

A photograph of a young man in a maroon graduation cap and gown, smiling broadly with his arms raised in celebration. He is the central focus of the cover. Other graduates in similar attire are visible in the background, slightly out of focus.

THE UTAH SPECIAL EDUCATOR

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Celebrate: Recognizing & Honoring Excellence

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Call For Articles

We would like to invite you to write an article for The Utah Special Educator. The Utah Special Educator for 2003-2004 focuses on issues facing educators involved in providing services to students with disabilities.

The editors are available for consultation or assistance as needed to complete your submission. Contact either Cheryl Hostetter cherylh@ulrc.org or Michael Herbert michaelh@ulrc.org. Phone numbers for both are 800-662-6624 or 801-272-3431.

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It Doesn't Work to Leap a Twenty-foot Chasm in Two Ten-foot Jumps!

Cheryl's Final Editorial

Cheryl Hostetter, Editor • Michael Herbert, Co-Editor

How fitting for me to be leaving the Utah Personnel Development Center and my profession by writing the last editorial of the year on the topic of honoring excellence. In the past four years my editorials have made many references to the need for and the respect of the change process. Over the years it has been my responsibility to invite change into other peoples' lives. Some embraced the invitation, others went grudgingly, and a few met it with resistance (overt or covert). Now, once again, I have made decisions in my personal life to "begin again." A French philosopher by the name of Henri Bergson said,

"To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly."

This has been an internal and external guide for me throughout my life. Fortunately, over the years I have been given many opportunities to redesign myself professionally and personally. Which brings me to the topic of honoring excellence.

It was 30 years ago this summer that I interviewed for my first job. I was a brand new Speech and Language therapist interviewed by my soon-to-be boss, Dr. John Bone, and a room full of other professionals. I was confident, excited, fearful and all those other feelings you have when you first enter the workforce. Little did I know that acceptance into the world of education would provide me with the spectrum of feelings I have experienced over the years. Joaquin and Westridge Elementaries, with John at the helm and a group of bright energetic and caring teachers, provided me with the foundations for the philosophies that have acted as my beacons. John gave me the courage and support to be an individual, which in turn led to me being comfortable as a collaborator.

Other opportunities were soon to beckon me. I spent a year at Bingham High working with Bruce Schroeder and Kevin Thorpe. In one short year Kevin introduced me to the world of inclusion and infused a passion that I hold dear to this day. Thank you, Kevin. I have cherished our bizarre friendship.

After that year I had a life altering experience working for three years with my friends and mentors, Kathy Hughes and Ted Kelly. I know this sounds trite and a little worn but if I understand the concept of Synergy it developed due to the amazing opportunity of working daily with two great individuals to provide leadership to special education in Provo School District. Thank you both for modeling what true leadership is all about. I learned so much in that short time I spent with you.

A new opportunity presented itself in the form of the Utah State Office of Education under the leadership of Dr. Steve Kukic. What a perfect example of the level of respect he had in all who worked for him. His leadership is a rare form. It is "I hired you for your competence, vision and work ethic. The best leader I can be is to get out of your way and let you do your job." And so he did. The people I worked with,

John Killoran, Janet Freston, Ken Reavis, Tim McConnell, Ginger Rhode, Dale Sheld, Donna Suter, Brenda Broadbent, Deb Andrews, Loydene Berg and Dannelle Keith gave me gifts for my life professionally and personally that will be with me forever. We were a great TEAM and spearheaded some serious initiatives for our state. I am proud to say I worked for the state during this "golden age."

You know the old saying, "Save the Best for Last?" Well, I didn't have to try to do that-it came to me in the form of the Utah Learning Resource Center, now known as the Utah Personnel Development Center. Here I encountered a true community "a group of all leaders." A community requires its members to honestly and openly speak their minds, to risk intimacy, to confess what is appropriate; to make the hidden known when doing so is helpful. To "hang in there" when the going gets tough and come out the other side stronger than before. Jerry, Jim, Michael, Ginny, Terri, Diane, Connie, Hollie, Loydene, Cheryl, Mary and Sylvia, what a gift I have been given to spend the last four years of my profession with you! You have been incredible friends, colleagues and family. The UPDC has taken a quantum leap over the last four years! You have brought about the evolution of our community to possessing a soul of its own-a kind of collective mind and spirit that is greater than the average intelligence and vision of its individual members-a sum greater than its parts. I am proud to have been a part of the legacy you are leaving.

And so, my time has come to, as Cy Freston said, "Get out of the way to let the younger educators waiting in the wings take my place." Because of the wonderful programs and people I encountered along the way I still possess the same enthusiasm for this next adventure I am about to take. This is going to be a HUGE transition for me-the biggest one yet. So I want to leave you with a thought out of the book *Managing Transitions, Making the Most of Change* by William Bridges.

"All changes, even the most longed for, have their melancholy; for what we leave behind is part of ourselves—we must die to one life before we can enter into another."

Think of this when someone like me offers you the opportunity to change-and remember it isn't so much the changes that do you in, it is the transitions. This edition is full of how educators approached change, successfully made the transitions and produced Excellence.

We honor you! Enjoy! ■



Swamps and Classrooms:

A Tribute to Regular Education from Special Education

A wise mentor teacher who could have retired told me twenty-three years ago, “When you’re up to your neck in alligators, remember that you came to drain the swamp.” Pupils, parents, principals, press, and politicians have their agendas that divert, distract, and divide classroom instructional time.

The principal wants grading procedures on file in the administrator’s office so parents can view grading policy. During the year the principal will ask for several exceptions. The district’s new computer program is designed to help write reports more efficiently, but a roll book still must be kept to put the information into the computer.

In the teacher’s mailbox, there are three memos that will only take a few minutes to fill out. The federal government wants to know how many homeless children are attending the high school. The definition of homeless seems self-explanatory but is two pages long with sub text requiring an interpretation from an IRS lawyer. The second memo is a survey from a university doctoral professor who is studying unnecessary paperwork in education. The third memo is from the counseling office surveying what last years graduated students are doing. The counselors have enclosed a list of students to call; they just do not have the time to call everyone. All reports are due as soon as possible.

After the Pledge of Allegiance and the twelve announcements, Jimmy hands in a note stating his family is taking a week off to go to Disneyland and want to know if his class is doing anything important. They do not like summer vacations because the lines are too long.

Jane’s parents do not believe the reading assignment, *To Kill a Mockingbird*, is proper to be taught and demands an alternative assignment. They would like her to read a religious historical novel that has a more up-lifting ending. A local group is protesting the reading of *The Scarlet Letter*, which the state board of education has labeled as required reading for eleventh graders. A civil-rights organization has threatened to file a lawsuit about the reading of *Huckleberry Finn* because of the use of the “N” word. Animal rights activists think Jack London and Ernest Hemingway novels perpetuate a picture of man’s inhumanity to animals.

The counselors need to talk to Ronnie because he has not been to class for six days. Now, Ronnie is absent for the seventh day.



The counselor put him on a contract requiring him to make up the work. If he does not come in, please call his parents. Ronnie does not show up, but the parents want another chance because his parole officer will lock him up for six more days.

Betty, a special education student with ADHD (attention deficit hyperactivity disorder) only needs to do half the assigned work. The special education teacher will give the English teacher a copy of the pertinent part of the Individual Educational Plan and a daily check sheet to monitor her progress. Questions should be directed to the special education teacher during her preparation period. The teacher only has one question—which half of the book should Betty be required to read?

Harvey, a student body officer in second period, wants to turn in the research paper a day late because he was decorating the gym all day yesterday for the homecoming dance. He needs an “A” in the class to qualify for the state scholarship award given by the Honor Society. The next week he will be gone on the choir tour.

In third period, Bill who is hard of hearing, needs the teacher to wear a portable microphone. The loudspeaker interrupts the class to find the student who has parked their car in front of Mrs. Wilson’s

Steve Willingham, Special Education Teacher • Nebo School District

driveway. Since the announcer has everyone's attention he has been asked to wish Kathy Bills a happy sixteenth birthday. A girl, who is not Kathy, runs out of the class because she has morning sickness. The teacher needs to restate the announcements because Bill cannot hear the loudspeaker.

Five students in the fourth period missed yesterday because they attended a swim meet. Students should be given extra time to complete assignments for school excused absences. The swim team won the regional meet and will miss next week for state tournament. The local and school papers want a picture of the five students going to class in their Speedos. The photographer assures everyone this will not be an inconvenience.

A parent objects to the use of the word "Indian" when referring to Native Americans while another parent thinks Native American gives Indian/Native American a superior status to other American citizens. The Navajo student in the classroom does not care because he says, "I'm Navajo."

Some parents want their daughters to have separate math classes from the boys because an expert (loosely defined) on The Oprah Show indicated boys intimidate girls from asking questions. Another group of parents want their girls to play on the boys football and wrestling teams and will be using Title IX of the Federal Educational Code to enforce their wishes. The boys parents threaten to boycott the games because they do not want their sons tackling and wrestling girls. The all girl cheerleading squad voted not to allow boys to tryout. Gender equity programs have been changed to gender sensitivity because the experts have now decided there is a difference between boys and girls.

Every morning teachers drive to school listening to talk radio deploring the student academic testing scores and a host of other problems. Tax organizations mobilize voters to defeat school bonds. State legislatures add new testing requirements taking three more days a year from classroom instruction. State money is diverted to build a sports arena for millionaires.

Air conditioning for classrooms will be postponed for another year. Another two desks will be added to classrooms because developers have added three hundred more homes to school boundaries, but teacher allocation is calculated on last years attendance. Administrators promise it will improve next year.

A federal judge has issued new guidelines: students cannot exchange papers for grading purposes, nor may grades be posted in public places.



Students complain they do not know how they are doing in class. School lawyers are determining if student assistants are considered school personnel and may be able to post grades. Another federal judge will make that decision in a few years.

The teachers union has e-mailed all teachers to write a letter to legislators to fund the weighted pupil unit. Union dues will go up next year to lobby for better pay.

During sixth period, everyone is excused early for a pep rally to prepare for the homecoming football game. Band members, cheerleaders, drill team, technical crew, and the football team are released fifth period.

Teachers find time for their students to read great literature, write research papers, dissect a frog, study the constitution, build a nightstand, play an instrument while marching in 98 degree weather in 20 year old wool uniforms, and sing a new song for the winter performance known in the past as the Christmas program.

Teachers are a stubborn bunch of people who keep to old fashioned ideas like completing the textbook they are paid to teach. Since the district paid \$65 per book, teachers feel obligated to push through the material.

Another old fashioned idea in teachers belief system is still "Sit down, be quiet, and listen." With all the feel good, diversity points of view, and Power Point presentations, a teacher teaching in front of the class with listening students is still a powerful tool.

A third powerful tool is a teacher willing to assign homework. An assignment invades the life of a student, but the act of a professional reading, commenting, and recording a student's work highlights the subject's importance. The constant criticism that homework is busy work is like water to a duck's feathers.

A fourth old fashioned idea is a teacher standing up for a grading system she/he has found to be valid after years of experience. Though the Gates of Hades challenge a particular grade, teachers will stand by their decisions. Most do not come by the grades lightly and have put time and effort into making a fair system. It is amazing how accurate they know the work of 180 students.

The fifth old fashioned idea is that teachers care. They defend the brick and mortar buildings like a mother bear defending her cub. They care about the subject they teach by spending their summers in master level classes or workshops at their own expense. Teachers are involved in activities such as clubs, essay contest, coaching, talks, and fund raisers that they are paid little or nothing for.

In 1900 only 6% of the population graduated from high school and in 1946, 48%. In 1999, 82% of the students graduated from high school. In May several hundred students will graduate from the local high school. Students will earn college credit before they walk across that commencement stage. Some will attend universities, while others will seek out technical training in junior colleges or apprenticeship programs.

The next year, teachers will return to classrooms determined to drain the swamp and battle for another 180 school days to capture teaching moments between interruptions. ■



Taylorsville community, recognized an unfulfilled need to address the rapid increase in drop-out rates seen throughout the Granite School District.

Armed with a purpose and growing support among school and district administrators to develop a program to stem the tide of drop-outs, Leigh began to create a curriculum that sought to remove the “at-risk” label from many of Taylorsville’s students. Her efforts culminated in the development of a curriculum that, ironically, seeks to encourage students to take a risk and be their own life managers. What that means for students from day to day is the acquisition and utilization of such important skills as anger management, communication, mediation and problem solving and at the same time adding a healthy boost to their self-esteem. All the while students are encased in an atmosphere of openness, respect and positiveness and are propped up by the unwavering support of their teacher and peers. According to one student, “Mrs. V’s class was amazing! I now trust and love to be around people and I am so much happier with myself now.” Trust is a common theme in her classes as it serves as the tether that winds its way through her students’ lives, bringing them all together.

“This class doesn’t just help you in school. It helps in your whole life.”

-Taylorsville High School student

Taylorsville’s Students Find Taking Risks is Empowering

For decades, schools have been witness to an endless tide of programs promising to solve one educational concern or another. They have varied in size, complexity and scope and depending on the many factors that go into it, they have varied in success. Students across the country who are labeled “at-risk” are no strangers to these programs, and they’ve seen mixed results in their effectiveness. At-risk students at Taylorsville High School, however, seem to be a part of a program that celebrates success on a daily basis.

“**Techniques for Tough Times**” had its genesis at Taylorsville High School in 1994 when teacher Leigh VandenAkker, known as Mrs. V to all within the



Eric Bergmann, Assistant Principal • Taylorsville High School



quick to applaud the effect the class has had on their children's school and family life. It is also expected and recognized that her students carry these problem solving skills into the school and are often called on to serve as mediators for other students.

The results of this program speak for themselves. This is a proven, field-tested program that is curriculum based and statistically driven. Improvement can be seen in students' GPAs, overall attendance, graduation rates and a reduction in disciplinary matters that end up in the front office.

Despite an overwhelming desire by many students to enroll in the class, there is a careful screening process that seeks to enroll only those students who can most benefit from her curriculum. According to former Taylorsville Principal, Dr. David Gourley, "There was a temptation to just put kids with behavioral problems in the class, but it was decided that such a decision would be made at the expense of those who needed the skills taught." Referrals may come from teachers, counselors, the administration, from parents or from students themselves. Once a referral is made, Mrs.V interviews the student and discusses her observations with counselors and the school administration who provide their input. It is then they make a collective decision to enroll or not to enroll a student.

It would be untrue to say that some levels of politics do not exist in the selection process. To be sure, when dedicated educators discuss what is best for students there will always be differing opinions. At times, these differing opinions are brought to life with a semblance of "lobbying" for certain students. The reality is, however, that Mrs. VandenAkker only teaches six classes and there is a finite amount of desks in her classroom and a waiting list to occupy them. During rare episodes of impasse, the school's personnel take a page from Mrs. VandenAkker's lessons and exercise some trust, allowing the school's administration to make a decision.

Students enrolled in "*Techniques for Tough Times*" only see Mrs. VandenAkker once in an eight period block schedule. However, it is evident to all within the school that her lessons transcend the classroom. Parents are

First Quarter:	TECHNIQUES FOR "TAKING A RISK" (Removing Labels and Risking Change) "What Can I Do Differently?"
Second Quarter:	TECHNIQUES TO TAKE CONTROL (Anger Management) "What Am I Willing to Do Differently?"
Third Quarter:	TECHNIQUES FOR DRUG AWARENESS (Drug Awareness Facts Only)
Fourth Quarter:	TECHNIQUES FOR HEALTHY RELATIONSHIPS

Furthermore, anecdotal data is replete with evidence suggesting an overall improvement in attitude toward school, family, greater involvement in the school community and greater understanding of the differences that make all students unique. Furthermore, Mrs. VandenAkker's program has proven to be so successful that programs based on her curriculum are being developed in high schools across the country and it is anticipated that even more interest will arise when her book "*Techniques for Tough Times*" is published sometime in the near future.

Despite the resounding success of her curriculum, Mrs. V remains humble and clear on her primary purpose as an educator dedicated to helping a population of students who require her services, "I just want to be the best teacher I can be." It is clear that her aim remains true. As one student puts it, "This class will help anybody in need of help."

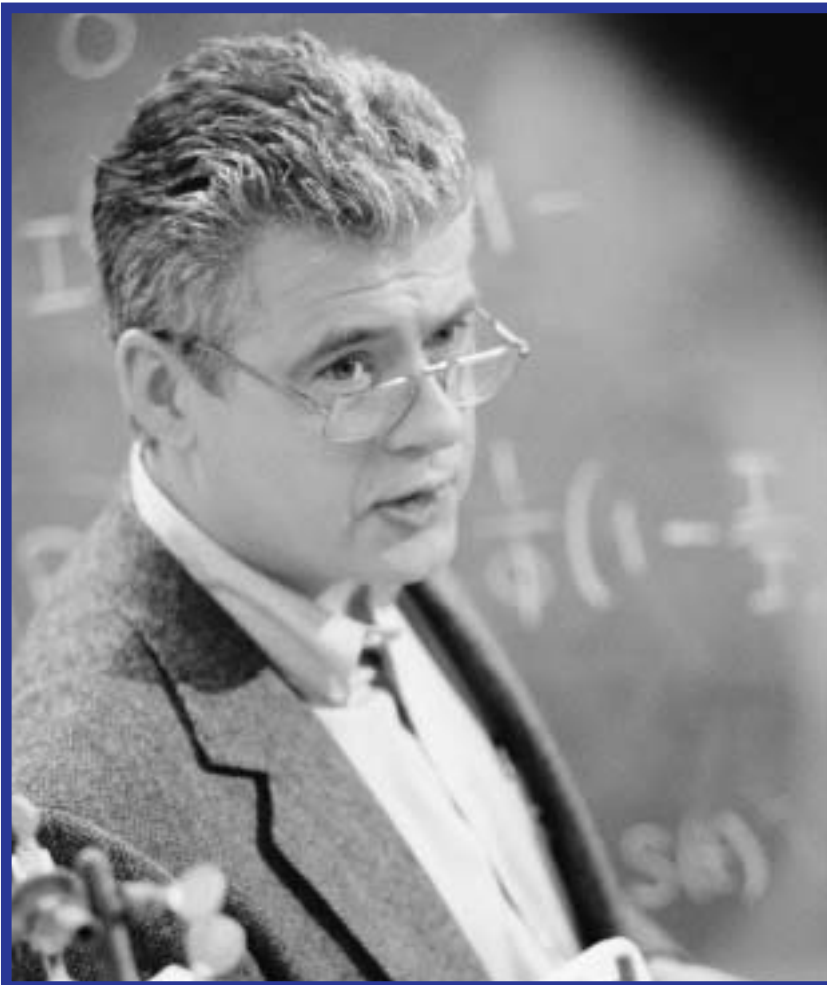
Interested administrators should contact: Eric Bergmann, Assistant Principal, Taylorsville High School at 801-263-6153 for further information. ■

With the implementation of IDEA '97, No Child Left Behind and H.R. 1350 (reauthorization of IDEA), personnel development has been and will continue to be a key component in providing appropriate services for all children. Utah has taken a lead in developing a comprehensive system for personnel development (CSPD) through the creation and support of the Utah Personnel Development Center (UPDC), formally called the Utah Learning Resource Center (ULRC). The UPDC in collaboration with members of the Utah Special Education Consortium has played a major role in Utah's CSPD.

This issue of *The Utah Special Educator* is devoted to honoring excellence found in our schools, districts, agencies, and universities, I would like to give you a snapshot of the excellent work I see everyday performed by specialists from both the UPDC and Special Education Services at the Utah State Office of Education (USOE).



Utah Personnel Development Center: Best Practices



Specific to training and workshops, excellence is revealed in the evaluations done at the end of each workshop. On a scale of 1 to 5, 1 meaning "I should have kept my root canal appointment" and 5 meaning "you've changed my educational life forever", the overall average for all workshops is 4.3. This includes all of my zeros received at most of my workshops. Not a bad evaluation by the participants. Another important indicator of excellence results from answering the question, "are the participants using the strategies taught?" For the most part, the answer is yes. I know this from our mentors creating and reporting on their academy action plan each month. I know this from our staff making regular site visits to mentors, preschool classrooms, behavior and English Language Learner (ELL) teams in districts. Strategies being taught are being used in the field.

We publish over 7,000 copies of *The Utah Special Educator* six times a year. This journal belongs to all of us in Utah in that we all contribute articles and share ideas on what works. The look of the Educator has drastically improved over the past few years thanks to our editors Cheryl Hostetter and Michael Herbert. This year, in collaboration with Nancy Giraldo and others at the Utah State Office of Education, we published a larger monograph issue (April, 2003) devoted completely to research

and practices related to ELL. In addition to copies for special educators, additional copies were delivered to every principal and ESL teacher in Utah to help them create appropriate learning opportunities for ELL children. The importance of the journal is known both in Utah and nationally. I know this from appreciative letters I've received thanking us for various articles in the Educator. I know this from my colleagues in other states who call and want extra copies of issues ("Did you know the Educator is also posted on our website in PDF format for easy printing?"). The Educator is being used in both preservice and inservice trainings by a wide variety of staff developers. The Educator is being read and strategies are being implemented.

The Utah Mentor Teacher Academy (UMTA) has trained more than 700 people over the past 17-years in the skills of leadership. Academy graduates consist of general education teachers, special education teachers, university teachers, principals, special education directors, administrators from state operated programs, related servers and other positions I've probably forgotten. Most of the 700 have now taken on leadership roles in their district or agency. Through evaluations, letters, and conversations with Academy graduates and their administrators, we have received overwhelming kudos as to the effectiveness and quality of the Utah Mentor Teacher Academy.

At the end each school year, we provide districts and agencies with a report listing the number and types of trainings provided by the UPDC and USOE. This year we will also provide them with specific position titles of participants. I've taken a statewide snapshot of our work as of March 1, 2003. Some data have not been entered, but I think this gives a quantitative picture of what we have done sorted by position:

General Educators:	2,104
Special Educators:	3,999
Para educators:	1,732
Related Service Providers:	2,181
Administrators:	1,527
Parents:	33
Students:	167
Other:	95
Grand Total:	11,838

What can we deduce from these numbers? First of all, I finally know where everyone has been for the past seven months and why we exceeded our paper copy budget by



50%. Also, most of our trainings involve multiple sessions (i.e. mentor academy, ongoing team trainings) with follow-up and site visits, so we aren't looking at 11,838 different people. Over time we are providing more training for non-special education teachers. Roughly 30% are special education teachers. I think some barriers to creating a community of educators or providers are simply disappearing. We now look at school wide positive behavior support programs not just what can the special education teacher do for a school. Teams with a wide variety of expertise are working on creating effective ELL services, not just the ESL/ELL teacher. Leadership skills appropriate for leaders in any setting are now being taught. This may, in part, account for the increasing number of non-special education personnel listed above. By the end of the school year, we will have almost doubled the number of training participants as compared to previous years. Like all of you, we are trying to do more with less through collaborative efforts and the use of technology. It's working.

The conversations I hear in our office are about making already good projects and trainings great! Conversations about creating and keeping outstanding teachers and leaders throughout the state are discussed in staff meetings. Conversations about elevating all we do to Tom Peter's definition of "WOW!" is common place. I know people at the UPDC and USOE are doing an outstanding job of providing research-based staff development for a portion of Utah's educators and providers. Thank you for your direction in providing appropriate staff development and thank you for your never-ending support. ■

Rethinking Professional Development

The greater diversity in today's schools has increased the challenges put upon our teachers. No longer is there a classroom where all the children are performing at the same level of skills and abilities. There is a need for educational professionals to collaborate, and blend the resources and services to meet the needs of all students as we learn the most recent research-based effective strategies. Red Mountain Elementary School has been involved in the Washington County School District's initiative to increase literacy for all students. Increasing students' literacy skills and abilities will help ensure success in all areas of the curriculum. Washington County's Literacy Mission Statement is "A lifelong pursuit of literacy is the foundation of learning and helps determine quality of life." The faculty of Red Mountain Elementary has been involved in on-going training since the year 1999, utilizing district training and continuing educational classes from Southern Utah University. In spite of this, student assessment scores still indicated that these in-service trainings, workshops, and classes were not having as great an impact on student learning outcomes as anticipated.

Our school conducted informal grade level focus groups, questionnaires, and surveys. The inquiries identified that teachers were frustrated in their efforts to meet the needs of all their students within their classroom. The faculty was concerned with (1) how to teach the general curriculum with low reading levels of students, (2) how to meet the different levels and learning abilities of their individual students, (3) the need to have high expectations of students and to increase their performance especially on criterion referenced tests, (4) how to make curriculum adjustments and modifications, and (5) the need for good modeling and demonstrating of teaching techniques and strategies to use in their classroom. Quality in-service activities in large quantity had taken place with this faculty, however, limited implementation of these instructional techniques were actually occurring in the classroom. There was a need to bridge the gap between the introduction and teaching of these techniques to the actual implementation of them in the classroom. Learning occurs by doing with most of our students as well as our teachers. It was clear that our school still needed additional staff development and to make it more applicable by grade level with successful implementation in the classroom. A shift from the traditional whole school in-service activities to grade level study groups happened.

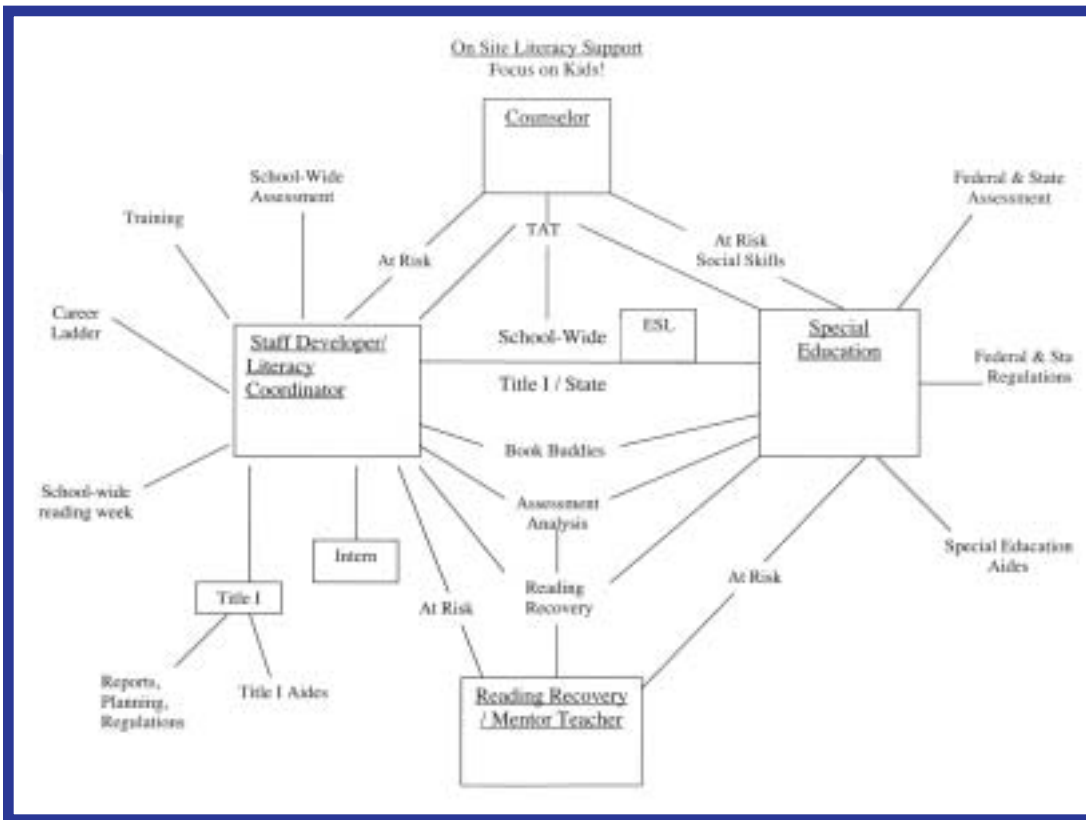
Red Mountain Elementary was awarded a two-year grant from the State Office of Education (SIGNAL II) to assist in the continued professional development of this faculty. The project goals have



been (1) to foster the collaboration between educational professionals with the development of an Instructional Support Team and the coordination of "blended services," (2) implement grade level study groups to improve literacy instruction in the classroom, (3) provide opportunities for classroom teachers to observe and then discuss strategies being discussed in study groups, and (4) provide activities for classroom teachers to reflect on classroom practices.

The Washington County School District has involved members from each school to take an active part in coordinating their school literacy program. At Red Mountain Elementary, the Literacy Coordinator/Staff Developer, the Special Education Department Chair, and the Reading Recovery/Mentor Teacher are part of this Instructional Support Team. This team is designed to assist and support classroom teachers in implementing effective literacy instruction throughout the school. Through an array of services designed to meet the needs of different populations of students within the school (Title 1, Special Education, Alternative Language Services, At-Risk, Counseling, etc.), Red Mountain Elementary has carefully coordinated services in a comprehensive and inclusive manner, "blending" the services to provide the opportunities for all students learning needs to be met (see figure 1).

KerriLee Brownell, Special Educator • Red Mountain Elementary • Washington County School District



Several positive outcomes have taken place. Strategies and techniques are being implemented in many classrooms (see figure 2). Referral to special education has decreased along with the number of actual students eventually qualifying and receiving special education services. The number of our students “at-risk” has decreased on both the Criterion Referenced Test (CRT) and on the informal reading inventories such as the Qualitative Reading Inventory (QRI) and Developmental Reading Assessment (DRA). Another positive outcome has been the students’ perceptions on reading. Research shows that a student’s attitude can assist or interfere with learning. An attitude survey was developed and administered to Red Mountain Elementary Students in first through fifth grade. This attitude survey looked at (1) how they felt about reading, (2) what kind of a reader they were, (3) how they

felt about reading at school, and (4) why reading was important. Eighty-five percent of the students reported that they love or like reading. Ninety percent of the students reported they were a great or an average reader. Eighty-nine percent like to read at school. Seventy percent found reading fun. It was also exciting to see how the students that are receiving special education services in the area

The Instructional Support Team facilitates these grade level study groups. It is important to establish a comfortable, friendly, and risk-free environment where (1) success and concerns could be discussed, (2) ideas shared, questions answered, (3) instructional techniques from outside sources could be introduced and directed in a non-threatening way. Strategies that were introduced were modeled and demonstrated in a step-by-step approach with a strong supportive “how to do it” framework for the teachers to take back to their classrooms. Peer coaching was also made available through the Instructional Support Team to help in the reflective process. Each grade level study group determined the focus their group would take with regard to literacy instruction. Reflective journals have been kept. The first year (2001-2002) there was just one journal per grade level where the teachers collectively took turns for the responsibility of writing in the journal. This year (2002-2003) each teacher has been encouraged to keep a personal reflective journal.

The first year the study groups met twice a month. They were released from their classes to come and discuss the assigned readings, share what they had tried in their classroom from the previous time, and to model and demonstrate a new strategy or technique that they could use with their class. This was a good start, some implementation was occurring in the classroom. The second year, the plan was altered to limit the amount of time the teachers were out of their classrooms. The grade level study groups met monthly one hour before school started. They still get together to discuss students’ work and the skills and strategies they are trying in their classroom along with introducing, modeling, and discussing lesson ideas. Then during that month the teachers are to choose one of three options of implementation (1) observing someone else teaching a literacy lesson, (2) have a member of the Instructional Support Team come in and peer coach them on a literacy lessons, or (3) have one of the Instructional Support Team come into their class and model a lesson. Along with these implementation activities there is a reflective component in which the teacher spends some time reflecting on what occurred and how it will change instruction.

Strategies Tried/Implemented In The Classroom	
- Phonemic Awareness Activities	- Writer’s Workshop
- Interactive Writing	- 6+1 Traits in Writing
- Graphic Organizers	- Quick Writes
- Story Sequencing	- Word Work
- Environmental Print	- Analyzing Running Records
- Guided Reading	- Comprehension Ideas
- Leveling Books	- Think Alouds
- Grouping of Students for Guided Reading Groups	- Centers
- Books Walks	- Scheduling
- K-W-L	- T-Charts
	- “I Wonder ... I Learned”

of reading viewed their reading abilities. They too reported back positively, supporting yet another successful outcome from inclusion and educators collaborating to meet the needs of all children.

Our grade level study groups are doing well. They are taking ownership in their own professional development. We have begun to implement these research-based techniques in classrooms. We are excited with the growth and improvement we are seeing in our students and the confidence and skills that teachers are obtaining. ■

The Wasatch School District Diversity Team



Krista Ingle, Special Education Teacher • Wasatch School District



Considerable change has come to the Wasatch School District in the past five years. The number of students enrolled has grown and with it the number of students with special needs who require additional services. To meet the diverse needs of these new students, a District Inclusion Team was started to address the many challenges faced by teachers and students. The first challenge was making sure all students were in their neighborhood schools. This was accomplished in 2001-2002. The second challenge was to make sure each school had the teachers and support needed for the students to be successful.

District Diversity Team

To begin, the District Inclusion Team was renamed the District Diversity Team (D.D.T) in order to expand the scope of the team's focus to all students, including: at-risk, Title One, ELL, gifted and talented, and special education students. The D.D.T is now made up of two teachers from each school (one general education and one special education teacher) and two administrators. The focus of the D.D.T. is to support the development of individual diversity teams at each school.

To start the process, teachers were given surveys. The surveys assessed teacher and parent attitudes toward inclusion. Schools are also in the process of completing a needs assessment in regards to serving students with special needs. This information is used to help develop a plan for each school. The next step involved support from Superintendent Terry Shoemaker. The last D.D.T. meeting was attended by administrators from each school and the superintendent. School faculty identified success stories and prioritized their needs. Each team then chose their top three needs and administrators provided feedback and possible solutions. Teachers from each team are now in the process of developing their individual diversity teams for their schools and implementing their solutions.

Heber Valley Elementary Diversity Team

The results of the needs assessments for one school in the district, Heber Valley Elementary, indicated that teachers wanted to focus on the reading and literacy skills of their students. They also felt that it was important to address literacy instruction in an inclusive environment. To do this, they would also need more time to plan and collaborate.

The faculty identified Balanced Literacy programming as the instructional technique they wanted to try to educate all the students together. Balanced Literacy incorporates phonemic awareness, phonics instruction, fluency, vocabulary, and text comprehension instruction to help children successfully learn to read. Bringing inclusion and balanced literacy together supports a clear vision to see all students succeed at their highest potential.

The Heber Valley Elementary Diversity Team helps to direct and support the collaborative process and the implementation of new instructional strategies. The team is made up of a school administrator, a teacher representative from each grade level (6 teachers), school specialists from special education (4 teachers), Title 1 (1 teacher), and the Literacy Curriculum Facilitator. A needs assessment is given each year and is used to help guide the direction of the team. The team efforts for the past five years have brought about the following changes:

- **Early Out**-assessment showed that teachers needed more time for collaboration. The Diversity Team proposed an early-out day. Teachers have quality time to discuss “at-risk” students, prepare and adapt lessons, share ideas and meet with specialists (sp.ed, ELL and Title I teachers). Specialists collaborate to discuss at risk students, set up programs, and monitor individual students’ progress. Heber Valley Elementary is the only school in the district that uses this approach for more collaboration time.
- **Literacy Block Scheduling**-With all “at-risk” students in the regular classroom and with the implementation of balanced literacy, teachers needed large blocks of morning time and additional support to teach literacy. With the blending of



service providers in the school, there are a total of 18 para-professionals (11 part time and 7 full time). As a result, each general education teacher currently receives 1.5 hours of support from a paraprofessional (funded through sp.ed, Title 1 or ELL), and 1/2 hour support from a specialist (certified teacher from sp.ed., Title 1, or Ell), for a total of 2 hours of special support per day.

- **Balanced Literacy**-balanced literacy is currently used by 94% of the general education teachers. A Literacy Curriculum Facilitator assists teachers in using balanced literacy in their classroom. We also have a model classroom with all the balanced literacy components that teachers may use as a resource.
- **Paraprofessional Support**-Paraprofessional training is provided bi-monthly. Paraprofessionals are trained in all aspects of balanced literacy and all school wide programs. They are a key to the success of inclusion.
- **Special Programs**-Before and after school programs have been implemented to meet the needs of at risk students and the gifted and talented students.

Summary

Changes in the community in Heber Valley necessitated changes in the educational programming at Wasatch District. Meeting the needs of students required the development of diversity teams at the individual school levels and at the district level. The changes implemented at Heber Valley elementary offer a model for addressing diversity and inclusion that is a cornerstone of the district. As the Wasatch District continues to grow, efforts continue on the path of meeting the needs of all students in the district as much as possible in an inclusive environment. ■

The Unique Challenges of American Indian Students to the ELL Model



There has been so much research completed concerning English Language Learners (ELLs) and appropriate referral processes for special education evaluation that one would think there should be no problems. Yet, problems persist and they persist mightily for American Indian students. The reason for this is simple: American Indian students frequently enter our schools without fluency in their heritage language or in English. The solution to this predicament is anything but simple.

English language acquisition is very different for American Indian students who do not demonstrate fluency in their heritage language. The framework for second language acquisition for most ELLs does not directly apply to American Indian students. This framework has been predominantly developed to support ELLs who demonstrate heritage language fluency. However, there are relevant points from this framework that do apply to American Indian ELLs. For

example, Basic Interpersonal Communication Skills (BICS) applies to both the heritage language and English in most cases. Many American Indian students have learned BICS in their heritage language and English by the time they enter our schools, but they do not demonstrate Cognitive Academic Language Proficiency (CALP) in either language. Therefore, language acquisition must focus on gaining fluency and CALP for our American Indian students. For ELLs, who demonstrate fluency in their heritage language, gaining CALP in English can take 5-9 years. With the lack of fluency in their heritage language, it may take American Indian ELLs even longer.



Anthony P. Done, Director of Special Education Programs • San Juan School District

My message is simple: if we can do it, so can you. The research of Salvador Hector Ochoa, Shernaz Garcia, and others provide quality information concerning ELLs and the special education referral process.



The research also illustrates that ELLs frequently experience significant achievement difficulties and are historically disproportionately represented in special education. This obviously applies to American Indians as well. Yet, there is hope. With carefully planned regular education interventions, considerations for the linguistic and cultural differences of American Indian students in the referral process, quality pre-evaluation planning, nonbiased assessment practices, and nonbiased eligibility determination, this disproportionate representation can be halted. I know this because we have done this in San Juan School District. For years, San Juan School District, like many school districts across the nation and the Bureau of Indian Affairs schools have disproportionately represented American Indians in special education. However, due to tremendous effort, professional growth, improved practices, and increased knowledge (and a lawsuit), San Juan School District has dramatically reduced American Indian representation in special education. We no longer identify 30%, 25%, or 20% of American Indians in special education as is frequently the case in districts and schools across the nation. We have reduced our representation of American Indians to 13% and it has been consistent at that percentage for three straight years. This is just slightly higher than our overall percentage of 11%. Our next step is to very carefully reduce American Indian representation even more to be nearly identical to our overall numbers. Of course, this last step is the most difficult of all because of the intricacies in appropriate interventions, linguistic and cultural differences, and evaluation interpretation. But, we will get there.

My message is simple: if we can do it, so can you. The research of Salvador Hector Ochoa, Shernaz Garcia, and others provide quality information concerning ELLs and the special education referral process. San Juan School District utilized the following process to address this acute need for improvement:

- District commitment to recognize and address the problem.
- Coordination between special education and the Language Development Program.
- Comprehensive staff development.

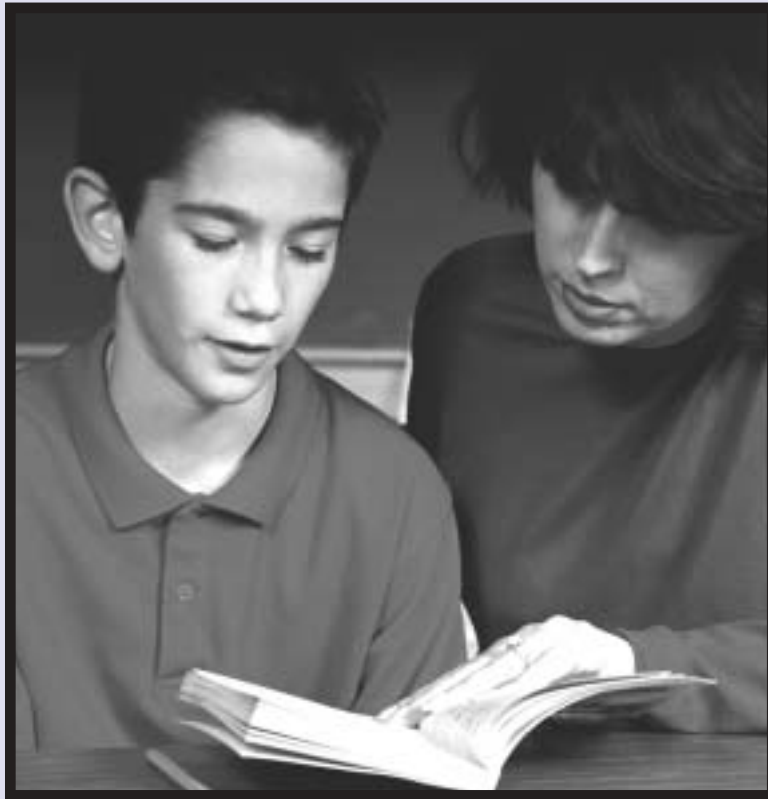
- Aggressive recruitment and retention of qualified, diverse staff.
- Improved regular education interventions.
- Considerations of English Language Learner's background, culture, and language.
- Reviewing and improving the special education referral process.
- Improved pre-evaluation planning.
- Reducing bias in the special education assessment and eligibility determination process.

Many Utah school districts and San Juan have developed quality practices and followed similar steps in order to greatly reduce the risk of disproportionate representation. Finally, quality special educators like the ones employed by San Juan School District who demonstrate genuine skill and knowledge when working with culturally and linguistically diverse students provide a beginning point to make the leap to truly nonbiased referral and evaluation practices. Good luck as you join this journey toward appropriate services for our American Indian and other culturally diverse students. May we all walk with beauty behind, below, above, and before us. ■

Reference available upon request from the Utah Personnel Development Center.

A Daily Routine That Facilitates Language Development

PROGRAMS THAT WORK:



A caseload too big, a range of goals too broad, and time too short. Our work with children with disabilities is challenging and fulfilling, yet sometimes overwhelming. We are always trying to find ways to facilitate children's communication skills in the most efficient way.

One of the most effective ways I've found to facilitate language development is to use a daily routine that encourages language and communication every minute children are in the classroom. My favorite way is to use a daily routine that utilizes the components of the High/Scope daily routine. The High/Scope curriculum is an educational approach that supports children as active learners, who learn best from intentional activities that they themselves plan, carry out, and reflect upon. The daily routine is structured to support this philosophy.

The importance of effective preschools was reinforced for me as I sat listening to legislators, senators, cabinet members and other policy makers in Washington DC. As a volunteer in

my community I was attending the National League of Cities and Towns Convention where one of the main focuses was President Bush's "No Child Left Behind" mandate and how cities and towns can support children. The presentation emphasized the importance of quality preschool programs and referred several times to the Perry Preschool Project research. This research was also referred to and the daily routine of the High/Scope program was lauded by Sharon Ramey, Ph.D. at the state preschool conference last summer.

What does the Perry preschool research say and what is the High Scope daily routine?

A Training of Trainers Evaluation study conducted by High Scope found the children in High/Scope programs significantly outperformed children in comparison programs in initiative, engaging in complex play, social relations, problem solving, cognitive development, motor development, and language and representational ability.

While the High/Scope program includes far more than just the daily routine (the program encompasses the learning environment, cognitive approach to learning, adult-child interactions, assessment, materials, etc.), the components of the daily routine are what I will focus on.

Greeting Time—This starts the beginning of each day. Children transition informally from home to school as we meet together as a large group in the book area to sing our greeting song, to "read" and talk about messages on the message board and to look at our job chart for the day. There is the buzz of communication as children "read" messages pictorially represented on a



Jan Dowling, Speech Therapist • Alpine School District

white board letting children know important things of the day such as special visitors, or changes in the routine. Understanding the range of attention spans of children in our special needs preschools, and that children learn more in small groups and by constructing knowledge themselves, our greeting times usually last about 20 minutes.

Planning Time—At planning time children make a plan for what they want to do during worktime. Children meet in consistent small groups at a table with an adult who uses a variety of strategies to ask the children in her group what they are going to do that day during work time. For example, she may ask them by using telephones or using picture representations of the room. Some children indicate their plan by telling one or two or even more things they want to do. Others may point to what they want to play with or use just one or two words. One child may lead a teacher to an area where she helps him plan by describing what he is doing or perhaps saying the words for him: “You chose the cars today.” Work on many IEP goals can be done during planning time in a natural setting.

Work Time—This is the longest part of the day. It is the time children are able to carry out their plans and interact freely with adults, peers and materials in the classroom. They often work on the same project or area for several consecutive days, by planning and extending the activities with great detail. The adults are playing and interacting with children at this time. This is when many I.E.P. Goals are observed and tracked.

Clean up Time—We value clean up time as an important time for learning classification, sorting, matching, seriation, and how to solve problems. We, as adults, use a variety of strategies to encourage these skills at this important time.

Review Time—This is the time children “share” what they did during work time with their small group “family.” Children often bring items they have created or worked with and talk about them. This process of planning, doing and then reviewing encourages children to move from the pre-operational to the concrete operational stage of thinking. The language growth and processing skills that this approach supports is very exciting!

Snack time—Snack time is often a time when special educators use manipulation, coercion, and sabotage in an attempt to elicit a “More cookie please” response. In a High/Scope daily routine this is a time for conversation, and often for reading and discussing a book chosen by the children. Snack time takes place in each small group. It is a social opportunity where conversation occurs naturally. It is my experience that when demands for language are dropped, language occurs spontaneously with more frequency and complexity.

Large Group Time—Everyone meets together as a whole group to participate in a teacher-initiated activity such as songs, music and movement activities and special projects.

Small Group Time—At this time teachers initiate an activity based on children’s interests, I.E.P. goals, new classroom materials or other key experiences. Each group participates in an activity specifically planned for them.

The order of the parts of the daily routine may vary, however Planning Time, Worktime, and Review Time must be done consecutively to help children learn and understand planning and recalling. Examples of possible routines follow this article.

These are the components of a daily routine that suit language development particularly well. It is research based and my experience has made me very excited about this program. But considering that the research was done with programs with typically developing children or children “at risk” I wondered if the same held true in our classrooms. I decided to see if it did.

Back in the days when we had to submit documentation of student progress for Career Ladder, I routinely collected data and checked off the I.E.P. goals that had been met in February to submit in March for Career Ladder money. I had saved my progress data for the 2 years before we began using this daily routine, so I compared the goals accomplished the two years before we implemented this schedule with the two years following implementation. I counted how many goals were set in each class each year and how many were met by February. The results were surprising.

The period two years prior to our new routine when we used a traditional routine of teacher directed greeting time, rotating teacher directed group table times, and requiring specific language at snack time resulted in the children mastering 35% of their goals (48 out of 128) by February. The next two years, when we used the new daily routine, resulted in children mastering 60% of their goals (84 out of 141) by February.

Of course these results can not be attributed solely to a new daily routine. We also implemented a new learning environment, an active learning and developmentally appropriate approach to learning, more appropriate adult child interactions, and a much greater emphasis on children’s interests, strengths and child-initiated activities. But I think you can see why I am so enthusiastic about the High/Scope daily routine. Using this daily routine and active learning as vehicles for focusing on children’s strengths, interests, and needs; we can support the development of any child. ■

Examples of Daily Schedules Using the Components of a High/Scope Daily Routine:

9:00-9:20 Greeting Time

9:20-9:30 Planning Time

9:30-10:20 Worktime

10:20-10:30 Clean up Time

10:30-10:40 Review Time

10:40-10:55 Snack Time

10:55-11:15 Large Group Time

11:15-11:35 Small Group Time

11:36-11:45 Get coats on, sing songs and go to bus

9:00-9:20 Greeting

9:20-9:40 Small Group Time

9:40-9:50 Planning Time

9:50-10:40 Worktime

10:40-10:50 Clean up Time

10:50-11:00 Review Time

11:10-11:25 Snack Time

11:25-11:45 Large Group Time

High/Scope information: <http://highscope.org/>

It Takes a Whole Village...



As the Preschool Specialist for Duchesne County, my first intent of writing this article was to pay tribute to the immediate staff of the Duchesne County Preschool. These nine teachers are certainly committed and dedicated to our preschool program and deserve much praise. As I began formulating my thoughts, the saying, “It takes a whole village to raise a child” came to mind. To develop a program of excellence, it takes commitment and an unbelievable amount of support from administration, school personnel, related services and agencies. This certainly does not happen overnight, it is a series of progressive steps that sometimes take years to formulate. Our preschool services remind me of links in a chain, if one link is missing, it causes a “ripple effect” that changes the complexity of the entire process.

The Duchesne County Preschool is a specialized preschool program for three-to five-year-old children in Duchesne County. We currently have 76 children enrolled; in twelve classrooms divided into morning and afternoon sessions. Because we are a rural program, collaboration with transportation is essential. We have three bus routes for preschoolers only, and “piggy back” with numerous other regular education and Head Start bus routes. We also collaborate with numerous other agencies for needed services; USDB, Ute Tribe Head Start, Early Intervention, to

name a few. Without the help and cooperation of these agencies we would not be able to provide the services so needed by our children. I have found through working with these agencies, that they too are committed to children and families, and that together we can provide much more help and support where it's needed.

In my district, our preschool program is receiving much needed support from district administration. One of the benefits of being part of a small district is having direct contact with district personnel. In my opinion, it's absolutely essential that those involved with a program, "buy into it" and see the vision of what it can become, and recognize its worth.

Research proves how important the early years are to a developing child, and our programs need to reflect that shift in thinking. In order to provide the best programs possible, teachers need to receive training. Our administration has made this possible.



It takes a "whole village" to raise a child is certainly a truism... but I would like to add that it takes a village filled with people that share a vision and are willing to bring their own uniqueness and talents to the table. In

our school we have a physical education specialist who outlines programs that give parents opportunities to see their children's progress. In the fall she had a program where the children performed gymnastic routines. Last week we had the annual Spring Program, where all the children performed dances centered on the Disneyland theme. One grandparent of a four-year-old child with Down's Syndrome came to me after the program and said, "We worried so about sending her to school, now we feel so lucky to have her here." This P.E. teacher is a member of our "village" who has gone out of her way to provide much needed opportunities for children. Our principal has been attending reading seminars. At our Friday morning preschool staff meeting, he enthusiastically presents all the material he feels will benefit the preschool. Our PT/OT specialist not only pulls our children for therapy, but she goes into the classroom to talk with teachers about positioning children and offers other techniques that can be used in the classroom. The speech pathologist meets with us about individual children's needs and does group speech for all our children. Our secretary knows every one of our children by name, and is never too busy to give of her time and energy. The list of people at our school who have "bought into" the program and know its value to young children and their families goes on and on.

There is a lot of talk about "teacher burnout," and the reasons for it. The members of our preschool staff have worked together for over 15 years. Not only are we colleagues, but very good friends. I think there are a number of reasons for our success as a team. We laugh often, are very flexible and respect each other, but the most important reason is that we share the same vision and really care about the children we serve. There isn't a single person on the team who isn't willing to go to whatever lengths are needed to bring happiness and success into a child's life. The qualities these teachers possess cannot be taught. I recently read a saying that I think every good teacher can relate to.

"Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical and dreaming more than others think is possible."

Aren't we lucky to have the opportunity to do this every day? ■

Recognizing and Honoring Excellence in Utah Teachers

Jackie Pierce, Utah Parent Center

Sixth grade... I remember it well. It was a turning point for me. It was more than an "Ah ha!" moment. It was a whole year of exploration, adventure, and bells and whistles going off in my head regularly. And now I wish Julie Smith were here so I could properly thank her—because I don't think I did at the end of the school year. Mrs. Smith was my teacher that magical but much too brief nine months. She introduced me to Jane Eyre, leading to a lifelong love for classical literature. Her frequent quoting of "Always reach for the stars!" became my guiding principle as I went on through school, college, teaching, two other careers and raising a family. Teacher Julie Smith was my heroine and when I saw her perform a song and dance routine wearing a hot pink Roaring 20's dress for the annual teachers' talent show, I realized a big fun world was out there just waiting!

Thinking of Mrs. Smith has inspired me as I write this brief article on recognizing and awarding excellence. At the Utah Parent Center where I work, we encourage parents to show appreciation to their children's teachers because we see this as a definite benefit in improving parent/teacher communication and collaboration. Too often good work goes unnoticed, but if a parent can take a moment to send a note to school to say "thank you for helping my child," or just make a quick phone call to express appreciation for a teacher, extra efforts like these do more than brighten someone's day—they encourage teachers to do even better work!

I served as a PTA volunteer while raising my family and I saw numerous examples of how this organization honored teacher performance. From simple ideas such as bringing each teacher his or her favorite candy bar to holding yearly awards ceremonies, the PTA has generated many ideas that express appreciation for teachers. Additionally Utah PTA honors the schools in which all teachers join the PTA. As well, the Utah Family Center with its School and Family Community

Partnership program recognizes and celebrates what schools do in these partnerships.

Teacher Appreciation Week is another PTA sponsored activity that has great success and involvement. The Utah PTA, in conjunction with KUED, Channel 7, does the "Golden Apple Award" also. In this process, the PTA assists with the selection of ten top teachers who are awarded for their excellence in teaching by receiving \$1,000 and a new computer each. KUED goes to each winner's school and films the teacher working in the classroom. On the special awards night, the winners are recognized at a dinner with the governor in attendance.

What great relationships and partnerships can be built through a process that encourages improvement, growth, and continued excellence. Like Mrs. Smith said, "Reach for the stars!" ■



When I was a beginning teacher, I remember well the first time I turned my lesson plans into the principal, a weekly task asked of all new teachers. No instructions or lesson designs were added to the directive other than to have the lesson plan book into the principal's office before leaving on Friday afternoons. I was taught in college to have a lesson plan that included objectives, anticipatory sets, learning activities, and student assessment. I began working on the lesson plans for each of my six high school classes late on Friday afternoon. Well into the evening, I was still not finished. Furthermore, I could not figure out how to write my whole lesson plan outline into the small squares of the plan book that was to be turned in. Frustrated and tired, I finally stapled my completed lesson plans to the plan book and put them in the principal's box. The next Monday morning I received my

Because my good work went unnoticed and unappreciated, I stopped making complete lesson plans and resigned to using the little squares in a teacher's planning book.

Many new teachers have similar experiences that can be frustrating, time-consuming, and even embarrassing. Although principals and peer mentors cannot be expected to support and recognize the achievement of new teachers in every aspect of their jobs, they need to be aware of the continuing plight of beginning teachers and their professional development. Their support and recognition of the good efforts of new teachers will help these newcomers acculturate into the school and develop as dynamic and effective instructors. This is especially important for new teachers who have to deal with the stresses, uncertainties, and challenges of working with special needs children.

Supporting and Recognizing the Achievement of New Teachers: An Often Forgotten Responsibility for School Leaders



The Principal's Role in Honoring and Recognizing the Achievement of New Teachers

The traditional model of school administration includes roles that differ from paternalistic guidance, to autocratic direction, to laissez-faire indifference. Some administrators attempt to support teachers by smothering them with guidance. This approach frequently creates dependency relationships in which a new teacher, for example, is dependent on the administrator for resources, ideas, and support. Although this approach in the short run reduces the teacher's isolation and frustration, such paternalistic dependence reduces the teacher's long-term professional growth and learning. Autocratic direction may give the new teacher strategies to reduce survival anxiety, but it also decreases the teacher's opportunities for professional growth. The laissez-faire approach leaves the support of new teachers to chance, hoping that someone else will come along to support and recognize their successes. These traditional approaches are ineffective because they ignore either the importance of professional growth or the way that learning occurs in new teachers.

lesson plans back with an attached note from the principal that simply stated, "These plans are very complete, but all I am interested in is what you are doing in each of your classes and when you are doing it. Please abbreviate and turn back into me."

Instead of feeling support and recognition from my principal, I felt frustrated and alone. I finally went to my department chair and asked for help. She kindly explained what the principal expected and what I needed to do. It became obvious that the detailed lesson plans I had learned in my college class were not an expected norm in this school.

The support and recognition of new teachers are highly moral acts of leadership that every administrator should take seriously. The principal's role in a person's life and career is a substantial responsibility. Although hiring and placement of new teachers are extremely important, the leadership role in supporting and developing new teachers is even more important. Unfortunately, this responsibility is too often neglected or abdicated by principals. New teachers do not emerge from their college or university preparation as fully developed professionals with high self-esteem. They vary greatly in the skills and life experiences that they bring to the classroom.

Continued on page 22

L. Joseph Matthews, Brigham Young University • Department of Educational Leadership and Foundations

Newly prepared teachers need administrative support and help with the types of assignments, the nature of the school's norms and values, and their development in making the transition from novice to experienced professional.

The principal's and assistant principal's involvement in recognizing and honoring the achievements of new teachers are far more complex than the way that most administrators were recognized when they were beginning teachers. Because most administrators began teaching with limited involvement from their administrators, they often do not know what or how to support or recognize the achievements of new teachers, so they simply ignore or abdicate that role to others. However, research by Deal and Chatman (1989) indicated that teachers cite more visible signs of support from the administration as their greatest need during their first year. New teachers may appreciate the help they receive from their peers, but they expect assistance from their administrators. After all, it was the administrators who were involved in their hiring and also with whom they owe some allegiance.

Compared with other professional organizations, the importance of bringing new people into valued practices of a school is too often left to chance. Consequently, teachers often fumble their way through their first years. Deal and Chatman (1989) concluded that unlike employees of other organizations, teachers learn to cope as islands without the support of colleagues or a community that lets them know what is valued or expected. New teachers are not drawn into a shared system of meaning. Whatever meaning they construct is often done alone and with students in an individual classroom. New teachers bring their previous experience into this process of constructing meaning. Glickman (1990) contended, "In most professions, the challenge of the job increases over time as one acquires experience and expertise. In teaching, we have had it reversed. Typically, the most challenging situation a teacher experienced was in his or her first year" (p. vii). This process of inverse beginner responsibilities is expanded by Glickman (1985).

Administrators often place the most difficult and lowest achieving students with the new teacher...The message to beginning teachers is, "Welcome to teaching. Let's see if you can make it."...If new teachers do make it, they pass their initiation rites onto the next group of beginners. (pp. 38*39)

Usually, the problems about which new teachers complain and the discouragement that they express have little to do with their command of the subjects they teach. Most of them have been successful in their college course work and their teacher training experiences, so they are more than ready to handle the subject matter requirements of the job. However, all this knowledge is of little use if new teachers have not yet learned how to establish instructional techniques for their classrooms and learn the cultural norms of the school. Veenman (1984), in his meta-analysis of 83 studies, ranked the following as the most frequently stated problems of beginning teachers:

- Managing student behavior
- Motivating students
- Dealing with individual differences
- Assessing students' work
- Relating with parents
- Organizing class work
- Dealing with insufficient materials and supplies
- Dealing with the problems of individual students

Linda Darling-Hammond (1994) reported similar results. She found that new teachers are pressured by class size and diversity, management considerations, and the inability to assimilate into the culture of the school environment. She also reported that overwhelming and time-consuming nonteaching responsibilities and lack of support from school building leadership negatively affected teachers' professional development. Beginning teachers have substantial needs in understanding important aspects of pedagogy, relationships, and school culture. School leaders cannot assume that these aspects should be left for new teachers to learn as they can.



Anne Sullivan taught Helen Keller in important subjects such as communication skills, but it was Anne Sullivan's support and encouragement that enabled Helen Keller to become a nationally recognized spokesperson for those with disabilities. Likewise, famous artists, musicians, writers, athletes, and performers have learned certain important skills, but it is through recognizing their successes and failures that they learn to excel. Even Olympic champions, who can outperform their own coaches, have that constant supporter who coaches, guides, directs and motivates them. Given the importance of teaching, it is only logical that teachers also need support and recognition in their professional development-especially from their leaders.

Supporting New Teachers in Psychosocial Concerns

Most principals have either taught or been associated with teaching and can identify easily with the feelings of loneliness, frustration, fear, and bewilderment that new teachers face. Several researchers (e.g., Darling-Hammond, Bullmaster, & Cobb, 1995) have suggested that a lack of self-esteem is strongly related to burnout, which, they suggest, has a direct causal relationship with the teacher attrition rate. Gold (1996) identified the need for psychological support aimed at building the new teacher's sense of self and ability to handle stress. She defined this support as a form of therapeutic guidance and ranked it as more important than instructional-related support.

New teachers bring with them the developmental needs that any adult has. Frequently these needs affect the resources that new teachers have

available in responding to the self-esteem and confidence issues of the early months of teaching.

Brighton (1999) highlighted the need for psychosocial development when he reported that a gap emerges between new teachers' expectations and the realities of the job.

Novice teachers are optimists, certain that they can change the world and the children in their charge. Many young people enter the field of education for the same reasons that others join the Peace Corps or other service organizations. They see their mission as shaping the lives and



minds of children. Once these idealistic teachers enter their classrooms, they often are discouraged that the work is so challenging, the children so needy, and the expectations so high. New teachers do not leave because of the difficulty but feel disheartened that the reality is so different from their expectations. (pp. 198-199)

Supporting new teachers in psychosocial concerns involves at least three activities: engaging in meaningful conversations, story telling, and celebrating success.

Conversations

Conversation is an important supportive activity. Engaging with teachers in a conversation, the principal may ask about certain aspects of the teacher's instructional approach, discipline methods, or pedagogical philosophies. Conversations with teachers should not be limited to formal conferences following classroom observations. Establishing both formal and informal times for conversations can bring rewarding, and sometimes surprising, results. As an illustration, Ava, an assistant principal, was informally meeting with Bryan, a young, new resource teacher, reflecting on his first days in the school. It became apparent to Ava that Bryan did not know that she was the assistant principal. Although the two had been introduced and had been together at the orientation, Bryan was overwhelmed with meeting so many people that he had confused Ava with another teacher. When Bryan realized who Ava was, he was surprised that she had come by his classroom to talk with him. Ava created a supportive moment by her availability to visit Bryan and

engage in an informal conversation. Consequently, they were able to reflect on other issues regarding Bryan's assimilation to the school.

It is important to point out, that effective conversations with new teachers do not just occur. The principal has to help make them valuable. The following guidelines might help principals make the conversation more effective:

1. Engage in active listening. Use good verbal cues that show good listening, such as leaning forward, making eye contact, and paraphrasing.
2. Refrain from judgment and offering too much advice. Allow the new teacher to reflect on options rather than simply suggesting your own opinions.
3. Ask insightful questions. Consider the circumstances and then frame questions around those conditions. These circumstances may change in another situation or setting. Ask the teacher to consider those other situations.

Storytelling

Part of the adventure in a new setting is listening to stories from the past. Stories play a significant role in integrating a newcomer into a culture. They are useful tools for principals to use to share important events, rites, and legends. However, to be most effective, storytelling should be combined with reflection. Leaving the new teacher with the story without reflection can lead to misunderstanding and confusion. Stories provide an excellent means for engaging in a reflective conference on the meaning of roles, norms, beliefs, values, and basic assumptions in the school culture.

Celebrations

Celebrations should be an important supportive opportunity. Too often new teachers are not recognized for their performance or achievement when they reach certain milestones in their careers. Isolation among educators probably contributes to this lack of celebration. Through celebrations, principals provide meaningful support in their development that enhances role identity by giving new teachers assurance, validity, and recognition-which also enhances their psychosocial development. Celebrations promote continued positive behavior in instructional methods. If beginning teachers receive recognition for their behaviors through celebrations, they often repeat those behaviors.

Celebrations involve both private and public activities. Private celebrations could be the administrative team having lunch with the new teacher or stopping by the teacher's classroom to give a simple gift such as a candy bar. A private celebration can be a validating gesture for the new teacher. Public celebrations could involve an announcement at a faculty meeting or an article in the school newsletter.

Conclusion

As I reflect on my first teaching experience and the lack of support and recognition for turning in my very complete lesson plans, I realize how important a principal's involvement needs to be in supporting and recognizing the work efforts of beginning teachers. Those teachers who work with the challenges of special needs children have a greater need for support in their day to day efforts. Principals and assistant principals have to plan, schedule, and develop methods of supporting beginning teachers. ■

References available upon request from the UPDC.

Respect: We Must Expect It and Recognize It

Over the years, there have been a number of venues which have been used to discuss the moral dilemmas we are facing in the world today. The debate continues. Things that were not acceptable in the past are becoming more acceptable today. It has become increasingly more difficult in the field of education to cope with the mounting expectations of society on our time and abilities. The methods of dealing with those who do not quite meet school expectations have changed. The rod has been replaced with time out. We are continually looking for ways to address these concerns.



There are many professionally authored programs to be purchased, which can help in teaching values. Many of them are excellent. However, the thrust must come from parents and teachers together. We must intentionally teach and model the values that we want to see throughout our communities. We also need to expect students to demonstrate those values. It is our belief that at the core lies one of the most basic of all: respect. If a person, any person, does not have respect, there will be no cooperation, compassion, caring, or teamwork which must drive society.



Sports and academics are recognized on a regular basis. Good behavior, though vitally important, has not been. Milford Elementary School, in an effort to emphasize this area, has implemented a recognition program, which has been in place for several years. We call it PRO (People Respecting Others).

Some years ago, we began using materials through the Partners In Education program with Lifetouch Photography. These materials were used in a general way to recognize students. One of these materials was a certificate called PRO.

Our teachers, in a brainstorming session, came up with the idea to recognize specific students who were caring and respectful individuals who can always be found helping

others within the class and school. All students are eligible to earn the recognition. Nobody is excluded.

At the close of each quarter, every teacher submits the name of a student from their class to the Principal, which has been chosen by the classmates and ratified by the teacher. The voting is kept confidential, so no one knows which student will be honored. The Principal prepares a PRO certificate for each of the students which is presented

to each of them, along with a teeshirt that displays the PRO logo, at a special recognition assembly. It gives us a great deal of pleasure to see the look of surprise on the faces of these students as they come forward to accept the award. It is extremely heart warming to watch the other students applaud and cheer for them as they come up. At the end of the assembly, all students are encouraged to work hard for this award throughout the next quarter.

At years end, we not only recognize the 4th quarter PRO students, but the 6th grade students who have been PRO students more than once. They are awarded a citizenship certificate and a pin from the President of the United States.

Respect

Learning how to respect

Begins with learning

How to listen.

Listening begins with being

Tolerant of what we hear.

Learning Tolerance teaches us

How to understand.

Understanding allows us to learn how to care.

Caring means we've learned how to respect.

Just like a toddler,

We take one step at a time.

Just like a puzzle,

We find one piece at a time.

Just like building a bridge,

We connect one section at a time.

So, learning respect is just how I said,

It's one step, one piece, one section at a time,

But the finished product can make the world safe

From all the wars and destruction of human kind.

Because we have listened,

Because we were tolerant,

Because we understood,

Because we cared,

We learned to respect and

We Created a world to care

For all mankind.

I found the following poem (Respect) in a book by John Blaydes entitled *Inspirational Leadership*. I would like to share it with you because it encompasses the very things this world so desperately needs at this time.

The author of this poem is Andrew TerBush, Age 10.

It's amazing what students can produce and how they can behave when it is expected. ■



Recognizing Positive Behaviors With UBI

POSITIVE



It has become a national aspiration to transform schools into safe havens for students, teachers, staff, and communities. The Safe Schools Act (1993) has served as a catalyst to increase police protection on school grounds, encourage ways to detect threats to safety (metal detectors, cameras), and promote violence prevention programs. Though these measures can be helpful in maintaining a safe school campus, their emphasis on stopping problematic behavior seems incomplete. Schools are institutions of learning. Where does our expertise as educators, with the *ability to teach and influence students*, come into play in promoting safe schools and communities?

Utah's Behavior Initiatives (UBI) is an activity sponsored by the Utah State Office of Education, the Utah Personnel Development Center, and the Utah SIGNAL Project. Each school has unique skills, tools, and resources; with this in mind UBI has been charged with

aiding schools in promoting positive behavior in students, faculties and community members. The next step in completing the puzzle of school transformation is a proactive approach that unites student support systems: parents, students and faculty members in the cause for civility.

Schools that are involved with UBI make a commitment that increasing positive behavior is one of the top three initiatives in their student achievement plan. They also agree to using data to make decisions, developing rules and procedures school-wide, teaching and acknowledging positive student and adult behavior, and training and assisting one another in developing proactive approaches to student behavior.



Hollie Petterson • Utah Personnel Development Center

UBI school teams include an administrator, because without an educational leader on their teams, they do not have the ability to truly influence change in the schools. They also commit to meeting twice a month to look at their school data, present information to the faculty and community, attend training sessions, and address concerns regarding individual students. Change is often slow and difficult. Knowing this, schools commit to three years of implementation to get things really “cooking” at their schools.

This year 20 schools participated in UBI. They have collectively influenced thousands of students, faculty members, and community stakeholders. This influence has resulted in reductions in office referrals, tardies, and disruptive behavior in schools. They have taught and reinforced positive behaviors and routines, increased community involvement, and promoted a sense of belonging at their respective schools. The following school teams have brought Utah schools closer to the goal of heightened safety and civility. Their hard work for a cause of greater good deserves recognition!

Tier 3: Advanced

Edgemont Elementary, Jordan School District
Valley View Elementary, Weber School District

Tier 2: Intermediate

Layton Elementary, Davis School District
Academy Park Elementary, Granite School District
Wellington Elementary, Carbon School District
Eisenhower Junior High, Granite School District
Kennedy Junior High, Granite School District
Russell Todd Elementary, Uintah School District

Tier 1:

Beehive Elementary, Granite School District
Fox Hills Elementary, Granite School District
Thomas Jefferson Junior High, Granite School District
Davis Junior High, Davis School District
North Ogden Junior High, Weber School District
North Cache 8-9 Center, Cache School District
James E. Moss Elementary, Granite School District
Cascade Elementary, Alpine School District
Grovecrest Elementary, Alpine School District
Uintah Elementary, Weber School District
Lake View Elementary, Box Elder School District
Mill Creek Junior High, Davis School District

Applications for involvement in UBI next year (2003-2004) were sent to every elementary and middle/junior high school principal in the state in April. Schools will be selected by early June. If you would like further information or another application to be sent to your school, please send your request via email to holliep@updc.org. ■



Celebrating

Prompt Behavior At North Cache 8-9 Center

This year North Cache 8-9 Center applied to be a Utah's Behavior Initiatives (UBI) Tier 1 School Team. This meant committing much time and energy towards increasing positive behavior in the school. Was North Cache 8-9 Center a failing school behaviorally? NO! This school is a school that wants to go from good to great! They want to work smarter, not harder.

In June of 2002, North Cache 8-9 Center's principal, Larry Larson, filled out an application for UBI (yes, UBI includes the BEST Project). He then selected a team of general educators, special educators, and support staff. Terry Humphreys, Cache School District's Behavior Support Specialist, was also invited to be on their team. In a way, you could say that Larry "stacked the deck" by having very talented individuals on his team.

North Cache 8-9 Center's team attended three days of model site training, four behavior institutes, and started using Discipline Tracker to collect, analyze, and present their behavioral data. The first indicator that the team decided to target for improvement was student tardies. As with any junior high, student tardies caused disruptions in the teaching environment, provided students with unsupervised time in the halls (uh oh), and took up much administrative time in office referrals/interventions. North Cache 8-9 Center decided to invest time and energy up front by acknowledging students who arrived to class on time. In addition to increasing the level of targeted specific praise from all school faculty members that students received for being on time, North Cache 8-9 Center implemented the "Bobcat 200 Club" (their mascot is a bobcat).

This school-wide intervention is 100% positive. Each day, a teacher or other faculty member is given a number of 200 club cards. The person with the cards then



Principal Larry Larson displaying the Bobcat 200 Club

randomly gives a card to students who arrive to class on time. The student arrives on time, the teacher then praises the student for being on time and dependable. Then, the student is given the card. But it doesn't stop there.

The North Cache team has solicited parent volunteers to help with the Bobcat 200 Club. During lunch, parents come to the school and stand next to the 200 Club poster. Students turn their cards in to one of the parents, draw a number (1-200) from a jar, and write their name on the corresponding number on the poster. When an entire row is



Hollie Pettersson • Utah Personnel Development Center

filled up with student names (think BINGO) every student on that row gets something special (i.e. ice cream). It takes several days for a row to fill.

Why is this a cool intervention? It involves all faculty members, it is 100% positive, it's fairly cheap, it involves community members, and it's incredibly adaptable. If the school decides to start targeting something different (i.e. coming to class prepared), they can easily do so. If the school decides to go for black-out on the 200 Club board as a variation, they can easily do so. There is no end to the variations of the 200 Club.

North Cache's team did not stop there. They also implemented the "Be My Guest" program. This program is a group contingency intervention. They are again targeting on time behavior. Larry Larson (the principal) has a stack

of "Be My Guest" cards. He randomly goes to classes and asks, "Was everyone on time in this class today?" if the answer is yes, every student in that class gets a card.

When the huge winding line forms for lunch at this junior high center, every student from that class with 100% on time behavior gets to use their card to go to the front of the line. The students enjoy it for a number of reasons. The teachers like it because it doesn't take them any extra time. The principal loves it because it is virtually free and it's an opportunity for him to spend some time promoting positive behavior.

North Cache 8-9 Center has decided that investing time and energy up front can produce positive results. Accentuating the positives at their school is cause for celebration.

If you would like additional information on the 200 Club or UBI, please email holliep@updc.org. ■



Parent Volunteers and Terry Humphreys, Cache District Behavior Specialist

Mysteries, Mysteries, Mysteries, Mysteries,



I recently asked my friend Ellie to tell me some of the mysteries of the life of Elida Numbers. She laughed. It was seven AM. She then responded, "There are no mysteries, just blah!" Those who have worked alongside of Ellie know differently. She participates in even the smallest of life's ordinary events with extraordinary presence. It is said that great people do many small ordinary things. Nothing we do for others, however, is small. It is in the fluid ease with which Ellie does these things that we have come to celebrate her excellence.

Ellie was born in the mid 1940's in the small town of Rio Grande City, Texas. Her ancestors originally came from Mexico 3-4 generations ago. Her grandparents raised cattle, horses, sheep and

cows, and farmed. She was the oldest of five children and the only girl. Ellie's protective mother would not let her learn to ride a bike. She was concerned that she'd go too far from home or meet with a horrible disaster.

Halfway through high school, Ellie was accepted into the National Honor Society and she graduated in the top 10% of her class. She remembers being shy for most of her childhood. Ellie knows that her baptism and conversion into the LDS Church changed her behavior as a young adult and had a dramatic effect on many aspects of her life. Ellie lives her faith. We have thought that she probably has the faith to mountains. After high school she attended business college, and upon graduation was employed with the district attorney's office and then the State of Texas as a secretary.

Martin L. Numbers and Ellie were married in 1967. After eleven years in Texas and eight children, they moved to Sandy, Utah. It was some time between here and there that Ellie delighted in her new found skills with a bicycle. When the youngest of their eleven children entered kindergarten, Ellie began working in the schools.

In 1991 the Special Education Department at Lincoln Elementary school



Bonnie Smith, Special Educator, Lincoln Elementary • Salt Lake School District

hired Ellie to work as a staff assistant under the direction of Maria Thomson. At the time of the initial interview, Maria wondered if the activities of Ellie's large and busy family would interfere with her job at this hectic central city school. The staff soon recognized, however, that Ellie's extraordinary ability to organize, and "maintain" enabled her to stay grounded. Maria speaks admirably of Ellie's amazing ability to schedule and perform. Remembering her interactions with the children, Maria recalls her especially calming effect on out-of-control boys. Also, when she was unable to get through to an upset fifth or sixth grader; Ellie could. She was a master persuader.

In 1993 Martin accepted a teaching position on a Navajo Reservation. As the eight oldest children were working, in college or on missions for their church, they took the three youngest girls with them. Ellie took a position in a self-contained special education unit. She said, "I very much enjoyed working with these little angels."

It was in mid August, 1997 when I joined the Special Education Staff at Lincoln Elementary. As we began the school year, our Special Education team learned that our staff assistants of the previous year had accepted other positions and wouldn't be returning! Isn't that just the way things go the first week of school? My coworker, Maria, spoke delightedly that Ellie and her family had returned from southern Utah and was very interested in a position in our school. "This is just wonderful! Isn't this amazing! We are so fortunate!" Maria went on and on. The interviewing process followed. Yes, there certainly was something extraordinary about Mrs. Numbers!

Ellie and I worked together in a little classroom with fifth and sixth grade resource students for two years. Ellie has high expectations and a respectful approach in all of her interactions with our students. We have frequently marveled at her ability to gently persuade a student to adjust his/her attitude. Her professional demeanor subtly commands the respect of all children and adults. Although slight in stature and unassuming in manner, she is a gentle but powerful person. From special education, to a collaborative teaching classroom, to our ESL program, Ellie is versatile in meeting a variety of situations and always

delights in the challenges of our students' learning. In addition to her work with the students Ellie has been teaching English as a second language to a group of parents two nights a week as a part of our "After School" program. She has adapted many of the techniques she uses with the children for this class.

On November 22, 2002 our hats went off to Ellie. She was honored at the Eighth Annual Utah Paraeducator Conference at the Ogden Eccles Conference and the Perry's Egyptian Theater. She was one of thirteen recipients for the Outstanding Paraeducator of the Year Awards. She was selected for her commitment to and performance in the area



of English as a Second Language. The professionalism she exhibits so effortlessly with parents and teachers is inspirational to those of us who have had the opportunity to work with her.

It is in a lifetime filled with small things...
A life dedicated to others....That we witness Ellie's greatness....That we experience her excellence. ■

Teach Subjects Or Teach Students



I was recently at a district inservice when an administrator made a comment about the difference between elementary and high school educators. “High schools focus on subjects...and elementary schools focus on students.” OUCH!!!! I have been teaching high school subjects (I mean students) for 17 years. Have I been teaching subjects or students? Let’s just say I had no idea what the district inservice was about, my mind just drifted off on a tangent. Okay, Jim, I know you have been writing about the Four Agreements in the Special Educator all year and one of the agreements is not to take things personally, but come on...How could I not take this statement personally?

So I started thinking (this is always a problem, I don’t think, I fixate, I analyze, I obsess)...My experiences in education do not support that statement. I have known many educators, from many different

If you want to know where the really good educators are... just follow the students.

districts and frankly, they have always inspired me to become a more accomplished educator. In fact, I know since I started working at Logan High School four years ago, I have become a better teacher because of my colleagues. In this article I would like to share with you the common characteristics of outstanding educators at Logan High School and the unlikely places you will find them.

If you want to know where the really good educators are...well just follow the students and not just to their classrooms. Two places at Logan High that are always bustling with activity are the media center and the financial secretary’s office. Okay the media center may be an obvious choice for student activity, but the financial secretary’s office? Go figure!

Julie Stacey, Special Education Teacher • Logan School District

Cheryl Brown is the financial secretary and every time I walk into her office students are crowded near her desk. When you enter her office, she greets you by stating, "Hello friend, what can I do for you?" How can you not appreciate that welcome greeting? Cheryl is effective because she is a genuinely kind person. She teaches students and her subject is life. She is able to laugh at herself and the craziness in the world without being cynical and hopeless.

On to the Media Center. Our media specialist is Dona Reeder. Dona has created this nurturing supportive environment that screams out "WELCOME ALL." The Media Center, by far, is the hub of the school. If something is happening at the school, the Media Center is where it is showcased. It is obvious in the way she communicates that Dona has a high level of respect for all students. She also emphasizes and recognizes that all children can learn, but not all in the same way.

Detective Kent Harris is a resource officer at Logan High School. He has broken all stereotypes I have of police officers (well, maybe not the donut one). Kent uses humor in most of his interactions

with students and staff members. Kent recognizes most adolescents value being able to have fun. He knows and understands that humor does not make fun of others, which is frequently the type of humor students hear from their peers.

I could go on for several pages about the innovative, enthusiastic teachers that can be found at Logan High School, but come on; it's May and there isn't enough time or print space for that. Just ask yourself sometime this summer, while you are basking in the sun with a lemonade and book on your lap (this is my fantasy life, maybe one person out there has this life), "Is education about students or subjects?" Are elementary and high school educators that much different? As an exceptional educator and friend, Connie Morgan, reminded me that we are all in this education thing together, "And why can't we go out into the world, watch out for traffic, hold hands and stick together?" Namaste ■



“I sure wish I didn’t have three kids!” “How much did you say I had to pay each month to buy a house???” “I am not interested in driving a Subaru-I want a new Ford truck” “We don’t need to eat.” These were common comments from students at Manila Junior-Senior High during their Reality Town experience provided under the direction of Kenra Chidester, Coordinator of At Risk Services and School-to-Work programs.

The Reality Town experience comes in a kit which provides a hands-on simulation of the REAL world. It is intended for use with eighth and ninth graders, but we provided the experience for our entire high school, 90 students. The object is for students to develop a monthly budget based on their income as determined by their job. These jobs are assigned after students complete a job application for three jobs they think they would be willing to have as adults in the “real” world. A process built into the project compares their interest

whether they want to find a way to improve their GPAs to get better jobs or find ways to live with less money, when they are in the “real” world.

There are 125 jobs in the job bank with a continuum of educational requirements from jobs you can get without graduating from high school to jobs with an advanced degree. Salaries range from a Fast Food Worker at \$14,000 per year to a Pharmacist earning \$60,000.00. Most salaries are in the high \$20’s to mid \$30,000.

Volunteers are needed to “man” the following businesses, all of which must be visited by each student before their activity is complete: Bank - Housing - Car Insurance - Health Insurance - Taxes (federal, state, withholding, social security, and medicare) - Taxes (property) - Transportation - Medical - Dental -

REALITY TOWN



and their current GPA and assigns them a job, which they could reasonably expect to get, based on their current grades. One of the desired outcomes of the project is to show students discrepancies between the money they would like to earn and their projected ability to, in fact, earn it. Realistically, students must decide

Entertainment - Child Care - Communication - Donations - Health/Grooming - Clothing - Groceries - Home Improvement - LUE (life’s unexpected experiences) - Loans - and Utilities. Optional businesses are SOS (for financial planning) and Supplemental Income (if you really think you need a second job).

Students are provided with a packet called “This is your Life in Reality Town, USA.” It tells the student he is 30 years old; he receives an assigned job; and he has an assigned family scenario. Everyone:

1. Must set up a checking account and be able to write checks.
2. Must purchase a month’s groceries.
3. Must purchase a car to get to work (with insurance).
4. Must provide some kind of housing for their family.
5. Must pay property taxes on everything.

The family scenario options are:

1. They are married and their spouse stays home. (Before the day was out, this person was just deemed lazy, no matter how many kids they had at home.)
2. They are married and both people work. Unfortunately, in this scenario, although they get an additional \$2,000 they also have to budget for another car payment of \$300.00 and provide gas and maintenance of both cars.
3. They are married and their spouse goes to school and works part-time to pay for their schooling, but can’t be counted on for income or child care.
4. Some kind of child care must be provided.



By the time most of us were thirty we had children - all students have children in Reality Town. There are 44 different options of children and these are described on small cards. (No one had more than three children; no one had a child older than eight; and there were several sets of twins.) The pre-assigned children on each student's "This is your Life" sheet told them how many children they had - their sex and age. This is pertinent because, as

we all know, child care for babies is almost double child care for a six year old, not to mention twins! Every time a student would say, "I don't want three kids," an adult would say, "Remember that."

Students had a check register in their game packet so they could keep track of money as they spent it. Before the day was out they had to have completed a balanced monthly budget. A description of some stations and some criteria follows.

Clothing: There are different categories for different jobs/ages. You can also choose whether you buy your clothes at an economy store like Wal Mart or Nordstroms.

Communication: All students need to purchase some kind of phone service. You can also choose a cell phone, internet service, cable TV or even a satellite dish if you can afford it.

Dentist: If you have dental insurance you pay one price; if not, you pay another. Students pick a card and another "reality check" occurs when they pick a card which says, "You need a crown for \$515.00," or "Your child has 2 cavities and fillings are \$95.00."

Food: There is a price list for several food plans and a scale depending on how many people you are feeding. Hearing complaints about the cost of food from a teenager is an incredibly wonderful experience.

Home Improvement: These choices include everything from purchasing a new kitchen table and chairs to fixing a clogged drain. The clever thing about this station is that students draw a tool from a paper bag. If they can identify it, then they get to pretend they are handy and can fix things by themselves. If they can't identify the tool, they must call a professional repairman and pay whatever he charges.

Housing: Based on the size of your family and income, you have to choose housing. There is only one house available for purchase if you earn less than \$25,000 per year. Houses come with mortgage payments, taxes and insurance - just like in the real world.

Transportation: Everyone must buy a car. Payments on the new Ford truck are \$650.00 per month and a '96 used Jeep \$417.00. Most of our students ended up driving a '92 Subaru wagon. After that car insurance and that was a blow as well because they had to pick a card which told them how many speeding tickets they had on their record and how much this increased their payments.

Health Insurance: Another eye-opener! Some lucky students had jobs which had health insurance coverage, some didn't. Then, of course, when they reached the medical office and drew out their illnesses from the bag, the costs were determined by their insurance coverage. Illnesses went from scratching yourself and needing a tetanus shot to getting new contacts, to hurting your back while skiing.

After visiting all business there are two final completion sheets. The first, is a general summary showing how they spent their money. The last questions are the pertinent ones: "Would you like this life style when you grow up? What changes would you make?" The second requires students to reflect on how grades affect career choices and how career choices affect a whole lot of things.

Our students spent approximately two and a half hours in Reality Town and upon completion of their packet received a T-Shirt commemorating Homecoming 2003. The training materials contained lesson plans for integrating this activity with English, Social Studies, Math and Science. It could also be linked with SEOPs and fits in nicely on an IEP Transition Plan.

For information on Realty Town, contact (435) 615-8836 or e-mail: kwkparker@parkcityus.com ■



Community Connections Through Therapeutic Recreation: The Granite School District Model



recreation, leisure functioning, and inclusion in community recreation activities. TR also makes contributions to the successful transitions of students to post-school community environments. The services of TR, APE, physical therapy, and occupational therapy all overlap each other in an interdisciplinary and collaborative manner. Recreation therapists can motivate students to practice physical and motor fitness, skills of daily living, fine motor skills, social skills, skills for community access, and recreation and leisure skills via enjoyable recreation activities.

The Granite School District Model

The goal of the Granite School District Therapeutic Recreation Program is to assist students in acquiring the skills necessary to develop physically active and satisfying leisure lifestyles within their community. Secondary students with disabilities are referred by teachers, parents, adapted PE specialists and other members of the interdisciplinary team. Through activities designed to elicit leisure interests, the CTRS helps students identify needs, interests, and preferences for community-based recreation. Other activities help students identify leisure resources such as community recreation facilities, accessibility, affordability, operating hours, and transportation options.

The CTRS works with community recreation providers to communicate the nature of the program and alleviate any potential problems, such as instruction, supervision, and equipment. In addition, the CTRS determines the amount of support the student will need and who will provide the support. The plan is then implemented with a minimum of once a week planning sessions with students and bi-weekly community-based activity sessions. Ongoing and summative evaluations are conducted by the CTRS with input from the classroom teacher and student journal entries.

Sample Units

The following units are examples from the GSD program to help students make community connections through recreation participation and begin developing physically active lifestyles. The units were chosen because they are



Background

Since 1975, federal legislation has identified recreation as a related service that includes four service components: 1) assessment of leisure functioning; 2) leisure education; 3) therapeutic recreation; and 4) recreation in school and community settings. Like all related services, recreation is only available when it is deemed necessary to assist a child with a disability in benefiting from special education. When recreation services and experiences are used to ameliorate deficits in social, cognitive, emotional and physical functioning of students with disabilities, they are classified as Therapeutic Recreation (TR) and provided by a Certified Recreation Specialist (CTRS).

Many may ask, "What is the difference between adapted physical education (APE) and TR?" Physical education, including APE, is mandated by IDEA '97. TR is an allowable related service. APE focuses on the development of skills that are prerequisites to the development of leisure and recreation competency, such as physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, including intramural and lifetime sports. TR focuses on the development of physical, cognitive, language, social and play skills, social recreation, outdoor

Betsy Cook, Ph.D., C.A.P.E., Granite School District

popular and available within our community, they are accessible, and the students expressed the desire to learn them. Each unit has the goals to try new and challenging activities, enjoy participation in physical activity, demonstrate basic skills and safety procedures to participate in the activity, recognize social benefits of participating in physical activity, demonstrate responsible personal and social behavior while participating, and increase self-confidence and self-esteem through participation.

Skiing

Eight secondary students participated in the adapted ski program at Snowbird Mountain Resort. Snowbird Adaptive Sports provided instruction once a week. The students researched, planned, and scheduled transportation using Flextrans and UTA. The students gained experience in leisure planning skills, communication skills, knowledge of accessible recreation, and skiing for lifetime participation.

The following excerpts from student journals illustrate the positive effect skiing had on the students who participated.

“The most wonderful part is the actual skiing. I learned to sit better and I know how to handle tough turns. It is a wonderful program because it helps your body, brain, your eyes and your soul... It was a remarkable day of my life.”

“Being a typical teenager, I have a desire to sometimes live on the edge... This winter I had the opportunity to (ski). The sled was controlled by an instructor holding onto a tether line, however, by leaning from side to side I was able to steer it somewhat. I did not mind the cold. I liked the sense of exhilaration and speed because I basically live in a slow, controlled world with my chair.”

Rock Climbing

Two groups participated in rock climbing at Rockcreation. The groups practiced graphing as well as learning climbing skills. A requirement for participation in off campus activities is to be on Level 3 or above on the classroom level system for behavior. The Wasatch Jr. ED unit learned to graph their point totals for each day using a basic line graph. The graphs provided a visual display of where they were and where they needed to be in order to participate. At the gym, students graphed the distance in feet that they traveled on the traversing wall using basic bar graphs. Students practiced self-monitoring and self-recording.

In addition to learning to rock climb, the Cottonwood HS ED unit learned and practiced lessons in life skills in the naturally occurring settings. Students researched, planned, and traveled to and from the gym using UTA. Each week included a stop for lunch where money management and appropriate social behavior were practiced.

Through journaling, students and teachers were given the opportunity to express feelings about participation, make suggestions for upcoming sessions, and record observations made during outings. Classroom teachers reported that students looked forward to the climbing and learned invaluable skills such as working as a team and problem solving. The comment “for most of my students,

self-esteem, self-confidence, and having control over decisions are very difficult things for them ... this helped them see what they can do,” was reflective of all involved.

There were various levels of involvement ranging from no climbing but collecting data to highly supportive traverse competitions with the adults. There was also a wide range in climbing skills learned. Several students repeatedly challenged themselves by climbing to heights, others enjoyed the challenge of bouldering among the overhangs. One student overcame a fear of heights and another student amazed everyone by just getting off the ground. Data collected revealed a 45% increase in traversing distance and a 7% increase in days of 80% or better behavior points.

In addition to skiing and rock climbing, students are given the opportunity to participate in mountain biking, inline skating, cross-country skiing, and hiking. We continue to develop units for community-based physical activity based on the interests and preferences of our students.

Conclusion

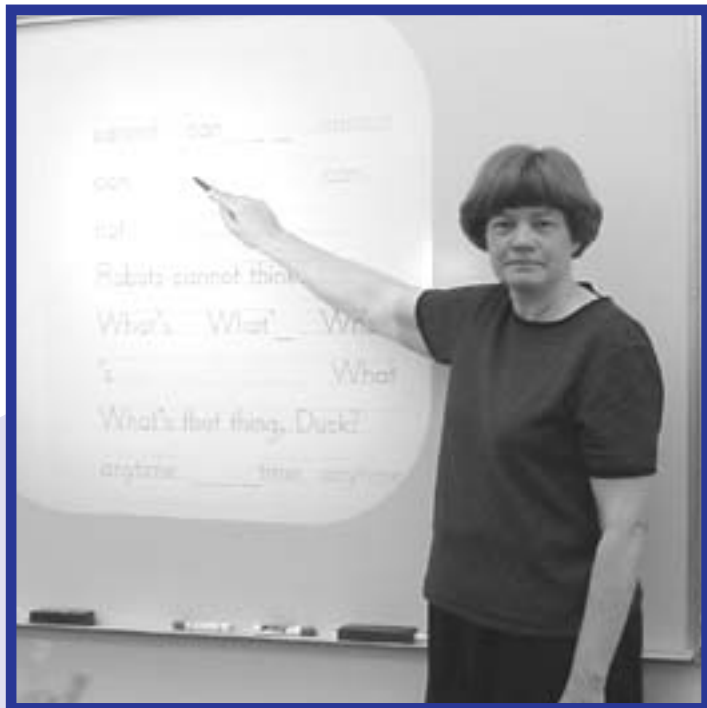
Motivating students to develop physically active lifestyles requires more than teaching sport and fitness skills. Students need to know what is available in their community. They need to know where to find more information, where to go to participate, what are the transportation options, and how much it will cost. This program provides students the opportunity to practice life skills in the naturally occurring settings while making the personal connections with community recreation service providers to continue a physically active lifestyle after they leave school.

For information on therapeutic recreation in the schools, contact Betsy Cook, Ph.D., C.A.P.E. E-mail: betsy.cook@granite.k12.ut.us ■



The Challenge of Accountability

Teachers have always held themselves accountable to help each student master the skills necessary for a quality life and to maximize their potential. This fundamental value holds true for all students in regular education as well as special education. With the national emphasis on reading and the mandates of No Child Left Behind and IDEA, the pressure is mounting for special education teachers to become experts in implementing “research-base strategies” in teaching students to read. The challenge has been and continues to be, “What are the best methods to improve the reading levels of special education students?” Some significant progress has been made. During the summer of 2000, a group of special education teachers from Granite School District attended a “Reading Camp” under the direction of Ethna Reid to learn the strategies designed by the “Exemplary Center for Reading Instruction” (ECRI). Over the past several years, the teachers using the program have witnessed marked increases in students’ reading levels, thus this is a time for celebration.



Celebrating With ECRI

ECRI Proves Its Value In Special Education

Strategies Used

What are the ECRI strategies? Dr Reid explains, “The goal is to improve elementary students’ ability to use their language-their ability to read fluently with expression, to understand what they read and hear, and to use this understanding so they can communicate effectively. It is an in-service program for teachers to learn strategies to teach word recognition skills, vocabulary, comprehension, study skills, spelling, penmanship, proofing, creative and expository writing and literature.” The program received approval from the U.S. Department of Education as a national Diffusion Network Effective Program in 1974 and was re-approved in 1990. The district’s experience has validated these strategies for our students today.



Teachers learn dialogue directives with explicit instruction, utilizing strategies that are

multi-sensory and sequential. The methods are specific to a three-step process: (1) the teacher demonstrates and models new skills for students; (2) the teacher prompts students through the skills and checks for understanding; (3) the student has a practice time to work individually with supervision while the teacher can hold smaller group instruction or give mastery tests. There are no bells and whistles, just quality instruction.

The students are tested three times a year, using the Informal Reading Inventory (IRI) to determine their current reading level and are grouped according to their own progress. New vocabulary words are introduced at the students’ reading level. They learn strategies on how to spell and use the words, and take the new information all the way to mastery. Reading a book is learned in three ways: orally, silently with emphasis on stopping to cite the main idea, and reading orally with expression. Students learn how to answer critical and creative questions. They learn how to develop study skills, to take responsibility for their own learning, and how to practice to complete the target mastery level.

Jerry Purles, Special Education Specialist • Granite School District

The Value of the Pilot Program

During the first year of the pilot program in the Granite School District, there were four teachers using the ECRI strategies in a resource room setting. Each was responsible to keep data for program evaluation. At the end of the year, the scores indicated that 98% of the students advanced in their reading levels; 23% achieved 1 year's growth, 42% - 2 years and 29% more than 2 years. The students were all identified as having mild disabilities. Research validates that "at risk" readers make an average growth of "a half-year" reading level during the school year. A feeling of optimism and excitement began to permeate the program. The strategies for the special education population were working.

Currently, there are 18 teachers who have been trained, and are using the strategies. The program has grown to include several different models of special educational classrooms: co-teaching with regular education teachers, additional resource settings and two specialized classroom units. The mid-year data results continue to show the same average rate of growth as was experienced in the first year. The teaching methods are facilitating increases in the students' reading levels, a real cause for celebration.

A feeling of optimism and excitement began to permeate the program. The strategies for the special education population were working.

They Have Reason to Celebrate

- Beth Camero, Robert Frost Elementary-*"The regular education teachers started coming to me to talk about my students' success in their classrooms and wanted to know what was different."*
- Mary Nielson, Jackling Elementary-*"My students have excitement to read, they love to pass off a mastery test."*
- Cherlyn Jenkins, Beehive Elementary-*"My students have become independent workers, while increasing their reading level."*
- Clay Oakey, Beehive Elementary-*"Everyone should do this. It's self paced, individualized, gives you great data, and has such a positive feel."*
- Jennifer Hogle, Beehive Elementary-*"I have four reading levels in my classroom. This teaches the students responsibility, if they don't practice, they don't reach the level of mastery."*
- Jerry Purles, Granite School District-*"The teachers enjoy teaching, because there is less negative behavior, the students seem self-motivated, and want to demonstrate their reading skills."*

There is a noticeable difference for the students using this program. They have gained increased self-confidence. They now attack reading! For many it has made a difference in their overall school-day performance. Teachers and students now have a reason to celebrate, reading one page at a time. ■



ONE STEP AT A TIME



Introduction by Jim Curtice • Utah Personnel Development Center

Hi, everyone. I guess if you're reading this article you've made it through the school year. Congratulations! This has been neither the easiest nor the most optimistic year I can remember. We've received lots of good feedback on our central theme, "teachers need to take good care of themselves in order to take good care of their students."

Robert Sweetgall is a walker (7 times across North America), an author (published 17 books) and public speaker (more than 5,000 workshops). For the past 20 years his company, Creative Walking Inc., has developed school walking programs appropriate for kindergarten through college levels. These programs involve the entire school and can include lessons in math, English and geography. Mr. Sweetgall will be one of the keynote speakers at next years (February 27-28, 2004) Utah Mentor Teacher Academy Conference.

Celeste Gardner is a participant in the Utah Mentor Teacher Academy and a special education teacher at Hillcrest Elementary School in the Ogden School District. The following article is about some of the positive changes that took place at Hillcrest after a February workshop by Mr. Sweetgall.

Celeste Gardner • Ogden School District

While preparing for one of our District's Quality Teaching Days, I had to lament that my enthusiasm was less than optimal. Too often, I feel, teachers are given training or exposure to some subject which gets shelved in hopes that "when I have time" I will incorporate this into my teaching. So, I thought, why would it be different this time?

February 14 of this year was different though: our principal, Ross Lunceford, had asked Robert Sweetgall to come and talk to our faculty. Robert has walked across America not just once, but seven times!

He introduced himself as a chemical engineer who had worked for Dow Chemical in the '70's. One day he decided he wasn't going to be like the rest of his family. Many of Robert's family had serious health conditions that had taken their lives and had affected the lives of others. He quit his job, which was quite lucrative, and decided he needed to make some changes in his life. His family was appalled at such a move. How would he support himself? Wasn't he happy with all his "things?"

He discussed how at first he tried running, but gave that up due to his being overweight and causing injury to his body. He came to realize that walking could accomplish the results he desired. Sweetgall's is a culture of active living. "This new culture is a throwback to the days of our ancestors. This is the culture of ACTIVE LIVING, and its theme is just get moving. Just do something, anything."

It wasn't a fast cure, but he began to experience positive results in small increments. His philosophy is, "Just doing *a little bit more* will help you realize the results you want, which will increase your desire to keep it up." His books contain information of recent studies on fitness and how increasing ones activity will drastically improve one's health and longevity.

Many in our faculty at Hillcrest Elementary, are trying to take Robert's advice and increase our activity level. One of our staff was already a distance runner. She and a partner have often walked after school in the halls. They are now striving to push a little further. Others are just trying to do a little bit more. This is recorded on the pedometers the majority of us now wear.

Students are asking their teachers, "How many steps have you taken today" or "how far are you going?" Some classes are using the teacher's steps to do averages. Our principal purchased a class size set of pedometers. Many of the upper grade teachers are hoping to teach their students how to synchronize them and get their students walking around the school.

The most amazing thing is that most of us like to take walks. Now we try and do just a little bit more and we are feeling the results. We do not beat ourselves up if we haven't reached 5 miles or a certain heart rate, etc. We feel those objectives will eventually be met after we have experienced many small successes.

Certainly, most of us would like to be more physically fit, to have the endurance for one more day or even one more year of teaching. I have enjoyed having more energy for the things I want to do after school and I'm looking forward to this summer.

My Quality Teaching Day certainly wasn't what I expected. It was different from the norm of telling me I need to test more and teach more. It taught me that what I needed was to take better care of myself and gave me a simple way to do it. It has given me the incentive to do more for myself in an environment that I work in and now play in.

My family has noticed that I am inclined to do more in the evenings. Where the topic in some areas of the school was centered on complaints, we are now encouraged to walk together and think of solutions to the problems. All may not be well in education but that should not prevent us from improving ourselves and feeling better about ourselves. ■

We love to hear from our colleagues out in the schools. If you have found a hobby, exercise, therapy or trick which helps you "surthrive" in the classroom, please consider writing an article for The Utah Special Educator next year. Everyone, enjoy your summer vacations and we look forward to hearing from you next fall.

*And by the way, try something new and
TAKE GOOD CARE OF YOURSELF!
Peace to you and our world...*

One Step At A Time

Excellence In Children's Literature

The Dolly Gray Children's Literature Award

Have you ever wanted to really good book to introduce a student into his new regular third grade classroom? Or, have you ever wanted a book to which a child with a developmental disability could relate to? We have!

The Dolly Gray Children's Literature Award

In recognition of the need for and in response to the dearth of quality literature, Utah's own Dr. Tina Dyches and Dr. Mary Anne Prater from Brigham Young University, and Dr. Sharon Cramer from SUNY, Buffalo have headed a board to create The Dolly Gray Children's Literature Award. This award recognizes high quality children's books with positive portrayals of individuals with developmental disabilities.

The award was developed in 2000 and is presented biennially by The Council for Exceptional Children's Division on Developmental Disabilities to the best picture and chapter books that include characters with developmental disabilities. These books can be used to assist in dispelling many common and harmful myths portrayed in the media regarding individuals with developmental disabilities, and as tools of understanding for children to be able to discover more about themselves through high quality literature.

This year's award for best picture book was presented to Becky Edwards (author) and David Armitage (illustrator), for *My Brother Sammy*, published by Millbook Press. This book beautifully illustrates the relationship between a child with autism and his brother, who learns what it means to be special.

It has also been awarded the English Association's English 4-11 Award for the Best Children's Picture Book of 1999-Key Stage 1 Fiction.

Barbara O'Connor was awarded the Dolly Gray Award For best chapter book, *Me and Rupert Goody*, published by Thorndike Press. The character with mental retardation, Rupert Goody, is central to "this gutsy, heartwarming novel, which ultimately shows the capacity for love in the human heart," as noted by Shelley Townsend-Hudson of Booklist.

These are great books for use in the classroom to help your students understand themselves and others with developmental disabilities. They may also be used to introduce a special education student into a regular education classroom by helping the other students understand more about disabilities. For ideas on using *Me and Rupert Goody* see: <http://www.barboconnor.com/lesson%20plan%20rupert.htm> the authors' website for ready made lesson plans.

Looking For Good Books

Finding quality children's literature can be a time consuming (but fun) process. When searching for a good book, knowing what to look for can help in deciding if the book is worthy of your students or not. A 5-point Likert-Scale was used in determining the winner of The Dolly Gray Children's Literature Award. You could use the same type of a rating scale on your own to easily compare books. Here are the categories that were used for The Dolly Gray Award: 1) overall reaction to the book; 2) portrayal of characters with

Marissa Johnston, Graduate Student • Brigham Young University



developmental disabilities a) accuracy b) exemplary practices c) emotional reaction d) illustrations (if applicable); 3) literary quality of the text; 4) illustrations. Using these four categories, you could determine the book that is right for your classroom. We have rated some of the books reviewed for The Dolly Gray Children's Literature Award using a 4 star scale. On this scale 4 stars are used to indicate that the book had strong portrayals of characters with developmental disabilities, that the quality of the text was high, and that it was an overall great book to read. Three stars will indicate that the book had good portrayals of characters with developmental disabilities, that the quality of text was also good, and that it was an overall good book to read. It is a thrill for children and adolescents to see someone like them portrayed in literature. These books can be used to help a child to better understand themselves or someone else with a disability and to assist in dispelling many common and harmful myths portrayed in the media.

Summaries

Me and Rupert Goody* by Barbara O'Connor ***

This is a charming story about a little girl Jennalee, who has a hard time accepting the fact that her only friend Uncle Beau has a long lost son. Jennalee goes to Uncle Beau's General Store every day to help out and to get away from her large family. Rupert Goody shows up one day claiming to be Uncle Beau's son, and Uncle Beau takes him in. Rupert is a sweet, grown black man who acts like a child because of his developmental disability; and Jennalee is crushed that Uncle Beau treats Rupert

like a son and lets him help out too. Jennalee changes over the course of the story and begins to understand and accept Rupert Goody.

My Brother Sammy* by Becky Edwards, David Armitage (Illustrator) ***

This picture book is full of beautiful watercolor pictures that help explain the story of Sammy and his brother. Told from the Sammy's brother's point of view, the story documents the change in Sammy's brother from frustration to understanding and love. Although he knows that his brother Sammy is different, he comes to understand and enjoy spending time with Sammy. It is a sweet story of the love and bond that is formed between two brothers told through pictures and text.

***What's Wrong with Timmy* by Maria Shriver**

This is a beautifully illustrated story about a very curious little girl named Kate. While playing in the park, Kate notices a boy who doesn't look or run like her. She asks her mom, "What's wrong with Timmy?" Kate's mother thoughtfully explains that Timmy is mentally retarded and that it takes him longer to do things. Kate is scared to talk to Timmy at first, but when encouraged by her mother, she comes to realize that Timmy isn't all that different from her. She invites him to play basketball with her friends and a beautiful new friendship is formed. ■

Making the Most of Your Money

Cut The Clutter!



Clutter makes me crazy-yet I seem to have plenty of it around. Files, papers, sticky notes, data collection forms, memos, agendas, logs, fliers, and anything else that can possibly be recorded on paper-I have it. It seems to find me like metal shavings to a magnet. The Special Education world revolves around a paper trail. It is not what you know, it is what you can prove. This holds true for our finances, too.

The financial aspect of teachers' lives has been the focus of this section of the Special Educator all year. This month is dedicated to identifying ways to cut household paperwork clutter while making sure we have the personal and financial documentation we need.

The necessary household "paper-trail" can be categorized into three main areas. The first area is Permanent Paperwork. Items that need to be kept permanently should be stored in a fireproof container and kept readily available in the event of an emergency. Keeping extra copies of each of these in a separate location is another way to ensure you will have the documentation you need in an emergency.

Permanent Paperwork includes:

- Birth Certificates
- Social Security Cards
- Marriage Certificates
- Divorce Paperwork (if any)
- Death Certificates
- Wills & other similar documents
- Health Care Proxy information
- Passports
- Copies of any retirement account information
- Copies of any current insurance policies

The second area is Long-Term Paperwork. This type of paperwork can vary in the length of time that you need to keep it. Usually from three to seven years and has more to do with IRS requirements than anything else. These items can be kept in a file cabinet or other type of durable storage box. A fireproof cabinet is a good idea here as well.

Long-Term Paperwork includes:

- Federal Income Tax Returns and all supporting documentation
- State Income Tax Returns and all supporting documentation (These items must be kept for three years from the date the IRS receives them. The IRS can go back as far as six years if they believe you have underreported your income by more than 25%. Supporting

documentation includes receipts for tax deductible expenses, canceled checks, loss statements, W-2s and other forms, mortgage interest statements, dividend statements, etc.)

- Household Documents (receipts on capital improvements on your house, appliance instruction manuals, warranty information, etc.)

The third area can be called Short-Term Paperwork. This category includes items that must be dealt with at least monthly. These items can be stored in one location and organized in any way that works for you. The important thing is that you keep them together, make them readily accessible, and get rid of them when you are through.

Short-Term Paperwork includes:

- Monthly bank, financial statements
- ATM/debit card receipts
- Monthly investment paperwork
- Credit card statements
- Paycheck stubs/other monthly income records (if any)
- Utility bills
- Telephone bills
- Medical insurance reimbursement statements
- Other household bills

Once these items are paid or recorded, be sure you adequately destroy the paperwork. Get the in habit of shredding these documents. Identity theft is a booming business these days! Do all you can to keep it from happening to you. Include in your shredding, credit card offers and any other junk mail that contains any identifying information about you and/or your financial interests.

The "moral of the story"- cut the clutter while protecting your interests and identity.

Have a great month and a wonderful summer! ■

Clutter Clutter Clutter

Pick of the Month

Book Review

By Jim Curtice, UPDC

Book: Learning By Heart

Author: Roland Barth

ISBN# 0-7879-5543-4

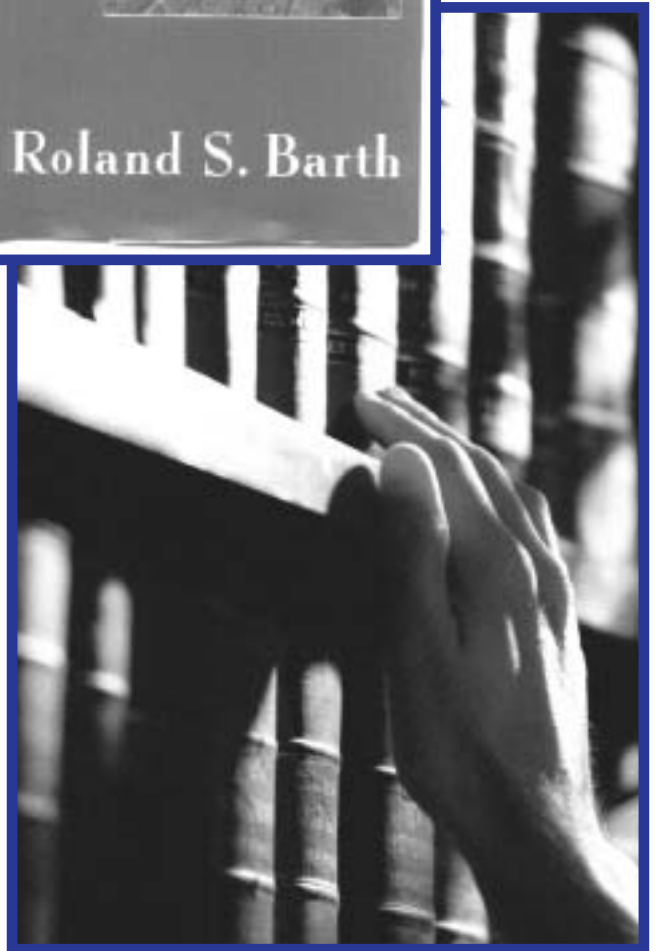
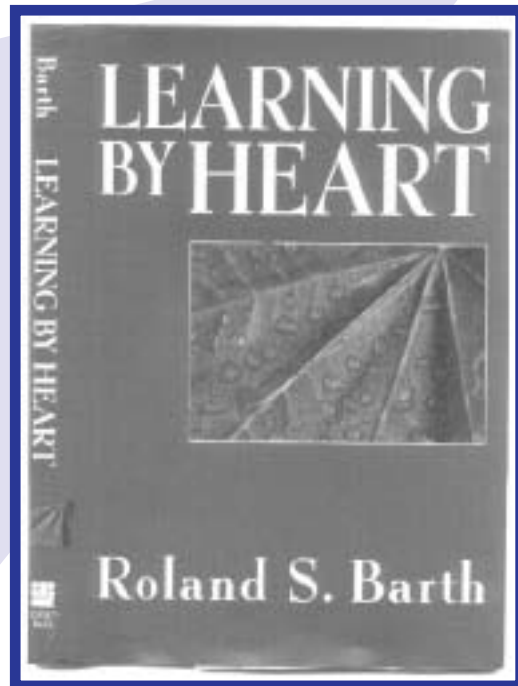
Publisher: Jossey-Bass

This book is not for those who are frequently heard saying, "This is the way we've always done it," or "If it ain't broke, don't fix it." Nor is it for those who believe that school communities are not really capable of "fixing themselves." On second thought, maybe that's exactly who it's for.

In *Learning By Heart*, Roland Barth encourages those of us who make up the citizenry of schools to take back our own destinies. He suggests that by allowing ourselves to be lead around by external standards, high stakes testing and legislative mandates, we are in fact taking the heart and soul out of our profession.

Barth does more than just cheerlead in this book. Not only does he suggest what we need to do to make our schools dynamic communities of learning, but he also gives examples and suggestions on how we might accomplish this noble vision (chapter 12, *Conditions for Learning*). Barth is not "Pollyannaish" about the task and raises some doubt as to whether or not we are up to the challenge.

However, we are left with the feeling that the author does believe in the capabilities of those who make up the school community. *Learning By Heart* might be better titled, *Learning With Heart*. This book is filled with great quotes ("If you want to predict the future, create it.") and is a must read for principals, teacher leaders and anyone who needs to put some wind in their sails this summer or before next school year. ■



Service Directory.....

Utah State Office of Education

Special Education Services

- Karl Wilson • Director of Special Education and At Risk.....538-7711 • kawilson@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education.....538-7757 • ngray@usoe.k12.ut.us
- Pat Beckman • Specialist, Access to the General Curriculum.....538-7716 • pbeckman@usoe.k12.ut.us
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- Sharon Neyme.....sharonne@utahsignal.org

Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....upc@inconnect.com

On The Back Cover:

Cheryl Hostetter: Catalyst for Revolution!
You Rock Girl!

Utah Professional Development Calendar 2003-2004*

May 2003

- 9 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

June 2003

- 16-20 Interventions Conference, Utah State University, Logan. Contact Ben Lignugarius/Kraft, 435-797-2382

July 2003

- 8-11 Utah Rural School Association Annual Summer Conference, SUU, Cedar City. Contact www.ursa.k12.ut.us
29-31 Special Education Law Conference. Ogden Eccles Conference Center, 2415 Washington Blvd., Ogden, UT. Contact www.usu.edu/mprrc

September 2003

- 18 Consortium with USOE Meetings. Location to be announced.
22-24 Initial Training for the Utah Mentor Teacher Academy at Snowbird. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
25-26 Utah CCBD Conference. Larry Miller Center, Sandy, Utah. Contact Tony Done 435-678-1222.

October 2003

- 2-4 CCBD International Conference. St. Louis, MO. Contact Lyndal Bullock, 940-565-3583 or email: bullock@tac.coe.unt.edu
23-24 Utah Mentor Teacher Academy, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

November 2003

- 14 Consortium, Location to be announced.
20-21 Utah Mentor Teacher Academy, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

December 2003

- 12 Consortium. Location to be announced.

January 2004

- 22-23 Utah Mentor Teacher Academy, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

February 2004

- 13 Consortium. Location to be announced.
26-27 15th Annual Utah Mentor Conference, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

March 2004

- 25-26 Utah Mentor Teacher Academy, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

April 2004

- 1 Consortium with USOE Meetings
22-23 Utah Mentor Teacher Academy, Provo Marriott Hotel, Provo, UT. Contact Jim Curtice, 801-272-3431 or 800-662-6624.

May 2004

- 14 Consortium. Location to be announced.

*This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Current information is also available at the ULRC web site www.ulrc.org

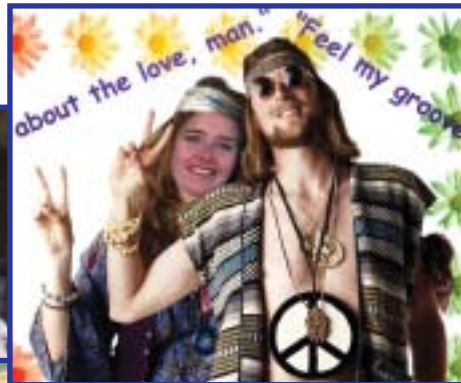
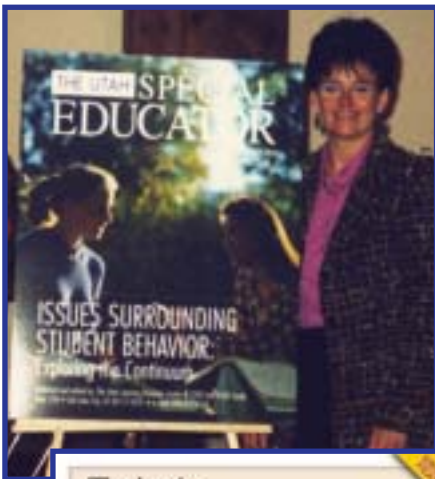
Utah CCBD Corner

Mark your calendars now for the much anticipated Utah CCBD Conference. It is scheduled for September 25-26, 2003 at the Larry Miller Center in Sandy, Utah. The theme of this year's conference is rEaD: Improving Literacy for Students with Emotional Disturbances. The conference also provides the Utah Behavioral Institute Strand, a Principals' Strand, and the usual excellent presenters. The Utah CCBD Executive Board looks forward to seeing you there!

2003-2004 Utah CCBD Executive Board

Julie Buckingham - President
AnnaLee Hansen - President-Elect
Tony Done - Past President
Glenn Dyke - Vice-President
Cal Evans - Treasurer and Membership
Janet Freston - Secretary
Deb Andrews - Regional Coordinator

Cheryl! (See Page 46)



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ADDRESS CORRECTION REQUESTED

