other and solved every problem. All groups were very successful.</p>
<p><b>Rotating Group Activities</b>  <i>Robinson, Kay (P2)</i>            Caddo Parish            Caddo Middle Magnet  <a href="mailto:krobinson@caddo.k12.la.us">krobinson@caddo.k12.la.us</a></p>	<p>While observing a seventh grade English teacher recently, I was reminded again how important teacher planning can be toward the success of any lesson. The teacher divided the class into two groups. One group rotated to the computers and viewed a CD on the life of Edgar Allen Poe. The teacher had all computers set up with a handout on a clipboard that was to be completed as the student viewed the program. The other group rotated to another section of the classroom and listened to two of Edgar Allen Poe's poems sung on a tape. Students were given the words of the poem in a handout. The teacher then had the students draw elements that they heard in the poem as a way to teach interpretation of the poem. She had paper and markers ready for the students to use. There was no wasted time as each group switched half way through the class. This was a great lesson in pre-planning in order to provide bell-to-bell instruction!</p>
<p><b>Community Meeting</b>  <i>Robvais, Mary (P2)</i>            East Baton Rouge Parish            Dufrocq Elementary  <a href="mailto:mrobvais@ebrps.k12.la.us">mrobvais@ebrps.k12.la.us</a></p>	<p>In one of my lower elementary, multi-age Montessori classes, I observed students having a community meeting called "Fun Friday." (Each student in the class is assigned a Friday to be the leader of a meeting.) The students were seated a circle, and the leader asked his classmates if they had experienced any concerns or problems during the week that they would like to discuss. If a student had experienced a problem he/she raised his/her hand and voiced it to the group. The leader then asked if anyone had a solution to the problem. In a very respectful and courteous way, students took turns offering a solution to the satisfaction of their classmate. After the problem solving, students made acknowledgements to each other. Students acknowledged and thanked their classmates for something they had done for them during the week (i.e., helping them with their work or just being their friend). I also noticed community rules posted on the wall that students were to observe during work time: (1) Make challenging work choices. (2) Do not disturb others' work. (3) Whisper during work time/raise your hand to speak in whole group. (4) Move quietly and carefully. (5) Treat books and materials properly. (6) Respect everyone.</p>

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<b>Daily Opening Activities</b> <i>Rush, Dawn</i> (P2) Livingston Parish Live Oak Elementary <a href="mailto:Dawn.Rush@lpsb.org">Dawn.Rush@lpsb.org</a>	Each teacher in our school has opening daily activities for his/her students. The most effective use has come in two areas. An ELA class combines math and science skills into daily oral language each day. The skills are spiraled to previous learning in all content areas. The consistent review each day has helped students in all areas of curriculum. The second area is in our schoolwide reading emphasis. We are encouraging students to read 72,003 books after school hours for this school year. To encourage and support this reading effort, our librarian has arranged for short stories and poems to be read during morning announcements.
<b>Literature Circle Management</b> <i>Schmidt, Mary G.</i> (P2) St. Charles Parish Ethel Schoeffner Elementary <a href="mailto:mschmidt@stcharles.k12.la.us">mschmidt@stcharles.k12.la.us</a>	One of the best and most efficient management procedures I have seen recently is the way some of my teachers are managing Literature Circles. They have the students read literature and then respond to open-ended, thought-provoking questions in a journal. They use Regie Routman's "Invitations" to help generate just two or three questions that are higher level and lend themselves to discussion. The students then meet in groups of five. Each has a specific role as the Summarizer, Discussion Director, Word Wizard, Vocabulary Coordinator, or Illustrator. The children then use stem phrases as they discuss the questions among themselves. Phrases like "I disagree because on page . . . it says. . . ." or "I want to add. . . ." After the discussion, the teacher has each member do his/her job. The summarizer summarizes the discussion for each question. The Discussion Director's job is actually done prior to the discussion when he writes four good questions for the group to discuss in addition to the ones the teacher wrote. The Word Wizard selects good, challenging vocabulary words for the group to learn and cites their use in the literature. The Vocabulary Coordinator collects clues from the text to define the words and uses the dictionary to check or elaborate. This has sparked a love for literature in our most reluctant students. Our teachers love teaching literature this way.
<b>Calendar Math</b> <i>Simmons, Joan</i> (P2) Vernon Parish West Leesville Elementary <a href="mailto:jsimmons@vpsb.k12.la.us">jsimmons@vpsb.k12.la.us</a>	Everyday Math Counts (Calendar Math) is utilized daily as an introductory activity for each math lesson. This is a great way to review previously taught skills as new skills are introduced each month. This program begins with simple skills and progressively becomes more difficult. Some of the skills include number, shape, color patterns, multiples of numbers, time, money, measurement, and computation. This activity can be done in 5-10 minutes, and it's a great review!
<b>Probability Lesson</b> <i>Somoza, Jan</i> (P2) St. Bernard Parish NOVA Academy <a href="mailto:jsomoza@stbernard.k12.la.us">jsomoza@stbernard.k12.la.us</a>	A great practice I encountered on one of my Walk Throughs was observing the math teacher turning her daily warm-up into the anticipatory set to introduce the lesson. The class was studying probability, and she had a problem on the board about how many soft drink bottles a person would need to buy to claim a prize. The students made various guesses, and then she introduced probability, taught the lesson, and had the students do an exercise with tossing coins. As a wrap-up to the lesson, she went back to the original problem written on the board and extended it for their homework assignment. Not only did the teacher use something of interest to the students to get their attention, but she also circled back and used the same exercise for application. It really made sense to the students and to me.
<b>No More Boring Biographies</b> <i>Stadalis, Molly Davis</i> (P2) St. Mary Parish Patterson Junior High <a href="mailto:mstadalis@stmary.k12.la.us">mstadalis@stmary.k12.la.us</a>	In our parish, each junior high has a language enhancement course in which the students spend much time writing. The teachers of this course know that students would resist writing in the same format every day, and this has forced teachers to think outside the box. When I was in school and I was assigned the task of writing a biography, I spent a lot of time putting pencil to paper. I would write, edit and revise, and then turn in a typed biography that probably looked just like the other 120 that the teacher had to grade. I was pleasantly surprised to see that one of my teachers adapted the traditional biography assignment. She taught the kids about biographies and then had the kids interview an adult whom they admired or loved (grandparent, parent, family friend). They then created PowerPoint presentations about the person to present to the class. As I looked through the presentations, I was amazed for several reasons. They did an excellent job delving into the lives of adults, even though 8 <sup>th</sup> graders usually don't appear to want to be around them. They were able to share things with their classmates that the class probably would not have known otherwise. They also showed us a caring side, through the statements made about the relative or family friend that many 8 <sup>th</sup> graders prefer to hide. When they were done with the PP Presentations, we all walked away from the assignment with much more than a grade.

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<b>Technology Rolls</b> <i>Stadalis, Joseph</i> (P2) St. Mary Parish J.S. Aucoin Elementary <a href="mailto:jstadalis@stmary.k12.la.us">jstadalis@stmary.k12.la.us</a>	A classroom procedure that stands out is the continuously operational PowerPoint presentation that a 6 <sup>th</sup> grade teacher has running throughout the course of the day. The PowerPoint encompassed frames of the objectives for classes he taught for the day, class announcements, the lunch menu for the week, bake sale information, and other tidbits of information that students would find helpful. After discussing the PowerPoint with the teacher, he informed me that students assisted in creating the presentation. I have asked him to share his PowerPoint ideas with other teachers at our next faculty meeting.
<b>Spelling With An Interest</b> <i>Verrette, Tonia M.</i> (P2) St. Mary Parish Julia B. Maitland School <a href="mailto:tverrette@stmary.k12.la.us">tverrette@stmary.k12.la.us</a>	My two first grade teachers collaborate and teach spelling with an awesome use of technology. All spelling words are continuously scrolled across the computer screen and television throughout the day. The two teachers have created PowerPoint presentations for each lesson, and they have the word appear as a whole and then broken down by letters so the students can spell them out as the letters appear. They have a picture to match the word, and they have a sentence to go along with the word. They repeat certain processes to further knowledge, and they have the presentations timed to match the students' responses and the class schedule. The students know the routine and the expectations. Even though these teachers started with limited knowledge of computers, they have attended workshops regarding technology usage in the classroom to further their skills.
<b>Instructional Technology</b> <i>Victorian, Kay</i> (P2) Calcasieu Parish T.H. Watkins Elementary <a href="mailto:kay.victorian@cpsb.org">kay.victorian@cpsb.org</a>	Most of our teachers are using many pieces of instructional technology in their classrooms. One first grade teacher, who has had InTech and CBT training, taught her first graders how to make and read graphs using KidPix Deluxe and Kidspiration software. After teaching the lesson about graphs she used the overhead projector first and taught them how to draw a graph by hand. From there she used the software and her computers. She has one computer connected to the television, and she used that to instruct them on the use of the software. She then gave them M&M's, beans, books and colors to use to construct graphs on favorite colors of M&M's, favorite books, weighing beans, and favorite colors. The students were excited about doing the hands-on work, working in groups, and using the computers in order to finish their assignments. Each group was allowed to explain and discuss their graphs, and their work was then posted in the hallway outside the classroom. This lesson is one that she is placing on the state website. She uses several of the instructional strategies we are addressing in our school improvement plan. She also works with other teachers who want to learn more about instructional software.
<b>Blackboard Configuration</b> <i>Washington, Troye</i> (P2) Orleans Parish Carver Learning Academy <a href="mailto:troye_washington@nops.k12.la.us">troye_washington@nops.k12.la.us</a>	One of the greatest things to hit Carver Middle Learning Academy is the Blackboard Configuration (BBC). There are four components to this process: DO NOW, AIM, LESSON STEPS and HOMEWORK. This has given our building some consistency and accountability. The four components allow the students to know what is going to be taught and what is expected of them. Each core subject teacher teaches the same skills during a given week using his/her own creativity. I can ask students in the building about the Aims they have covered and normally they can tell me what they are. The students have a full view of the teacher's lesson plan.
<b>Class Log</b> <i>Watson, John</i> (P2) Livingston Parish Walker High <a href="mailto:John.Watson@lpsb.org">John.Watson@lpsb.org</a>	One of our English IV teachers has a very effective way of opening class and reviewing the previous day's lesson at the same time. A student is assigned (on a rotating basis) the job of reading the official class log aloud. This log was written by another student at the end of the previous day's class and is a summary of the class material covered. This activity immediately gets the students' attention because other students have completed it.



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**CLASSROOM PROCEDURES (cont.)**

**Using a Second Language**  
*Wilson, Cassandra* (P2)  
Vernon Parish  
North Polk Elementary  
[cwilson@vpsb.k12.la.us](mailto:cwilson@vpsb.k12.la.us)

When teaching the letters of the alphabet, the kindergarten teachers also teach sign language. It is amazing how quickly the students can identify the letters of the alphabet and give the sign simultaneously. The thinking capacity is raised, and the class noise level is lowered. When completing the calendar activities and the daily review, the teacher will have a student read the information and ask questions. A classmate will come up, point out the correct answer, sign where applicable, and bask in success. You'd have to see it to believe the fusion of the two languages. The preschool special education classes started utilizing signing because some special needs students communicate using signing. They helped teach the kindergarten teachers the second language because of the kindergarten inclusion students, and it caught on like wildfire. Most of them (not just inclusion) like it and use it because it is a great help.



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<p style="text-align: center;"><b>MOTIVATION FACTORS</b>  <i>Strategies to Increase Student Engagement and Motivation</i></p>	
<p><b>Motivational Food for Thought</b>  <i>Baker, Marilyn Clynette</i> (P2)  Tangipahoa Parish  Crystal Academy  <a href="mailto:marilyn.baker@tangischools.org">marilyn.baker@tangischools.org</a></p>	<p>The focus group at Crystal Academy included the two students with the highest number of discipline referrals, two honor roll students, one student with a high number of absences, one student with perfect attendance, two students without discipline problems, a paraprofessional, one teacher, a custodian, and myself. We talked about the entire school day. The top two motivational factors that mostly encourage them to learn are:</p> <p>(1) "We are motivated to learn when the teachers explain exactly what we are supposed to learn and demonstrate the steps needed to accomplish a particular academic tasks."</p> <p>(2) "We are motivated if we perceive value in what we're supposed to learn. We are motivated to learn when we cash in earned tickets across the week to spend in the incentive store on Fridays."</p> <p>One additional comment was "I just study hard because good grades are what I need from my teachers to get what I want from my parents."</p> <p>To summarize their views, when students connect success to personal effort, rather than ability or luck, they are more likely to be motivated to learn. I have found during my 22-year educational career, that inappropriate or indiscriminate use of extrinsic rewards has a long-term negative effect on students' motivation to learn.</p>
<p><b>Motivational Factors</b>  <i>Barclay, Jennifer S.</i> (P2)  Livingston Parish  Denham Springs Junior High  <a href="mailto:Jennifer.Barclay@lpsb.org">Jennifer.Barclay@lpsb.org</a></p>	<p>I chose three students at random from each grade to participate in my focus group. I discovered several interesting facts.</p> <p>(1) Students like project-based activities. They also like to be given a choice of formats from which to pick.</p> <p>(2) They want the teacher to explain a concept so that it is clearly understood. In the area of math, they want to feel confident that they are able to do the work before they leave the classroom with homework.</p> <p>(3) They want their teachers to correct them in a caring manner.</p> <p>(4) Teachers who smile and "get into" the lesson get a greater effort from students.</p>
<p><b>Teachers Who Like Teaching</b>  <i>Blanchard, Allen</i> (P2)  St. Martin Parish  Cecilia Junior High  <a href="mailto:allen_blanchard@stmartin.k12.la.us">allen_blanchard@stmartin.k12.la.us</a></p>	<p>The students in the focus group at Cecilia Junior High School stated that the factors that motivate them and make them want to learn more are that teachers try to make the lesson interesting. The students thought that making the information pertinent to them made it interesting. To quote a student, "We want the teachers to teach us things we want to know." I think the student really meant that she wanted to be taught things that she will need in the future. Students also said that they like the teachers that spoke to them in an intelligent manner by speaking <i>to</i> them, and not <i>down to</i> them. In talking to the students, I got the feeling that they pick up on the teachers who really like kids and teaching.</p>

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<b>MOTIVATION FACTORS (cont.)</b>	
<b>Motivation—What is the source?</b> <i>Bridges, Earline</i> (P2) Jefferson Parish Westwego Elementary <a href="mailto:earline.bridges@jppss.k12.la.us">earline.bridges@jppss.k12.la.us</a>	I met with ten 5 <sup>th</sup> and 6 <sup>th</sup> grade students to discuss the topic of motivation. When I asked what made their school experience more pleasant, the standard response was <i>the teacher</i> or something that was related to the teacher. I reflected upon a motivational workshop that Dr. Linda Gatlin (USL) performed for my staff. She stated that the primary source of student motivation is the teacher. The teacher's excitement and attitude is the single most important element in student involvement in the curriculum and activities. I feel that teacher motivation and attitude are foremost in assuring that all of the elements in the reading are in place. Positive interaction with children, matched with enthusiasm for the subject matter and the teaching/learning process, motivates students to succeed. Appropriate group projects and activities, proper grouping, coaxing, peer tutoring, immediate feedback, and genuine concern on the part of the teacher assure student success.
<b>Junior High Motivational Factors</b> <i>Brown, Edward</i> (P2) St. Landry Parish Eunice Junior High <a href="mailto:eunicejr@slp.k12.la.us">eunicejr@slp.k12.la.us</a>	When meeting with a diverse group of 8 <sup>th</sup> graders (8 students), they revealed to me some of the things that motivate them most: --challenging subject matter --parental rewards for good grades --recognition for a job well-done --light and fun-filled competition --rewards from teachers I might add that students were extremely pleased that they were asked what motivates them. They were quite eager to share!
<b>Parents and Teachers</b> <i>Bryant, Roosevelt</i> (P2) Jackson Parish Jonesboro-Hodge Junior High <a href="mailto:rbryant@nls.k12.la.us">rbryant@nls.k12.la.us</a>	During the focus group session, students revealed that two primary entities were instrumental in motivating their learning: teachers and parents. Students stated that teachers who were motivated to teach were a vital factor in their learning. Unfortunately, they feel that many of the teachers do not feel passionate about their professions and do not genuinely care whether or not students learn. The statement was made regarding teachers, "How can they expect us to be motivated, and they're not motivated?" The statement rings true, "What touches the heart, reaches the heart." Students feel that some teachers don't have a heart for teaching. The second motivating factor is parents. Students stated that parents are a major influence. Parents are key because they help to shape the students' attitudes toward learning. One of the students stated that her parents say they don't want their children to make the same mistakes they made by not pursuing higher levels of education. This motivates her to learn and to excel at learning. While parents are the first teachers, more can be accomplished when parents and teachers work together.
<b>Parental Influence</b> <i>Crow, Robyne</i> (P2) Richland Parish Start Elementary <a href="mailto:rcrow@richland.k12.la.us">rcrow@richland.k12.la.us</a>	At my school, the major factor reported for motivating students to do their best was still parental influence, even with the Junior High students. We are a K-8 school in a rural area with much parental involvement. A few students were intrinsically motivated to do their best, and others mentioned sports. One student added <i>money</i> , meaning he/she was paid for good grades by their parents, but another in the group commented that they meant <i>money</i> in the sense that a person can get a better job as an adult if he/she does better in school. When discussing their favorite teachers or what made their classes more interesting, many said "a teacher that is fun." But, they really couldn't describe what <i>fun</i> meant. Their classes were almost always ones with hands-on learning, experiments, and projects. They said they were more willing to participate in classes that involved them and did not use the textbook. They were more willing to respond positively to a teacher who did not yell at students, who gave out positive rewards, or who verbally praised them for things they had accomplished. Students' answers supported research on an effective teaching/learning environment.

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<b>MOTIVATION FACTORS (cont.)</b>	
<b>Real Life Examples</b> <i>Dauzat, Blaine</i> (P2) Winn Parish Atlanta School <a href="mailto:bdauzat@winnpssb.org">bdauzat@winnpssb.org</a>	My discussion with a group of 7 <sup>th</sup> and 8 <sup>th</sup> graders confirmed what most "experts" and all of the data seem to say. The biggest factor that would motivate them more was teachers pointing out the relevance of what was being taught. One student summed it up by saying, "I want to know how I will ever use what I'm being taught." Real life examples – that's what they need! They said that the second biggest motivation for them is group work. They indicated that doing work in groups is more fun, plus they can do more in a shorter amount of time.
<b>Collaborative Learning</b> <i>Davis, Vallie</i> (P2) Orleans Parish John McDonogh Senior <a href="mailto:vallie_davis@nops.k12.la.us">vallie_davis@nops.k12.la.us</a>	Students are motivated when the teacher and the students work collaboratively together. Students like being given a chart of the objectives and the expectations of the day's lesson. The students start with a warm-up and collaborate in groups to work on their various assignments and concepts. They share within and without their groups, and each student has the opportunity to become the leader. The sharing of ideas encourages the students to want to do more in the classes. They feel that what they have to say is of value.
<b>Teacher Demeanor</b> <i>Ellerbee, Rebel</i> (P2) East Baton Rouge Parish Northwestern Middle <a href="mailto:rellerbee@ebrpss.k12.la.us">rellerbee@ebrpss.k12.la.us</a>	For my focus group, I randomly selected 3 students from each grade level, 9 students in all. The most common factor mentioned by most students had much more to do with a teacher's demeanor and personality than with any particular strategy or technique. They mentioned their appreciation for teachers who listen, are friendly, who care, have a sense of humor, and explain the concept as often as needed for students to understand. Secondly, students recognized teachers and activities that were exciting or fun as good motivational factors. A variety of games, hands-on activities, and/or group activities were mentioned as student favorites.
<b>Teacher Expectations</b> <i>Fegenbush, Buffy</i> (P2) St. Mary Parish Berwick High <a href="mailto:bfegenbush@stmary.k12.la.us">bfegenbush@stmary.k12.la.us</a>	On the high school level, the thing that seems to motivate them the most is teachers who expect them to do well. They want to "prove" to them that they can do it. It is the self-fulfilling prophecy. One of my lower students in the group said that some teachers who teach him (GED) do not expect him to do well and do not seem to be truly interested in him. The students also like to be acknowledged for what they do.
<b>Motivational Factors</b> <i>Grooms, Judy</i> (P2) Bossier Parish Cope Middle <a href="mailto:5385@tc1.bossier.k12.la.us">5385@tc1.bossier.k12.la.us</a>	Students at Cope Middle are motivated most by the following: praise, computer time or reading time, concession passes, and small candy treats such as Jolly Ranchers, etc. Other things that motivate outside the classroom are parental rewards for grades, personal satisfaction with grades, and opportunities to learn new things that allow learning to be carried on in the home environment, too, such as searching websites and computer activities that were first learned about in the classroom. Students agreed that the more the teachers encouraged students, the more students would respond to please themselves and their teachers. Parental involvement was a huge part of motivation, with peer group competition being far down on the motivational scale. Students felt that grades were deemed more important in high school, with more pressure to get ready for college or the work force.
<b>Education And Success</b> <i>Hagan, Annette</i> (P2) Orleans Parish Helen S. Edwards Elementary <a href="mailto:ahagan@nops.k12.la.us">ahagan@nops.k12.la.us</a>	My focus group consisted of six students – three girls and three boys. The number one motivational factor for my students was Education for Success. Most of the participants expressed that their mothers tell them daily that they must get a good education to succeed in life. They shared the fact that disruptive students were a stumbling block to them for learning.

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<b>MOTIVATION FACTORS (cont.)</b>	
<b>Parents/Teachers/Technology</b> <i>Hamilton, Theresa</i> (P2) Natchitoches Parish North Natchitoches Elementary <a href="mailto:nnehamill@simba.nat.k12.la.us">nnehamill@simba.nat.k12.la.us</a>	Students in a focus group made up of K-6 meet with me each month. At North Natchitoches Elementary School, we have a student advisory board, and we discuss issues and concerns of students. Students said they were motivated to please their parents. They also stated that teachers who incorporated group projects and hands-on learning into their classes were enjoyable to work with. A key factor was mentioned that students did not want to work in classes with teachers who didn't really like children. Students indicated that having an opportunity to research and use the computer in class made them eager to learn and participate.
<b>Parents' Expectations</b> <i>Hamner, Clyde F.</i> (P2) Terrebonne Parish Legion Park <a href="mailto:chamner@tps.net">chamner@tps.net</a>	The two most prominent factors that the students in my focus group felt motivated them were their parents' expectations and the rewards they would get from their parents for a job well done. The other factor that motivates Legion Park's students is when teachers use a hands-on learning technique in the classroom. Students are able to more readily remember concepts taught and enjoy the process of learning. Reviewing test materials by playing games and doing experiments were on the top of the list. By incorporating educational and "fun" activities, our teachers are able to reach even the lowest-level students. The most surprising thing I learned from my focus group was that they expect the tangible rewards from the school, but they would rather receive them from their parents as acknowledgement of their achievements. This reinforces the idea that education begins in the home.
<b>Real Life Situations</b> <i>Holliday, Connie</i> (P2) Orleans Parish East N.O. Educational Support Center <a href="mailto:connie_holliday@nops.k12.la.us">connie_holliday@nops.k12.la.us</a>	Our focus group consisted of eight students, a paraeducator, and myself. The students represented grades 9-12 and special and general education. Students were eager to share their feelings and make suggestions on how things can be improved. Two of the top factors that motivate them to learn are: (1) the desire to do well to please their parents, and (2) the teachers' ability to make learning relevant and applicable to their daily lives. Teachers were described as caring, real people, cool, humorous, and helpful. Students agreed that their teachers used real-life situations, took them into the neighborhood, used role-play and games to make learning relevant and helped them to see how it connects to the real world.
<b>Self-Esteem</b> <i>Howell, E. Ann</i> (P2) East Baton Rouge Parish Wildwood Elementary <a href="mailto:ahowell@ebrpss.k12.la.us">ahowell@ebrpss.k12.la.us</a>	In my focus group, I found that most of the 8 students were motivated foremost by recognition of some sort. A certificate, name called on the intercom, teacher recognition, and principal recognition, something to take home to parents to share the "good news," stickers, etc., were motivational to them. All students have their own ideas about what motivational technique was most rewarding to them. It was interesting to note that motivation also changes from subject to subject and day to day. I guess self-esteem is the biggest motivator, and that appears to fluctuate, depending on the particular situational challenge at that given time.
<b>Immediate Rewards and Appropriate Behavior</b> <i>Johnson, Berna Dean</i> (P2) Calcasieu Parish Pearl Watson Elementary <a href="mailto:bernadean.johnson@cpsb.org">bernadean.johnson@cpsb.org</a>	By forming this focus group, student leadership and responsibility is going to be a really positive outcome, as well as giving the students a voice in a much-needed area. Ways in which students will become motivated to be academically successful and to behave appropriately are the two areas that we discussed. Immediate rewards seems to be one of the ways. After the holidays, we plan to establish a Power of Positive Student Store in which purchases of school supplies, treats, toys, etc., will be made with vouchers earned from doing homework assignments, good grades, and having appropriate behavior in all areas of the school. A couple of the students wanted students suspended for inappropriate behavior and even wanted corporal punishment reinstated. I believe students really want boundaries set and followed.

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<b>MOTIVATION FACTORS (cont.)</b>	
<b>Competition and Teacher Quality</b> <i>Jacobs, Melanie</i> (P2) Webster Parish Springhill Junior High <a href="mailto:mjacobs@nls.k12.la.us">mjacobs@nls.k12.la.us</a>	The kids listed both intrinsic and extrinsic rewards as important to motivation. I was surprised that 7 <sup>th</sup> graders recognized that competition drives many of them, either competition with their friends or with an older sibling. They also talked about how important the teacher is in motivation. They talked about class activities they have enjoyed in which the teacher was involved and the students created something. Not a single one listed answering the questions to the chapter review as motivating! Imagine that!
<b>Teacher is Prime Motivation</b> <i>Jones, David</i> (P2) Jackson Parish Jonesboro-Hodge High <a href="mailto:davidj@nls.k12.la.us">davidj@nls.k12.la.us</a>	Of the eight members of my focus group, all but one put the same factor down as a factor that motivates them to do the best they can in that class. That factor is the teacher. If the teacher is interesting, does a lot of hands-on teaching, cares, and treats everyone fairly, students are saying that they will try to do the best that they can. This came before such factors as physical rewards and sports, although these are factors that were talked about also. I believe that, after talking to this group, teachers DO have a positive or negative effect on the attitudes of students.
<b>Motivational Factors</b> <i>LaFont, Dawn Rose</i> (P2) Terrebonne Parish Pointe-aux-Chenes Elementary <a href="mailto:dlafont@tpsb.net">dlafont@tpsb.net</a>	PAC is very small, and everything is exciting for our students. The focus group was 3 <sup>rd</sup> and 4 <sup>th</sup> grade students. They enjoy field trips, group activities, and playing games the most. The one thing the students did not mention that surprised me was <i>stickers</i> and <i>awards</i> , which the teachers give out freely. They love pencils and candy. One motivating activity was the LEAP Hershey bar. We redesigned the Hershey candy bar wrapper and put LEAP-21 questions on the inside of the wrapper. Parents who attended the meeting got a candy bar. The student solved the LEAP-21 practice items and turned the wrapper in for a LEAP t-shirt. The t-shirts remain at school and will be worn by classes who do extraordinary LEAP things in preparation for the TEST! After the test is over, the students will take their t-shirts home. Until then, I will be doing their laundry. So if they want to keep me busy washing, they need to get busy pushing their LEAP-21 practice at home and school. I'll let you know if we get results. Everyone loved the Hershey bar!
<b>Extrinsic Motivation</b> <i>Landry, Pamela</i> (P2) Iberia Parish Johnston Street Elementary <a href="mailto:palandry@iberia.k12.la.us">palandry@iberia.k12.la.us</a>	My focus group consisted of two students from each of the 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grades. Students were asked to think of things that encouraged them to do well in school. Their responses were as follows: (1) positive praise from parents, teachers, and principal; (2) treats such as popcorn parties, pizza parties, and punch parties; (3) names announced on the intercom; and (4) being named Student of the Week. None of the students discussed being intrinsically motivated. Although some of the students in the group are doing well academically, they have not internalized that academic achievement fosters future success.
<b>Different Age Factors</b> <i>Lee, Pat</i> (P2) Claiborne Parish Homer Elementary <a href="mailto:pslee@nls.k12.la.us">pslee@nls.k12.la.us</a>	Factors that motivate the younger students are things like stickers, treats, etc. They, like the older students, also like recognition and praise for jobs well done. Many of the older students like to compete with other classes and, surprisingly enough, some of them are already thinking about scholarships for college. Some are concerned about what their teachers and parents think, and some acknowledged that good grades and good work make them feel good.
<b>Teachers and the Future</b> <i>Magee, Veronica</i> (P2) Orleans Parish Augustine Middle <a href="mailto:veronica_magee@nops.k12.la.us">veronica_magee@nops.k12.la.us</a>	In our focus group, the two most consistent factors that students said influenced them were their positive feelings towards the teacher of the class and a desire to do well in the future. Students consistently mentioned the "niceness" of the teacher as one of their motivating factors. As a result, it occurred to me that the students performed favorably in an attempt to maintain or acquire the approval of the teacher, in much the same way as faculty/staff members often try harder to do well when the administrative leader is seen in a favorable light. Surprisingly, future goals and good grades were second to teacher likeability.



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**MOTIVATION FACTORS (cont.)**

<b>Importance of Parents' Interest</b> <i>McNulty, Madeline</i> (P2) Lafayette Parish Alice Boucher Elementary <a href="mailto:mdmcnulty@lft.k12.la.us">mdmcnulty@lft.k12.la.us</a>	<p>I led a focus group of seven fourth graders over doughnuts and milk. At first they were very uncomfortable, but my clerk (my note taker) and I were soon able to ease their anxieties. Once one started talking, they all were very willing to participate. I would like to give you a little background on my school. We have a student population that is considered at risk and consists of grades K-4. I used the four questions given and added two more. When I asked these seven 9- and 10-year-olds what motivated them to get good grades, I was amazed that my students at this age were already thinking of careers for their future. I am very happy that we instituted a career day last year. Five out of the seven said they wanted to have good grades so that they could be educated, go to college, and get a good job (four wanted to be teachers, one a doctor, and the other two weren't too sure). All seven said that another reason they wanted to do well was to make their parents happy, because their parents wanted them to get good grades. One question I added was why they think some students are not interested in doing their best at school. I was surprised that, along with other responses, all seven said that those other students probably didn't have parents who helped them or cared if they did well. The wisdom of 9- and 10-year-olds!</p>
<b>Family Expectations</b> <i>Myers, Michelle</i> (P2) St. Landry Parish Palmetto Elementary <a href="mailto:ples@slp.k12.la.us">ples@slp.k12.la.us</a>	<p>The majority of students in the focus group agreed that their desire to do well in school is motivated by family expectations. They know what they expect, and try their best not to disappoint them. They have a personal desire to succeed and they work hard because of self-satisfaction. Most of these students come from poor families, and they want to go to college and be able to have a career that will raise their standard of living. In the classroom setting, the students agree that learning is easier with hands-on activities and experimentation. Just sitting in a desk reading or writing is boring to them. Activities that are fun or multi-stepped are the activities from which they learn the most.</p>
<b>The Family</b> <i>Nix, Norma</i> (P2) Acadia Parish Iota Middle <a href="mailto:nnix@acadia.k12.la.us">nnix@acadia.k12.la.us</a>	<p>There were ten sixth-, seventh-, and eighth-graders selected to participate in our focus group. The most-mentioned factor motivating student achievement was centered around the family. As expected, parental encouragement and expectations were at the top of most students' lists. As one student put it, "I don't like to be punished." There were a couple of other reasons that surprised me. One student, who is a twin, mentioned sibling rivalry. Both are honor students and gifted athletes. She told how competition is fierce every six weeks to be the twin with the best report card. The twin who loses, of course, is reminded of that fact all six-weeks long. The third family-related motivational factor also has to do with other siblings in the family. Several mentioned they liked being a good example for their younger brother or sister. Another student was able to benefit from an older sister's experience, when she failed to qualify for TOPS. Apparently, the lesson learned by the older sister made quite an impression on this student.</p>
<b>Practical or Relative Application</b> <i>Peterson, Michael</i> (P2) St. Tammany Parish Northshore High <a href="mailto:mpeterson@stpsb.k12.la.us">mpeterson@stpsb.k12.la.us</a>	<p>Students explained that they would learn better at Northshore High School if (1) teachers who lectured would incorporate visual aids during the lecture presentations, (2) more group activities were employed during lessons to allow for greater student engagement in subject matter presented, and (3) more explanation were given regarding the practical or relative application of lessons taught.</p>



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**MOTIVATION FACTORS (cont.)**

<b>Parental Expectations</b> <i>Petry, Ruth (P2)</i> Acadia Parish Rayne High <a href="mailto:rpetry@acadia.k12.la.us">rpetry@acadia.k12.la.us</a>	After facilitating a student group discussion with eight students ranging from freshmen to seniors, I found that two predominant factors influence my students at Rayne High. First, my students were very aware of their parents' interest in their learning progress. These students wanted to do their best because of parental expectations, parental goals for their children, parental modeling, and simply a mutual love for each other, with a strong desire to make their parents proud of their accomplishments in school. Second, these students see the relevance of their learning to later accomplishments and standards of living. They enjoy learning about topics that they can use either in post-secondary schooling or in their future vocations. The more interesting and relevant the teacher structures the lesson, the more they learn.
<b>Motivation Based on Environment</b> <i>Ramsey, Marlin (P2)</i> Beauregard Parish South Beauregard High <a href="mailto:mramsey@beau.k12.la.us">mramsey@beau.k12.la.us</a>	The first focus group I chose was a highly motivated group of 10 <sup>th</sup> grade students in an Algebra II class. They all agreed that the largest driving force for them was competition. The second thing that motivated them was a challenging teacher. I then chose another group of 10 <sup>th</sup> graders in Algebra I for the first time. Their motivation came from simply passing the class. Their second was an interesting teacher who would take time with them to help them understand. My conclusion is that there is nothing we can do as administrators that is as important as hiring quality personnel. No accountability system in the world can do the job of a teacher with a big heart and strong work ethic.
<b>Extend Curriculum and Provide Enrichment</b> <i>Robvais, Mary (P2)</i> East Baton Rouge Parish Dufrocq Elementary <a href="mailto:mrobvais@ebrpss.k12.la.us">mrobvais@ebrpss.k12.la.us</a>	Students in the focus group participated in an hour dialogue session, expressing their views on how to improve the academic program of the school. The group members consisted of students from first through fifth grades (regular and Montessori), to include seven African Americans and three Caucasians. The two factors that motivate them to do their best in school are: educational games and hands-on activities in math and science. Students also listed schoolwide programs that extend the curriculum and provide enrichment activities (e.g., math club, Dufrocq Ducks Read, I-Care, DARE, Big Buddy tutoring and enrichment.)
<b>Expectations Change from Year to Year</b> <i>Rush, Dawn (P2)</i> Livingston Parish Live Oak Elementary <a href="mailto:Dawn.Rush@lpsb.org">Dawn.Rush@lpsb.org</a>	<p>It is always interesting to ask kindergarten students what they think (about anything), specifically, what they will work really hard for. Surveyed kindergarten students will work hard to complete a task if art or story time is figured into the lesson. They also love being able to pick their center activities. Recess, candy, Eagle tickets were not overly important to this group of children. They really like being praised for their effort, "even if it wasn't so great."</p> <p>The picture changes somewhat with 1<sup>st</sup> and 2<sup>nd</sup> grade. First and second graders have really caught on to the idea of working for something in particular. Our Reading Safari has a built-in reward system, and students will read in order to get the prize for every 25 books read. They also like to work harder to get better report-card-day prizes. Students can earn popcorn passes, pencils and Eagle tickets for maintaining a C or better average. Everyone gets extended recess on recess day, regardless of grades. First graders are more attracted to food reward, and second graders would rather have a non-food item. All students said they would like to have extra library time, computer time or art, just sit and do nothing, or lead the morning pledge, as an incentive for doing a great job at school, for both academics and behaviors. Both 1<sup>st</sup> and 2<sup>nd</sup> graders said they love being told that they have done a good job, but a prize with praise is even better.</p> <p>It is interesting to see how children change from one year to the next in their expectation of rewards. As adult educators, do we do this, or do we assist society's influence and expectation of "do it and get the goodies"? Hmmm. . . .</p>

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**MOTIVATION FACTORS (cont.)**

<b>4<sup>th</sup> and 5<sup>th</sup> Grade Students</b> <i>Schneider, Charlotte</i> (P2) St. Mary Parish Mary Hines Elementary cschneider@stmary.k12.la.us	I met with seven fourth and fifth graders in the focus group. Two of the many things they said motivated them were hands-on activities in the classroom and games played in the classroom, which are related to the subject matter. They also liked being recognized at assemblies, over the intercom, or in the classroom for doing well. One thing they all agreed upon was that they liked to get finished with the lesson and be given some time to begin on their homework assignments in the classroom. All the students said they still liked getting stickers from the teacher for doing well. Of course, my little students are fairly unsophisticated, but I was still surprised that they wanted stickers, a cookie, or a small toy from the teacher.
<b>Motivating Gifted Students</b> <i>Schmidt, Mary G.</i> (P2) St. Charles Parish Ethel Schoeffner Elementary mschmidt@stcharles.k12.la.us	I conducted a Compression Planning session with 40 gifted students grades 4, 5, and 6. These are the results of this focus group session. What do you like best about the gifted program? Answers: doing activities, working with others like me, working faster, doing algebra, the teacher, finishing the book quicker What would make the program even better? Answers: more activities, games, less homework, more time, more algebra
<b>7<sup>th</sup> and 8<sup>th</sup> Grade Students</b> <i>Shirley, Terri</i> (P2) Franklin Parish Ward III School tshirley@nls.k12.la.us	I have a student government body, which is composed of 4 <sup>th</sup> -8 <sup>th</sup> grade students. I met with the 7 <sup>th</sup> and 8 <sup>th</sup> graders. There were about 12 students. One thing that motivated them was incentives such as free time given by the teacher for doing well on assignments. They all liked receiving bonus points, candy, privileges, etc. They also liked getting to participate in extracurricular activities, and this was cited as a motivational factor. They all seemed to especially enjoy projects, hands-on activities, and cooperative grouping activities. They seemed to really recognize and appreciate when the teacher did extras for them, or took up time with them. Also, they were appreciative and recognized when teachers were adept at explaining material. This was an enlightening experience. I enjoyed it and gained insight about my students.
<b>PreK and Kindergarten Students</b> <i>Shirley, James</i> (P2) Franklin Parish Ogden Primary jshirley@nls.k12.la.us	My school is comprised of pre-kindergarten and kindergarten. I interviewed five kindergarten students. This was interesting, to say the least. After determining that their favorite thing to do was to color or paint, I was able to reach a conclusion about teaching and learning, even for early childhood. Most of the children voiced that they did their work so they "would not get into trouble." They each indicated that they had more "fun" when they were involved in hands-on activities. Some of their favorite activities were playing with shapes, playing with toys, playing with PlayDoh®, and working with puzzles. I think it is safe to assume that doing hands-on activities will get the children's attention.
<b>Six Motivational Factors</b> <i>Spikes, John</i> (P2) Calcasieu Parish Barbe Elementary johnw.spikes@cpsb.org	The focus group at Barbe Elementary states that there are several factors that they enjoy about coming to school: (1) Safe Environment with consistent and fair rules when it comes to rules and procedures (2) A/R – Reading and taking A/R test, with prizes and parties as motivation to read more (3) Family reading/math/science afternoon (4) Participation in the added clubs on our campus (5) Morning broadcasting (6) Incentives for reading, attendance, honor/banner roll, perfect attendance

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**MOTIVATION FACTORS (cont.)**

<b>Students Are Like Adults</b> <i>Squires, Karen Taylor</i> (P2) Red River Parish Martin High <a href="mailto:kts8_14@yahoo.com">kts8_14@yahoo.com</a>	<p>Different things motivate the students in our group. Some were motivated by outside interests, such as being able to go to the ballgames, dances, and trips. All students must have a clean classroom record before they can participate. Others were motivated to be good and get good grades for the rewards their parents give them. A few had found the inner motivation of doing what's right and learning for the sheer pleasure of it. I guess students are not that much different from the adults around them.</p>
<b>What Motivates Them?</b> <i>Stadalis, Molly Davis</i> (P2) St. Mary Parish Patterson Junior High <a href="mailto:mstadalis@stmary.k12.la.us">mstadalis@stmary.k12.la.us</a>	<p>Even though it was suggested that we choose students of varying ages and grades, I chose to talk with a group of 8<sup>th</sup> graders. I did this because they are the ones leaving to go to the high school. At first, their answers about what motivates them revolved around candy and "What's in it for me?" Then, we got past the usual, quick responses, and got down to a real discussion about what motivates them. They said that they look forward to coming to school to be with teachers who really care about them, and they love verbal recognition. Teachers who care were defined as those who:</p> <ul style="list-style-type: none"> <li>- Listen</li> <li>- Let the kids be themselves</li> <li>- Teach until students understand</li> <li>- Answer questions</li> <li>- Praise</li> <li>- Use real-life examples</li> <li>- Make learning fun</li> </ul> <p>We talked about verbal recognition. They like our new Wall of Fame where student names are sent in for recognition through incentive prizes and spots on the wall itself. They also said that they really like the teachers and administrators who notice when they do things right and acknowledge that.</p>
<b>Block Schedule</b> <i>Stainback, Michael</i> (P2) Allen Parish Elizabeth High <a href="mailto:mstainba@allen.k12.la.us">mstainba@allen.k12.la.us</a>	<p>I met with ten students in grades 9 – 12. Since we moved to the block schedule this year, I wanted to know how they liked or disliked it. Most of the students had positive things to say; however, if one thing was evident, it was that the same old traditional styles of teaching were being used too much. With some suggestions from me, I gave them some ideas to take back to their teachers (the teachers are aware). These hints and tips are meant to utilize procedures that will make the student an active participant in the classroom. Since we are on the 4x4 schedule, we can start these new methods when the new semester starts.</p>
<b>Open-Door Policy</b> <i>Terry, Tony</i> (P2) Livingston Parish Doyle High <a href="mailto:Tony.Terry@lpsb.org">Tony.Terry@lpsb.org</a>	<p>Because of the makeup of the student body at Doyle, I thought we would get a wide range of motivational factors based on the age differences. I was pleasantly surprised to find that all of the students were pleased with the motivational tools we practice here. We award test exemption for attendance, but we also award test exemptions for achieving different levels on standardized tests. On a daily classroom motivational level, the students say they like group activities on all levels. The older students said they enjoy having input into discussions and activities. I have also made it more of an "open-door policy" regarding to input from them for things like homecoming activities and assemblies. They have responded well and have come up with some good thoughts and suggestions. I approached this from the standpoint of talking to the higher-achieving students. I think I may do this again and talk to a different level of achievers as a comparison.</p>

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<p><b>Success and Recognition</b>  <i>Thomas, Hilda</i> (P2)  Orleans Parish  Andrew J. Bell Jr. High Academy  <a href="mailto:hilda_thomas@nops.k12.la.us">hilda_thomas@nops.k12.la.us</a></p>	<p>Students in the selected focus group at Andrew J. Bell Junior High Learning Academy stated that, most often, the two factors they are most motivated by are success and recognition. Approximately 13 students are participating in the Xavier University LEAP-21 Prep Program. They are motivated by the fact that they have an opportunity to do something that only a select few students can do, and they feel they are being rewarded.</p>
<p><b>Just A Little Time...</b>  <i>Verrette, Tonia M.</i> (P2)  St. Mary Parish  Julia B. Maitland School  <a href="mailto:tverrette@stmary.k12.la.us">tverrette@stmary.k12.la.us</a></p>	<p>I conducted a focus group with 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders for a total of nine students all together (three from each grade). My 4<sup>th</sup> graders were motivated by such things as the LEAP-21 test (amazingly!) and by getting attention. They enjoyed being able to come to the office to get a treat from the stash box or work on the office computer. My 5<sup>th</sup> graders were also motivated by being able to spend time in the office helping out or being able to go to the younger grades and helping the teachers there. They are also looking forward to a possible end-of-year dance because they know it is their last year here as well. (Our 6<sup>th</sup> grade is moving to the junior high next year). My 6<sup>th</sup> graders were interested in the opportunity to get recognized at the end of the nine-weeks during our awards program. The two 6<sup>th</sup> grade teachers have set up a sort of "competition" between the two groups to motivate them, and it is working! The groups are really getting into their studies, and their grades are on the rise. They also want an end-of-year dance and know behavior determines if we are going to have one. Lastly, all grade levels appreciated and were motivated by the sheer knowledge that virtually all faculty and staff take a personal interest in them. They appreciate how we know their parents' names or who their brothers, sisters, aunts, and uncles are. They like how we make reference to things they have done before, because it shows we care and remember. My surprise response was how important it was for the students to please their parents and make them proud. Our school has little parental involvement and much neglect, and it pains me to think how, despite the hardships, these children still want to impress their parents – regardless of the at-home situation. It goes to show how important family is when it comes to student achievement, and it validates the previous response of " . . . a personal interest in them. . . ."</p>
<p><b>Discipline/Alternative Center</b>  <i>Voinche, Celeste</i> (P2)  Avoyelles Parish  Alert School  <a href="mailto:cvoinche@avoyellespsb.com">cvoinche@avoyellespsb.com</a></p>	<p>For my focus group, I spoke to five high school students ranging in age from 15 to 17. All these young men are placed at my school (which is a discipline center/alternative school) for the rest of the year on in-school expulsion. Each of these young men has displayed discipline problems and anger problems. All except one has failed at least once. I met with these guys in a neutral classroom to talk with them. Because we do not have a cafeteria and ride a bus across town for lunch, a lunch conference was impossible. I did not want to meet with them in my office, since each has had to be disciplined for behavior in that setting.</p> <p>For several minutes, I could get very little out of the guys. They continued to tell me that they did not know what would motivate them in school. They knew that they wanted to do the right thing, but they continued to tell me that they didn't know how to do that. Then finally, when I asked them what motivated them to learn at ALERT, they said, "because Mr. Price (their teacher) is fair, and he treats you like a human being, and everyone is equal." We then discussed that, for most of them, when a teacher showed them respect and treated them fairly, they might try to act more responsibly. They all felt that once they had been labeled at their home schools, the teachers were after them, and spoke ugly to them. So, to these boys, a sense of respect was what would be most motivating. The only other thing I could get them to say about motivational factors was that when learning was practical, they could see how it could be used. Then they were more likely to be motivated.</p>

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**MOTIVATION FACTORS (cont.)**

<b>Input into School Operations</b> <i>Watson, John</i> (P2) Livingston Parish Walker High <a href="mailto:John.Watson@lpsb.org">John.Watson@lpsb.org</a>	The students I met with indicated that a strong motivational factor for them would be rewards, such as the two that we offer regarding exams. We allow our students with perfect attendance and/or all A's to opt out of a final exam. This seems to be an effective program for the students who are already high achievers and have good attendance. Another motivating factor for them was to have some input into the operations of the school (especially those that affect the students directly). They were allowed input regarding our homecoming festivities and also gave feedback afterwards for improving them for next year.
<b>The Teacher is the Difference</b> <i>Weatherford, Emily</i> (P2) Rapides Parish Plainview High <a href="mailto:emilyw@kriicket.net">emilyw@kriicket.net</a>	<p>Research indicates that the relationship established between the student and the teacher is of primary importance, and the focus group agreed. Students seem to perform more for teachers that are genuinely interested in them, not just in the subject matter. The students viewed these same teachers as being fair in dealing with students. There are some teachers that can lead students to do things that the students would not do for themselves. It seems that older children, especially, do not want to disappoint teachers that have faith in them. The students indicated that they did not want any special treatment; they just want a fair shake.</p> <p>Parental involvement and privileges for doing a job well were also mentioned as reasons for doing well. Students expressed a desire to know why they are given certain assignments. It seems that teachers who take a lot of time to explain the reasoning behind assignments have more success with students than those who simply assign things. Younger students seemed to be more motivated by extrinsic things such as prizes, etc. Older students liked pizza parties and items that they could not just go out and purchase. For example, one of the items we are using to encourage the Accelerated Reader and Accelerated Math programs is a basketball with our mascot and school name on it. The mascot and school name glow in the dark. This is something that they can't just go to town and purchase. It seems to be attracting a lot of attention. Another incentive we use with our Learn-n-Serve Grant for student participants are special T-shirts. These have encouraged students to do their best to qualify for a shirt.</p> <p>Also, each six weeks, students who make the Honor Roll or who bring up at least two grades, receive tokens to be redeemed in the school store for prizes. Students with straight A's may choose any item in the store, regardless of price. This seems to have motivated our students to do their very best.</p> <p>While extrinsic motivation can be used with students, intrinsic motivation should be encouraged, discussed and respected. Eventually, students must learn to be responsible for their own success and happiness.</p>
<b>"Playing" in the Classroom</b> <i>Wilson, Cassandra</i> (P2) Vernon Parish North Polk Elementary <a href="mailto:cwilson@vpsb.k12.la.us">cwilson@vpsb.k12.la.us</a>	We are a Pre-K, K, and 1 school. We use primarily hands-on activities and learning centers to supplement and reinforce skills taught. Unbeknownst to the students, they are learning when they are playing. The students like school because they get to "play" (learning centers) and make things with their friends (hands-on activities). The reading, math, and higher-order thinking skills have improved significantly – we have decreased the pencil-and-paper work so the students have more involvement in the learning process via activities that require problem solving, analysis, and application, as well as checking their comprehension and knowledge. They can keep right on "playing" in their classrooms.