

Time to Think

Before you make your plans, consider the possibilities.

The following proverbs and sayings are opportunities to think.

“Never be afraid to sit awhile and think.” Lorraine Hansberry

If you have one opportunity to think, that makes a difference.

If you have a few opportunities, you think more.

If you have opportunities to think with others, you can achieve more.

Think about the following three statements. How do they relate to the work you are doing?

- “Nothing is going to be handed to you. You have to make things happen.”
Florence Griffith Joyner
- “The future depends on what we do in the present.” Mahatma Gandhi
- “By learning you will teach, by teaching you will learn.” (Latino proverb)

1. Describe The Challenge

What changes—and challenges—do a transferring student and that student’s family face?

Socially

Academically

Other: _____

The Challenge

What changes—and challenges—does your school face to support the successful transfer of students from another school?

For administration:

For counselors:

For teachers:

For staff:

For _____

Preparing for the Transfers

Complete this time-line with activities that will meet the challenge.

January	
February	
March	
April	
May	
June	
July	
August	

Recommended Resource: Profile the Students

You need to know about the students to prepare to receive them successfully.

Profile the Learners

You could set up a student profile that helps you prepare for students and helps teachers respond to their needs.

Here’s an example. Design or share your own approach to having easily available useful information for everyone involved in preparing for the incoming students.

Kind of Information	Information
Physical Needs	

Continuing Support

After the transition, the progress needs continuing support.

Recommend ways your school can:

Support Parents

Support Students

Support Teachers

3. Expand Collaborative Teaching

Co-Teaching Planner

Column 2 is the activity. Column 3 is the role of each teacher, set up with lines that can be used to note which teachers does what—it is set up so that initials could be used to note which teacher does which role(s). This page is the open planner, which is adaptable and just an example of how to help teachers plan collaboratively. The next page is an example of such a plan.

FOCUS OF THE WEEK:		Standard
	<i>Activities</i>	<i>Teacher Roles</i>
Monday Materials:		<input type="checkbox"/> present <input type="checkbox"/> work with individual student(s) <input type="checkbox"/> work with small group <input type="checkbox"/> lead activity _____
Tuesday Materials:		<input type="checkbox"/> present <input type="checkbox"/> work with individual student(s) <input type="checkbox"/> work with small group <input type="checkbox"/> lead activity _____
Wednesday Materials:		<input type="checkbox"/> present <input type="checkbox"/> work with individual student(s) <input type="checkbox"/> work with small group <input type="checkbox"/> lead activity _____
Thursday Materials:		<input type="checkbox"/> present <input type="checkbox"/> work with individual student(s) <input type="checkbox"/> work with small group <input type="checkbox"/> lead activity _____
Friday Materials:		<input type="checkbox"/> present <input type="checkbox"/> work with individual student(s) <input type="checkbox"/> work with small group <input type="checkbox"/> lead activity _____

CO-TEACHING PLANNER Example

FOCUS OF THE WEEK:	How and why does the government collect and use taxes?	Standard: ILS14C How government affects market economy.
	<i>Activities</i>	<i>Teacher Roles</i>
Monday Materials: Video: Your Taxes and Your Community	T: Present video. S: List facts from video T: Diagram flow from citizen to government to community HW: Write a note to President	_LL_present _BR work with individual student(s) ___work with small group _BR lead activity — _____
Tuesday Materials: Diagram from Monday Chapter 12, text	T: Review Diagram T: Preview text chapter 12. S: read in pairs, list important facts. S/T: Add facts to diagram HW: Make up multiple choice questions about chapter.	_BR__present ___work with individual student(s) _LL, BR_work with small group _LL__lead activity — _____
Wednesday Materials: Chapter 12, text; overhead tax chart from text	S: exchange questions, pair and share. T: Show chart from text on tax. S: Analyze why each change was made HW: Recommend with support change in tax law.	_LL__present _BR,LLwork with individual student(s) ___work with small group _LL__lead activity — _____
Thursday Materials: Chapter 12	T: Give quiz on taxes—include a few items from student-made questions S: Correct quiz; discuss items S: Pairs begin to write digest of important facts HW: homework will revise incorrect responses with reason for change.	___present ___work with individual student(s) ___work with small group ___lead activity — _____
Friday Materials:	S: Pairs complete digest of week T: Present what's an abstract S/T: Write class "abstract" of chapter 12	_BR__present ___work with individual student(s) _BR, LL__work with small group _LL__lead activity — _____

“I dwell in possibility.”
E. Dickinson

NEXT STEPS?