

Academic Seminar, the High School Behavior Education Program,
2nd Edition

Jessica Swain-Bradway, Ph.D.
Illinois PBIS Network

Christopher J. Pinkney, Ph.D.
Portland State University

With contributions from
Judy Kerner, and Melanie Morrison,
Eugene 4J School District, Eugene, Oregon

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Academic Seminar: Summary for Staff

Coordinator: _____

1. Purpose

- a. To teach organizational and academic self- management skills
- b. To provide assistance for homework completion
- c. To increase positive adult interactions
- d. To increase progress monitoring of academic and social success

2. Identification of student participants

- a. Summer school programs
- b. Request for assistance nomination
- c. Student who is failing classes due to missing or incomplete work
- d. 2-3 Office Discipline Referrals

3. Procedures for participating in the intervention

- a. What the students do:
 - i. Attend ACADEMIC SEMINAR class, on time, every day
 - ii. Complete assignments according to instructions
- b. What the families do:
 - i. Read and return any paperwork from the Academic Seminar teacher.
 - ii. Ask questions of Academic Seminar teacher if questions or concerns arise around student performance or success.
- c. What the teacher does:
 - i. Orients students to classroom routines, procedures and work
 - ii. Actively teaches academic self-management
 - iii. Provides opportunities to respond correctly at high enough intensity to build student fluency in academic self-management
 - iv. Provides support for homework completion
 - v. Communicates with staff about student progress.

4. Procedures for training staff, students, family

- a. Staff overview at the beginning of the year for Academic Seminar
- b. Staff training at the beginning of the year with boosters in winter and spring Student handbook provides a description of the program

5. Data system for monitoring student progress

- a. Academic Seminar teacher responsible for grading learning activities
- b. All data to be updated once every 48 hours

6. Decision making cycle

- a. Student progress monitoring
 - i. Academic Seminar teachers enter and summarizes data for regular review by Behavior Support Team
 - ii. Guidelines for concern:
 1. Decline in grades, Office Discipline Referrals, attendance and / or CICO points
- b. Fidelity and effectiveness of secondary level intervention
 - i. Behavior Support Team review overall student progress at least twice monthly
 - ii. Behavior Support Team completes overall fidelity check at least twice per year

Academic Seminar, Overview

Defined: Academic Seminar is a 45 minute daily class designed to address work avoidance behaviors for middle and high school students at risk of poor school outcomes. The curriculum targets teaching, practicing and reinforcing organizational and self-advocacy skills, termed “academic self-management”.

Systems: A strong universal PBIS framework is recommended to ensure effective screening and enrollment (approximately 10%-15% of the student population). Tier 2 practices should also be in place *within classrooms* to maximize student access and success with content related learning activities (e.g. differentiated instruction, multiple opportunities to practice correctly, immediate corrective feedback, specific praise, etc.).

District: A commitment to staffing the class, hiring staff and / or adding FTE as necessary to meet anticipated capacity, funding related materials, providing credit for course completion, and regularly reviewing student progress data (as with all interventions).

School: A commitment to staffing the class(es), providing physical classroom and related materials, facilitating attendance of training opportunities for Academic Seminar teacher(s), providing a regular planning period, regularly reviewing and sharing (a) screening data, (b) fidelity of all Tier 2 intervention data, and (c) student progress data.

Classroom: 12-15 students per class, 45 minute daily class, first period of the day. Five minute entry task, 10-15 minutes teaching and practice, 20-25 minutes supported homework completion. High density of explicit teaching, practice, corrective feedback and reinforcement. Students may/ may not also be enrolled in additional layers of Tier 2 support (Check In Check Out, Check & Connect, mentoring, etc.).

Curriculum: The Academic Seminar curriculum includes lesson plans on skills that are relevant across all content areas and have application in the real world, post-secondary education and the work place:

- Interacting with Teachers
- Greeting
- Acknowledging Help
- Request for Feedback
- Asking “Good” Questions
- Asking for Help
- Planner use and maintenance
- Notebook organization
- Creation of a Graduation Plan
- Goal setting for academic and social behaviors
- Tracking progress
- Test taking
- Study strategies

Multi-tiered Support for Middle and High School: From Universal Systems to Academic Seminar

Middle and high school students identified as having academic or social behaviors that put them at risk of not graduating have a difficult task ahead. A great deal rests on their ability to successfully earn a diploma. Increased rates of unemployment, criminal involvement, greater health problems and dependence on welfare and other public assistance programs are among some of the significant risks associated with the failure to earn a high school diploma (Rumberger, 2001). Unfortunately, there is a strong relationship between academic failure and problem behaviors (Roeser & Eccles, 2002) and students who struggle with both academic and social behaviors are much more likely to drop out of school than their peers (Allensworth & Easton, 2006; Jerald, 2006). Addressing social behavior without supporting academic success is often ineffective.

In recognition of the interrelatedness of academic and social problems, secondary level interventions must address both of these areas concurrently. This assertion is supported by findings in school retention literature (Jerald, 2006). The level of support necessary to help students complete high school must increase positive interactions with adults under a classroom model of support that provides explicit instruction, ample practice and reinforcement of academic self-management behaviors to: (a) help decrease the instructional “punishers” a student experiences in day to day classroom encounters; and (b) improve academic engagement sufficient to complete assignments adequate for credit accrual.

Universal Tier of Support: A Foundation for Academic Self-Management

Universal supports at the middle and high school level should be focused on academic self-management. Academic self-management represents the overlap of academic and social behaviors to maximize engagement, work completion, and credit accrual in a student-directed model. Academic self-management includes the ability to organize, prioritize, request assistance and complete assignments. Academic self-management is a skill that has utility across all content areas as well as community and post school experiences.

Examples of universal supports that support academic self-management are: (1) school-wide expectations defined in terms of academic self-management skills (e.g. Responsibility means asking questions when I don't understand, Respect means tracking my grades and credits so I know if I am on track to move to the next grade, Perseverance means attending class on time even when I don't feel like it, etc.); (2) acknowledgement systems are targeted to reinforce academic self-management (e.g. attendance rewards, acknowledgements delivered in the classroom for asking questions, acknowledgements for students working to make up missing assignments, etc.); and (3) consequences for some disciplinary infractions such as lateness, plagiarism, and missed assignments, *provide additional practice* and supports when students do not demonstrate academic self-management (e.g. completing assignments, due to lateness or wasting classroom time, in a study hall or afterschool homework club in lieu of detention, and “making up” for cheating by completing brief assignments defining plagiarism, and practicing paraphrasing, citing and writing references.) A universal tier of school-wide supports that routinely teaches, reinforces and provides additional supports around academic self-management

contributes to a school culture in which the expectation is that students bear responsibility for significant contributions to their success. Included in the concept of academic self-management are skills that allow students to successfully recruit supportive teacher behaviors. Teaching middle and high school students the skills to more effectively get what they need from adults may contribute to positive short- (e.g. improved academic performance) and long term (e.g. career advancement) outcomes. The Student Guided Supports section of the lesson plans (pages 27-45) specifically target skills students need to interact with teachers (e.g. solicit support, feedback, etc.).

It is important to note that while the students have to actually complete the work required for graduation, it is the teachers, administrators, and adult staff who create the systems of teaching, practice, and reinforcing that set student up for success. Adults create the framework for success. Schools in which teachers and administrator consistently convey high expectations for student success coupled with high levels of support have optimal graduation and post-secondary school outcomes (Jerald, 2006). The positive teacher-student relationship is a protective factor in and of itself. Students who are able to identify an adult in a positive mentorship role are more likely to stay in school (Sinclair, Christenson, Lehr, & Anderson, 2003).

Secondary Level Interventions: Rationale and Features

The most well implemented universal supports are not always sufficient to address the needs of all students within a school. Often there are small groups of students or individual students who do not respond to universal supports and require more intense small group supports. Schools implementing School-Wide Positive Behavior Supports (SW-PBS) may find that as many as 15%-13% of the student population require more intense supports in order to be academically and or socially successful.

Secondary tier interventions build off the foundations of universal school-wide supports for students who are at elevated risk for negative school outcomes, including social and academic behavioral problems. Tier 2 features are in alignment with and facilitate protective factors documented in school retention and dropout prevention literature, such as positive adult relationships, increased structure and predictability of the school day (Sinclair, Christenson, Lehr, & Anderson, 2003), and merging academic and social supports (Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995). Secondary tier of support is the same model of universal support: alignment of outcomes with data, systems, and practices, but more intensified to meet student needs. Secondary level interventions are for small groups of students who are not successful under universal supports. They include a range of interventions with the following critical features:

- Skills are explicitly taught, used and reinforced
- System for increasing:
 - Structure and predictability of the school day
 - Increasing positive adult feedback
 - Increasing home / school communication
- Ongoing data collection for decision making
- Efficient
 - System for linking academic and behavioral performance
 - All staff know about the intervention

- Readily and continuously available:
 - Administrative support and intervention components firmly in place within a school

At Risk versus Actively Failing: Universal Screening

Most students who enter the support systems within their schools area already actively failing: having earned at least one F in content classes, and are identified *after* the failures have already taken place. For these students more failures are almost certain to come: students who fail one or more content area class are much more likely than their peers to drop out of school (Allensworth & Easton, 2005). To maximize the effectiveness of interventions and reduce the likelihood that a student will require highly individualized supports, school teams must be efficient and timely with identification of “pre-signs” of failure. Each school support team must define the “warning signs” relevant in their school setting (e.g. lack of credits, poor progress report, office referrals, etc.) so students can receive supports, either within content area classrooms or as a separate class, *prior* to receiving a mid-term or final grade for a course. Some mechanisms for identifying students before grades are distributed:

- “At risk” lists from elementary or middle school
- “Intervention” lists from elementary or middle school (students who were previously on interventions and their overall success)
- Summer school recommendations
- Progress reports every 4 weeks
- Teacher nomination
 - Teachers make a list of the top 3 students of concern for academics / work completion (could also be used for social concerns, emotional concerns, etc.).
- Student self-report every 3-4 weeks (simple survey in the classroom: I am doing GREAT, Okay, Terrible)
- School-wide universal screening measures:
 - Social Skills Behavior Disorder (SSBD, Walker & Severson, 1991)
 - Behavioral and Emotional Screening System (BESS, Kamphaus & Reynolds, 2007)
 - Student Risk Screening Scale (SRSS, Drummond, 1994)
 - Social Skills Improvement System: Performance Screening Guide (SSIS, Elliott & Gresham, 2007)

For more comprehensive information on universal screening go to:

<http://www.pbisillinois.org/curriculum/universalscreening>

Selecting Interventions

As students are identified via screening, a Secondary Support Team will need to suggest interventions that match the level and type of need. Present level of performance data, including academic and social should guide supports. For example, if a student is failing one content area the most appropriate supports might be additional in-class guided practice and teacher feedback. Another option might be afterschool tutoring in that content area. If a student is failing multiple content areas, the reason for the failure will dictate interventions. If a student is failing due to

lack of basic skills (reading, writing, math knowledge) in class supports across classes may be necessary or more in-depth assessment of academic skills.

Interventions should be in keeping with best practices in education, have evidence of effectiveness or have evidence-based kernels (See Embry & Biglan, 2008 for more information on evidence based kernels). The supports should also meet the skill-deficit demonstrated by the student and have clearly defined learning outcomes that are progress monitored on a regular basis by a Secondary Support Team.

Two evidence based practices commonly implemented in schools are described below. This information is introductory. Please fully investigate each intervention before deciding if it is a fit for student needs. Other resources for finding evidence based practices: What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/default.aspx>)

Check In Check Out

Check In Check Out (CICO: Crone Horner & Hawken, 2010) can be an additional component designed to increase the structure and support of Academic Seminar. The CICO card is for students who are engaging in more intense “at risk” behaviors that result in an office discipline referral (i.e. skipping class, repeated class disruptions, repeated latenesses, etc.). CICO is a system for maintaining a daily behavioral report card to prompt students of the school-wide expectations and provides a schedule for recruiting teacher feedback. Students begin their day checking in with a positive, supportive adult. Throughout the day they receive positive, written feedback from their classroom teachers, contingent on demonstration of school-wide expectations. The CICO card concurrently functions to remind teachers to “catch” students engaging in positive behaviors and provide feedback acknowledging the positive behavior. CICO process can be easily embedded into the daily classroom protocol of Academic Seminar and many components of the class curriculum and daily protocols mimic the CICO cycle itself. Depending on the level of students’ social needs they can participate in Academic Seminar *with or without* the CICO component. See www.PBIS.org for additional information on CICO.

Check & Connect

Check & Connect (Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995) is an intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence. *Check & Connect* is implemented by a trained mentor whose primary goal is to keep education a salient issue, through weekly meetings to review school progress, for students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. See <http://checkandconnect.umn.edu/> for additional information on Check & Connect. Due the individualized nature of the intervention, it is aligned more with Tier 3 level of support within the PBIS framework.

Layering Secondary Level Interventions

Secondary interventions target one specific skill group at a time to increase student success. The interventions may be come in a variety of formats: basic-skills math class, homework club, social

skills lunch bunch, Academic Seminar, Check-In Check Out, or group mentoring. A school should have as many secondary interventions, each with a different focus, as the student level data indicate are necessary.

Students requiring secondary supports *may require more than one type of support*. Layering secondary interventions, for example, enrollment in Academic Seminar and Check-In Check Out, or basic-skills math class and Check & Connect, may ensure that students have complete support at a level that meets their needs. Layering secondary interventions allows for optimal success, more quickly, and the gradual fading of one or more of those supports as student success dictates.

Academic Seminar: Expanded Description

The rationale and descriptions above apply to all secondary interventions within the school. The following sections provide a description and examples of Academic Seminar implementation for a school-based team.

Academic Seminar is a secondary level intervention that targets work completion for middle and high school students by:

1. Teaching and providing practice in academic self-management and organizational skills
2. Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction
3. Teaching students to recruit necessary support from teachers and school staff

These goals are accomplished in a 45-minute period that is a combination of explicit teaching of academic management skills and supported homework completion. The class has a low student to teacher ratio, 12:1- 15:1 max. This allows the Academic Seminar teacher to fully support the students in achieving the goals of the class. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects. The relevance and applicability of the organizational skills extend past high school to post-secondary, real-world settings.

The following sections will provide the critical features of (a) enrollment criteria, (b) curricular materials, (c) proposed fading and follow-up procedures.

Enrollment Criteria

Academic Seminar is for students who are not responding to universal supports and, as stated before, students should be enrolled prior to actively failing content area classes. In alignment with school retention literature, the intervention is typically targeted at freshman and sophomore due to the typical timeline for students deciding to drop out of school (Jerald, 2006). Literature from the area of transition also shows that the move from middle school to high school is difficult for many students and marks a point where students more typically experience school failure (McIntosh et al, 2008). Academic Seminar can be tailored to meet the needs of students in upper grades as well and may be a good match for students who have the following characteristics:

- Engaging in problem behavior, but no “crisis” behaviors

- At risk of failing content area coursework: not achieving at least a C in core classes due to lack of, or poor quality completion of: class/ homework, tests, or class projects
- Identified at previous school (middle, transferring school, etc. for additional supports in work completion or organization)
- Needs skill development in organization, academic self-management and pro-social classroom engagement behaviors
- Placed at appropriate instructional level for academic courses (math, reading, history, etc.)
- May / may not have an IEP
 - Students with an IEP may have organizational / self-management goals
- Student possesses a willingness to engage in an intervention / supports
- Improved structure around work completion, regular adult interactions, and instruction in academic self-management would be beneficial for student's academic and social success

There are various ways to generate a list of students who are *at risk* of failing (see page 8 on universal screening). Additional information may be needed to ensure a good fit between the skills developed in Academic Seminar and student needs. Teacher nominations can provide critical information on a student's present level of academic and social performance within the classroom setting. Information from middle schools on students considered "At Risk", or information about students who were enrolled in an intervention at the end of middle school can also provide appropriate information on students' academic and social needs. ALL freshman students nominated for, or participating in the summer school programs should be considered for participation in Academic Seminar.

Curriculum Description

As much as possible the scope and sequence of the specific academic skills should be organized to mirror the academic demands of the general school (such as exams, projects, etc.) so the skills learned in Academic Seminar can be applied to general content assignments. The Academic Seminar curriculum focuses on the following academic activities:

- Greeting
- Acknowledgement
- Feedback Request
- Asking Good Questions
- Support Request
- Planner use and maintenance
- Notebook organization
- Creation of a Graduation Plan
- Goal setting for academic and social behaviors
- Tracking progress
- Test taking
- Study strategies

The learning activities in Academic Seminar focus on teaching students how to organize and prioritize academic tasks, and how to solicit the support they need from teachers. A Daily Entry Task at the beginning of each Academic Seminar class period orients the students' academic

efforts for the 45-minute class period and helps them prioritize tasks for work completion after school or the next day. (For the Academic Seminar Classroom Guidelines, see page 20)
The Academic Seminar curriculum provides explicit instruction in organizational and self-management strategies, and assisted homework completion to help increase the likelihood that students will complete school work.

It is important to note that students displaying **high risk** behaviors will not adequately have their needs met by Academic Seminar alone. Student supports to address high risk behaviors should include:

1. Consultation from district behavior support specialist,
2. A functional assessment, wrap around evaluation, and
3. Cohesive supports provided by a number of faculty and staff within the school setting as well as parental/guardian involvement.

High risk behaviors that require immediate, cohesive supports include the following:

- Substance abuse,
 - High rates of skipping class and or school (more than 3 times per week),
 - Violent or aggressive behaviors (such as hitting other students, verbal harassment including sexually explicit language, etc.),
 - Suicidal comments or suggestions
 - Demonstrating depression, anxiety or other mental health conditions / behaviors
-

Academic Seminar Systems

As with other supports within the school system, the Academic Seminar intervention requires oversight of implementation and student successes by a team of school personnel. Monitoring should be conducted by a team responsible for all secondary interventions (e.g. , Secondary Systems Team, Student Support Team, Intensive PBIS Team, Drop Out Prevention Team, etc.). The secondary support team makes data-based decisions regarding student identification, progress monitoring and intervention modifications. The following section outlines a) administrative support b) team roles and responsibilities, and c) Academic Seminar teacher responsibilities.

Administrative Support

Administrative support is vital to the implementation of Academic Seminar. An administrator will need to facilitate reorganization of systems and processes within the school to allow for ease of identification, progress monitoring, and data management. Administrators will also need to identify a qualified teacher and allocate sufficient FTE, for both teaching and data management

Administrative support can also be crucial in building staff support of any intervention. Above and beyond the administrative functions, visible, active support of Academic Seminar should be evident by:

- Protected, regular secondary support team meetings
- Regular administrative attendance of secondary support team meetings,
- Approving, and or facilitating staff updates as part of staff meetings or school-wide emails

Team Roles and Responsibilities

Meetings should have an agenda and clearly defined roles within the meeting process: facilitator, time keeper, and note taker. Other specific responsibilities must be carried out to sufficiently implement and sustain secondary interventions. The members of a secondary support team must be able to carry out the functions critical to *maintain the processes* of identification, progress monitoring, data management, etc., regardless of their job title. Schools need to be increasingly flexible in allocating staff hours to intervention delivery and management. For example, depending on the current organization of job responsibilities, the school counselor, behavior support personnel, or teaching assistant may assist in organizing screening for students who are not responding to universal supports. The Academic Seminar teacher or an Instructional Assistant may be responsible for data management. See “Building Tier 2/3 Capacity within a PBIS System of Support” at <http://www.pbisillinois.org/publications/reports> for a more complete treatment of Tier 2/3 teaming.

Member	Role
Administrator	<ul style="list-style-type: none"> • Allocate resources, approve system level changes. • Has working knowledge of school-wide, secondary, and tertiary systems already in place within the school.
Behavior support personnel	<ul style="list-style-type: none"> • Facilitates identification of students who are not responding to universal supports, • Provides suggestions for modifications: intensifying, individualizing, combining supports, fading, etc.
Academic Seminar teacher(s)	<ul style="list-style-type: none"> • Teaches the Academic Seminar class • Enters progress monitoring data every 24-48 hours. • Provides twice monthly summaries of: students responding to the intervention, students not responding and requiring additional supports. • Facilitates communication between content area teachers and Academic Seminar team
School counselor / Psychologist	<ul style="list-style-type: none"> • Facilitates identification of students who are not responding to universal supports. • Facilitates communication between content area teachers and Academic Seminar team • Facilitates communication across all three tiers of supports (Universal, secondary and tertiary teams).
Content area teacher	<ul style="list-style-type: none"> • Provide information about current instructional practices within content area classrooms.

Team Meetings

The secondary support team should dedicate at least an hour every other week to discuss:

- Newly identified students
- Placement of newly identified students into appropriate interventions
- Progress of current participating students
 - % successful / % unsuccessful
- Fidelity of current interventions
- Next steps for non-responders
- Exiting students (at the end of the semester)
- Progress of students who have been faded from interventions

Exit Criteria

The Academic Seminar Class should be a semester course for credit. Exit from the class mid-semester is not advisable. Marked improvement is defined very differently for individual students. A general guideline is to consider if the student's academic and social behaviors are within the "average" range. Parents/guardians should be notified of the pending decision and encouraged to provide input.

To exit Academic Seminar, the student should: (1) be passing (at least with a D) all core content classes; (2) be missing less than 10% of instructional time (days / classes); (3) have less than three office referrals for disciplinary infractions for the semester.

Follow Up

It is important to adhere to a follow-up protocol for students who have exited Academic Seminar completely to ensure continued satisfactory academic and social progress. Students can automatically begin a less intense Tier 2 intervention available within the school (CICO, Check & Connect, Homework Club, etc.).

The Secondary Support Team can also actively track student progress for the next academic year in the following way:

1. The Behavior Support Team / Academic Seminar teacher will keep a list of students who have exited Academic Seminar.
2. Once a month, a Secondary Support Team member will organize and report out on academic and social success of these students using school records (e.g. four week progress report, midterm reports, SWIS, CICO, etc.)
3. If a student is not making adequate progress, the Secondary Support Team may consider:
 - Beginning a less intense Tier 2 intervention (CICO, or Check & Connect)
 - Re-entry into Academic Seminar class
 - Appropriateness of Tier 3 intervention

Academic Seminar Teacher Responsibilities

The Academic Seminar teacher may be a Special Education or content area teacher. Depending on the number of students the school intends to support in the Academic Seminar class the teacher may have part or all of their hours (FTE) dedicated to the Academic Seminar class. For example, a Special Education teacher may teach three sections of the Academic Seminar, one section of basic math, and provide in-class support for a content area classroom.

The Academic Seminar teacher must (a) be familiar with the administrative and curricular components of the handbook, (b) have working knowledge of the underlying concepts of increased instruction, practice, and reinforcement for academic self-management skills, and (c) skilled best practices in instruction and behavior management, including differentiation of instruction based on student needs. It is also important that the Academic Seminar teacher is perceived as socially reinforcing by the student population. This is important due to the history of school failure experienced by many students requiring Academic Seminar. Students must feel as though they can trust, and are supported by the Academic Seminar teacher. This does not imply that the teacher is a “friend”, but an adult in the school who provides explicit, consistent expectations, positive feedback, and relevant supports.

The Academic Seminar teacher is directly responsible for:

- Managing classroom behaviors,
- Delivering academic curriculum,
- Orienting students (beginning of the semester and mid-semester)
- Modifying curricular activities based on student progress data,
- Communication with other relevant interventionist (e.g. CICO coordinator, Check & connect mentors, Homework Club supervisor, etc.),
- Communication with families

- Management of classroom based academic and social data:
 - Organize and share at least monthly with team

Data-based decision making Data are one of the most critical components of any school-based intervention and will be used by the teacher to make daily instructional decisions as well as the Secondary Support Team for systems evaluation and modification. Sources of relevant data for the Academic Seminar intervention extend beyond completion and accuracy of in-class Academic Seminar assignments. The Academic Seminar teacher must stay up to date on current student progress in all classes, including attendance and disciplinary referrals. Classroom grades in Academic Seminar are based on in-class assignments, as well as participation. Active participation, by demonstrating the foundational skills should be a major component of the daily and semester grading policy. See page 31 for an example of the daily grading policy. Semester grades would be an average of all in-class, homework and participation grades across the semester

Based on the data review, modest modifications to academic or social supports may be necessary increase student success. Many program modifications can be made within the context of the Academic Seminar classroom by the Academic Seminar teacher:

The teacher may need to intensify the frequency or duration of instruction. Depending on the level of student needs, modifications *outside* of the Academic Seminar program may be necessary to adequately address student needs. Modification decisions should carefully consider the specific behaviors that require additional supports.

Teacher and student input are critical into the modification process. Because modifications individualize the program for a specific student, *any information about the reason for lack of success is helpful in ensuring that modifications match student need.* All modification decisions should take into consideration:

- Student’s current level of academic and social performance,
- Student’s input on why she/he is not being successful, and
- Teacher feedback on student’s strengths, weaknesses, and reason for the lack of success.

Some possible modifications matched with reason for lack of success:

Reason for lack of success	Possible modifications
Student lacking basic reading / writing / math skills.	<ul style="list-style-type: none"> • Target “weak” areas for support within Academic Seminar. • Peer tutoring within Academic Seminar class. • Adding supplemental reading / writing / math courses to student’s schedule.
Student not completing daily Academic Seminar learning activities.	<ul style="list-style-type: none"> • Target “weak” area on goal setting. • Re-teach / review activities. • Increase motivation (more frequent / more meaningful rewards).
Student has high risk needs.	<ul style="list-style-type: none"> • Increase level of supports across school day. * Requires individualized, function based supports.

Training Staff & Orienting Students

Staff Training

All faculty and staff must have familiarity with Academic Seminar to ensure that they utilize the request for assistance, and know who to contact with student updates. General staff training on the Academic Seminar should take place in the fall each year. Boosters and updates on student progress are helpful throughout the year. Boosters may focus on areas of need such as providing specific verbal feedback to students, responding to student solicitation of feedback, and providing in-class opportunities to practice organizational skills.

Big Ideas for Staff Training

- There is a strong relationship between students' academic successes and problem behavior.
- Students at risk of academic failure benefit from increased structure and encouragement.
- The amount of specific, positive verbal feedback students receive during the course of the day is very important in supporting their successes.
 - Recent brain research suggests that adolescents need more reinforcement than adults to acquire similar skills.
- Frequent communication about class activities helps the Academic Seminar teachers to provide relevant academic supports.

Individual Teacher Contact

During the first week of a student's participation, the Academic Seminar teacher will send a generic email to all of the student's teachers to let them know the student is receiving additional supports. This notification will include brief reminders (see example):

1. Student and teacher responsibility summaries
2. Contact information for the Academic Seminar teacher
3. A prompt to make classroom materials available to the Academic Seminar teacher.

EXAMPLE Email to Classroom Teacher

Dear Mr. Horner, I am pleased to let you know that Arleen A. is enrolled in the Academic Seminar class. This email is a brief reminder of participation responsibilities.

Academic Seminar provides instruction in specific study skills and homework completion assistance while helping students self-assess participation and engagement in the classroom.

Please make sure your grades are updated on schedule so Arleen can check her grades every week.

I am available by email every school day if you have questions or concerns regarding Academic Seminar student updates. Please feel free to leave worksheets in my mailbox or send me the link to your online classroom resources.

Thank you so much for supporting your students! Ruth Harry, Academic Seminar teacher

Orienting Students

The Academic Seminar teacher will be responsible for teaching the student classroom protocols for (a) academic / instructional activities, (b) communicating student progress with team, and (c) additional intervention components (CICO, for example) that are deemed appropriate and necessary for individual students or small groups within the class.

If a student begins the intervention mid-year, the Secondary Support Team member may orient the student and family to the basic format and purpose of Academic Seminar.

The features outlined serve as a framework for implementation. Teachers should feel free to create learning activities around the critical features of the curriculum outlined in the lesson plans. Behavior Support Teams and or teachers may find the need to make modest modifications to fit school contexts or student needs. Regardless of modifications the focus of the intervention is to **decrease the difficulty of academic task by providing explicit instruction in academic management skills, soliciting support, and homework completion** while increasing self-management skills and contingent reinforcement based on work completion.

ACADEMIC SEMINAR

Teacher Plans



- 1. Classroom guidelines**
- 2. Curriculum scope and sequence**
- 3. Lesson plans**
- 4. Additional Resources**

Classroom guidelines for the Academic Seminar Classroom

The Academic Seminar classroom is designed to support the academic, organizational and social needs of students demonstrating secondary level problem behaviors. The curriculum provides explicit instruction in organizational skills and will thereby support a student to fluency in use of these skills within one semester. With that in mind, the daily classroom protocols must (a) maximize instructional time, (b) create a supportive, predictable environment, and (c) foster self-management skills. The following features are guidelines for the teacher to facilitate student successful in the Academic Seminar classroom.

Classroom expectations	<ul style="list-style-type: none"> • Align with school-wide expectations • Clearly defined, taught, and reinforced frequently • Clearly posted in room for reference
Daily Entry Task	<ul style="list-style-type: none"> • Posted on the board every class period. • Brief 5-7 minute academic activity. • Students complete independently upon entering the classroom. • Activity orients students to lesson at hand, OR, reviews previous skills
Daily Agenda	<ul style="list-style-type: none"> • Updated and posted every class period • Includes: <ul style="list-style-type: none"> ○ Daily Entry Task, ○ Daily check-in, ○ Current day's activities, ○ Schedule of homework completion days for the week, ○ Important reminders for the week.
Instructional Activities	<ul style="list-style-type: none"> • Clear expectations for assignment completion. • Incorporate students' interests. • Scaffolded to meet students' instructional levels. • Include rubrics for students' to self-score assignments before handing in to teacher. • Include frequent opportunities to respond, review, and practice each skill. • Instructional decisions based on student progress data. • Include various modes of response (verbal, written, artistic expression, word processing, etc.) • Include at least one homework session / week in the first month of the semester, and two homework sessions / week thereafter. • Utilize student progress data for instructional decision making.
Behavior Management	<ul style="list-style-type: none"> • Expectations for behavior are taught and reinforced frequently. • Reminder statements for inappropriate classroom behavior: <ul style="list-style-type: none"> ○ State the desired behavior ○ Are positively worded, ○ Respect the dignity of the student being reminded ○ Are followed by verbal praise for appropriate classroom behavior.
Student / Teacher interactions	<ul style="list-style-type: none"> • Academic Seminar teacher: <ul style="list-style-type: none"> ○ Greets students as they enter the classroom. ○ Thanks students for attending and participating at dismissal. ○ Has knowledge of students' interests, strengths and weaknesses. ○ Actively supports student's academic and social efforts by focusing verbal feedback on the positive classroom behaviors. ○ Facilitates communication with other staff members to update student participation status and progress.

Academic Seminar Curriculum Scope and Sequence

Weeks	Introduce: Teacher models the skill and includes multiple relevant examples and non-examples	Guided Practice: Teacher provides repeated opportunities to practice skills with close monitoring, immediate, corrective feedback and reinforcement.	Maintain: Teacher provides daily or weekly opportunities to demonstrate independence with skill (as entry / exit task, short activity). Students should be at 95% accuracy before moving from guided practice to maintain.
1-2	<ul style="list-style-type: none"> ▪ School / Class expectations ▪ Planner ▪ Greeting ▪ Support Request 		
3-4	<ul style="list-style-type: none"> ▪ Support Request ▪ Acknowledgement ▪ Feedback Request 	<ul style="list-style-type: none"> ▪ School / Class expectations ▪ Planner ▪ Greeting 	
5-6	<ul style="list-style-type: none"> ▪ Asking for Help ▪ Goal setting 	<ul style="list-style-type: none"> ▪ Planner ▪ Support Request ▪ Acknowledgement ▪ Feedback Request 	<ul style="list-style-type: none"> ▪ Planner ▪ Greeting
7-8	<ul style="list-style-type: none"> ▪ Graduation plan ▪ Tracking progress: progress reports, grades, emailing teachers, action plans 	<ul style="list-style-type: none"> ▪ Feedback Request ▪ Asking for Help ▪ Acknowledgement ▪ Goal setting 	<ul style="list-style-type: none"> ▪ Planner ▪ Support Request ▪ Acknowledgement ▪ Feedback Request
9-10	<ul style="list-style-type: none"> ▪ Notebook organization ▪ Test Prep/Study strategies 	<ul style="list-style-type: none"> ▪ Asking for Help ▪ Goal Setting ▪ Graduation plan ▪ Tracking progress 	<ul style="list-style-type: none"> ▪ Planner ▪ Support Request ▪ Feedback Request ▪ Asking for Help ▪ Goal setting
11-12		<ul style="list-style-type: none"> ▪ Tracking Progress ▪ Notebook organization ▪ Test Prep/Study strategies 	<ul style="list-style-type: none"> ▪ Planner ▪ Tracking progress ▪ Notebook
13-14			<ul style="list-style-type: none"> ▪ Planner ▪ Goal setting ▪ Notebook
15-16			<ul style="list-style-type: none"> ▪ Planner ▪ Tracking progress ▪ Notebook ▪ Test prep
17-18			<ul style="list-style-type: none"> ▪ Planner ▪ Goal setting ▪ Notebook ▪ Test prep

Lesson Plan Format

As with all teaching, student performance should dictate the pacing of lessons, the level of teacher support, and the modes of student responses. The following is the general lesson plan model for the Academic Seminar curriculum. Modifications to meet student needs are appropriate.

Prerequisite Skills: This section lists prerequisite skills necessary for completion of the lesson.

The Goal of the Lesson: This section lists the short term goals of the lesson. Specific criteria are included for goals. Long term goals for each skill include routine use of the given skill in Academic Seminar as well as other classes.

Time / Materials: An estimate of the time and materials needed for completion of the initial lesson. Initial lessons can be broken down into two or more lessons depending on level of student needs.

Introduction: This section prompts the teacher to provide a daily agenda and a brief overview of the lesson. The daily agenda include the Daily Entry Task.

Model, Lead, Practice: This section provides:

- a. Teacher and student behaviors
- b. The critical features of each skill
- c. Prompts for teacher to model skills, provide supported and independent practice

Wrap-up: This section prompts the teacher to complete provide verbal, or written feedback to the class either as part of individual monitoring, or as part of modeling self-assessment

Follow-up Activities: This section outlines multiple learning activities as review or follow-up on the mastered skill. All follow-up activities can be shortened as a Daily Entry Task.

Of Special Note: This section provides important skill specific prompts for teachers. This may include sequencing review lessons, data use, scaffolding recommendations, etc.

Daily Entry Tasks

Daily Entry Tasks are brief “warm up” activities that function to (a) maximize academic engagement time, (b) orient the student to academic or social behaviors / skills. Example topics are listed below. The example topics cover the range of academic skills found in the curriculum. The Academic Seminar teacher should feel free to improvise topics to meet student need and the academic skill being taught / reviewed.

Guidelines for the Daily Entry Task:

- Posted on the board every class period.
- Brief 5-7 minute academic activity.
- Completed independently by students upon entering the classroom.
- Created to actively orient students to lesson at hand, OR, review previous skills

Example topics for Daily Entry Tasks:

- List upcoming homework and when you will complete the homework.
- List “what’s working” in school.
- List “what’s not working” in school. Write down at least two resources or strategies you can use to improve one of the areas that is “not working”.
- Rank classes from “best” to “worst”. Put the “best” class on the bottom of the list, “worst” class at the top. During today’s homework completion session complete work or study for the class at the top of the list.
- Make a list of 3-4 behaviors that earn teacher credit. Circle one and use it three times this class period.
- Check the teacher websites for two of your classes. Write down any missing assignments in your planner. Use today’s homework completion session to complete at least one missing assignment.
- Identify a supportive adult in the school. List the characteristics that make this adult supportive.
- List the school rules and at least one example of each of the rules.
- Identify 2 positive experiences you have encountered while in Academic Seminar
- Identify one challenge you have encountered using in Academic Seminar. List 2 strategies you can use to overcome this challenge.
- Give an example of the school-wide expectations that would be helpful in the “real world”.
- List 3-4 benefits of following the school-wide behaviors in school.
- Take 5 minutes to complete a notebook check (use the notebook check list).
- Take 5 minutes to check the completeness of your planner. Look through your notebook, backpack, ask a peer, and check the bulletin boards in the classroom.
- Write your most current goal. Are you making progress? Why or why not? If not, what can you do today that will help you meet your goal?
- Look in your planner. Do you have a test coming up? List the class it is for, the content on the test, and when the test will take place. Thinking about the study strategies we have discussed, list 2 strategies that work for you. Pick 2 nights between now and the test and plan to use those strategies (write them in your planner!)

- Review your graduation plan. Are you making progress towards your plan? List the steps can you take this week to help you achieve this semester's requirements.
- Rate your recent interactions with your teachers:
 - Have you greeted a teacher recently? Why or why not?
 - Have you asked for feedback recently? Why or why not?
 - Have you thanked a teacher recently? Why or why not?
 - Have you asked for help from a teacher recently? Did you use the three BEs? Why or why not?
- Describe at least one recent example of how you managed your own behavior in order to improve interactions with your teachers.

Teacher Plans for School-Wide Expectations

Prerequisite skills

Students must be able to:

- 1- Communicate responses to teacher questions.

The Goals of School-Wide Expectations

Students will independently identify, verbally and in writing:

- 3-5 examples of school-wide expectations in at least three school settings (classroom, hallway, cafeteria, etc.)
- 2-4 non-examples of school-wide expectations in at least three school settings (classroom, hallway, cafeteria, etc.)

Time / Materials

45 minutes / written copy of school-wide expectations, paper, pencils,

Introduction: (5 minutes)

- Daily Agenda on the board
- Daily Entry Task: What are the school rules?
- Introduce and describe:
 - We have school-wide expectations or rules for all students, teachers and administrators, they are....
 - These expectations are how we want everyone within the school community to behave and treat one another.
- Solicit student responses on importance or utility of school-wide expectations (creates positive climate)

Model, Lead, Practice: (30 -35 minutes)

Teacher:

- Define school-wide expectations.
- Give examples and non-examples of school-wide expectations in various locations within the school building
- Give examples of school-wide expectations in real world settings. **EXAMPLES:**
 - Perseverance: If you don't get the first summer job you apply for, you apply to a second or third until you find a job. Your perseverance will help make sure you can earn money over the summer.
 - Respect: Treating your teacher with respect, by listening while she is giving instructions, is a skill you will use in the workplace by listening to your supervisor. Etc.
- Frequent checks for understanding

Students (verbally and or in writing):

- Reiterate the definitions of the school-wide expectations in their own words.
- Provide examples and non-examples of expectations in at least two school settings

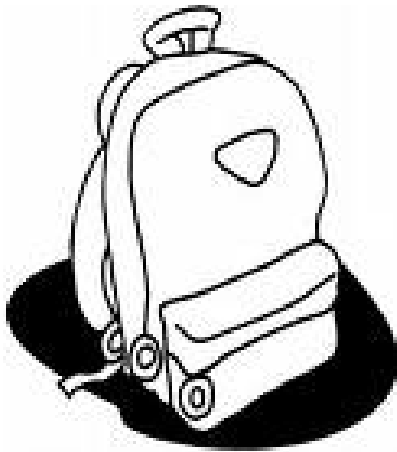
Wrap up: (1-2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Student written emails / letters to peers explaining what the school-wide expectations means to that individual.
- Posters that show examples of the expectations:
 - Individually or in groups make posters that exemplify the expectations.
 - One letter at a time or the entire set of expectations.
- Posters advertising the importance of expectations.
- Class discussions or written descriptions of examples expectations students have observed or engaged in during the day.



Teacher Plans for Student-Guided Supports

The Goals of Student-Guided Supports (SGS)

Students will independently, verbally and in writing:

- Describe how student-teacher interactions affect the classroom experience
- Describe the concept of teacher credits
- Identify a minimum of three behaviors that “earn” teacher credits, and three behaviors that “spend” teacher credits

Students will implement five skills to recruit and reward supportive teacher behavior in their classes:

- Greeting
- Acknowledging Help
- Requesting Feedback
- Asking Good Questions
- Asking for Help

Time / Materials:

20-35 minutes, 6 class periods / paper, pencils / copies of SGS worksheets / bowl or similar open container / twenty pennies or other identical markers (e.g. buttons, poker chips, etc.)

FIRST LESSON: Interacting with Teachers

The Goals of Interacting with Teachers

Students will independently, verbally and in writing:

- Describe at least one situation in which the behavior of others affected their willingness to help.
- Identify a minimum of four things teachers do for students.

Materials:

- SGS Worksheet 1
- Pencils

Introduction: (1-2 minutes)

Teacher:

- Inform students that they will discuss how to effectively get the help they need from teachers.
- Solicit student opinions on whether they receive all the help they need in their classes.

Model, Lead, Practice: (20-25 minutes)

Teacher

- Ask students to think about times when they have helped others (e.g. friends, siblings, parents).
- Ask students to share their experiences helping others
- Say:
 - “What are some things that made you want to help them (e.g. they were nice to me, they had helped me in the past, or they asked nicely)?

- “What are some things that made you want to help them a second or third time (e.g. they said thank you, they appreciated my help, or they paid me)?”

Activity: (SGS Worksheet 1)

Teacher:

- Say:
 - “We’re going to briefly discuss ways in which teachers provide help to students.”
 - “What are some ways in which teachers help students?”
- Provide examples if students have difficulty responding (e.g. helping students understand directions, confirming due dates, providing materials for activities, providing extra credit opportunities, helping students deal with problems, etc.).

Students:

- Provide oral examples of how teachers help students.
- Complete worksheet 1.

Teacher:

- Review student worksheet responses.
- Solicit additional examples if necessary.

Wrap-up: (1-2 minutes)

Teacher:

- Solicit responses to the following questions:
 - Does the way people treat you affect your willingness to help them?
 - How so?
 - Does this also apply to your teachers’ willingness to help you?
 - How so?
 - What are some ways that teachers help students?
- If students cannot answer questions, briefly review the lesson.

SECOND LESSON: Teacher Credits

The Goals of Teacher Credits

Students will independently, verbally and in writing:

1. Students will identify a minimum of four behaviors that earn “teacher credits” and four behaviors that spend “teacher credits”.
2. Students will identify when, where, how, and why they should greet their teachers

Materials:

- A cereal bowl or similarly sized open vessel
- Twenty pennies
- SGS Worksheet 2
- Pencils

Review of Prior Lesson:

Teacher:

- Ask students about what was discussed in the prior lesson
 - How the way they treat teachers affects their willingness to help them
 - Review examples of how teachers help students

Introduction: (1-2 minutes)

Teacher:

- Inform students that they will learn about the concept of teacher credits
- Say:
 - “Teacher credits are like money in that you can earn them by doing certain things, while you can spend them by doing others.”
 - “Having positive interactions with the teacher earns credits, while other actions spend teacher credits.”
- Ask students if they have any questions, comments, or concerns.

Model, Lead, Practice: (20-25 minutes)

Activity: (bowl and pennies / SGS Worksheet 2)

Teacher:

- Provide examples of student behaviors that earn teacher credits and behaviors that spend them. Each time you state an “earning” behavior add coins to the bowl, remove coins each time you state a “spending” behavior (Arrange examples so that coins remain in the bowl once all examples have been completed).
 - Behaviors that earn teacher credits: (Greeting the teacher, paying attention during instruction, showing that you care about school, saying thank you, and listening carefully while receiving help, etc.).
 - Behaviors that spend teacher credits: (Asking for help (emphasize that this is not a bad thing, ignoring the teacher, talking while the teacher is speaking, distracting your peers, etc.).

Teacher:

- Solicit additional examples of “earning” and “spending” behaviors from students.

- Provide each student with multiple opportunities to respond. If students cannot provide prompts (e.g. would coming to class late earn or spend teacher credits?).

Students:

- Complete SGS Worksheet 2

Teacher:

- Say:
 - “One of the easiest things you can do is to greet your teacher when you enter the classroom.”
- Solicit reasons why greeting the teacher might be important (e.g. it lets the teacher know you want to be in class, it starts the class off in a positive manner, it is a skill that will be useful in the workplace, etc.).
- Ask students to demonstrate different (appropriate) ways to greet teachers (provide corrective feedback if necessary).
- Provide some guidelines for greeting teachers
 - Greet teachers upon entering class.
 - Greet teachers when you see them in school, even if you are not going to their class.
 - Make sure that the teacher hears your greeting.

Wrap-up: (1-2 minutes)

Teacher:

- Solicit responses to the following questions:
 - What are some examples of how teachers help students?
 - What are teacher credits?
 - Why are teacher credits important?
 - How do you earn teacher credits?
 - How are teacher credits spent?
 - What simple thing can you do each class to earn teacher credits?
 - Does greeting your teacher require a lot of time or effort?
- Say:
 - Your goal is to greet each of your teachers, at the beginning of class; until we have we have our next meeting.

Worksheet 2: Teacher Credits

<p style="text-align: center;">+</p> <p style="text-align: center;">Things that earn “teacher credits”</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">Things that spend “teacher credits”</p>

THIRD LESSON: Acknowledging Help

The Goals for Acknowledging Help

Students will independently, verbally and in writing:

- Students will identify why, when, and how to acknowledge teachers
- Students will identify what to do and not to do when receiving help

Materials:

- SGS Worksheet 3A & 3B
- Pencils
- Prior SGS Worksheets

Review of Prior Lessons: (2-3 minutes)

Teacher:

- Ask students about what was discussed in the prior lesson:
 - How the way students treat teachers affects their willingness to help them.
 - Review examples of how teachers help students.
 - Review examples of credit earning and credit spending behaviors.
 - Have students describe when, where, and how to greet their teachers.

Introduction: (1-2 minutes)

Teacher:

- Inform students that they will discuss another way to earn teacher credits.
- Say:
 - “Today we are going to work on two more skills that earn teacher credits: saying thank you and acting appropriately while receiving help from your teacher.”

Model, Lead, Practice: (20-25 minutes)

Teacher:

- Say:
 - “Whenever a teacher does something for you, you should say thank you”
 - “What are some things that teachers do for students?” (Students may refer to SGS Worksheet 1).
- Provide additional examples to students, if necessary (e.g. teacher hands you a book, teacher answers a question, or teacher helps you or your group).
- Say:
 - “Each of the examples we have mentioned is an opportunity to say thank you.”
 - “Some of you might worry that repeatedly saying thank you might become annoying. For this reason, you should change the ways in which you thank your teacher.”
- Provide examples of ways to say “thank you” (e.g. thanks, I appreciate your help, or that was helpful).

Activity 1 (SGS Worksheet 3A)

Teacher:

- Provide each student with a copy of SGS Worksheet 3A.

- Ask students to complete the worksheet (Provide prompts, if necessary).

Students:

- Complete SGS Worksheet 3A

Teacher:

- Say:
 - “Whenever you are receiving help from your teacher, there are a few things you should do to continue to earn teacher credits.”
 - “The first thing that you need to do is pay careful attention. This means that you are looking at the teacher or your work and you are not looking around the room, listening to music, or looking in your bag.”
 - “What should you be looking at while receiving help?” (Provide prompts, if necessary).
 - “The second thing that you should do is show that you are listening. You can do this by nodding your head, and/or making short statements like ‘yes’, ‘okay’, or ‘I understand’.” (Demonstrate for students).
 - “Tell me at least one way you can show the teacher that you are listening” (Provide prompts, if necessary).
 - “The final thing you should do is think about whether the teacher helped you with your problem before you let her walk away. Being sure and specific when asking for help makes this easier, as you should have a good idea of the help you need before asking, we will discuss how to do this in our next lesson.”
 - “If a teacher does not provide the help you need, say ‘thank you’, but state that you still need help and restate your problem.”
 - “What should you do before you let the teacher walk away?” (Provide prompts, if necessary).

Activity 2 (SGS Worksheet 3B)

Teacher:

- Provide each student with a copy of SGS Worksheet 3B
- (Provide prompts, if necessary:
 - Why: (e.g. Increases chances that teacher will help you again/earns teacher credits, polite thing to do).
 - When: (e.g. teacher hands you a book, teacher answers a question, or teacher helps you or your group).
 - Ways: (e.g. thanks, I appreciate your help, gracias, etc.).

Students:

- Complete the worksheet

Wrap-up: (1-2 minutes)

Teacher:

- Solicit responses to the following questions and requests:
 - Why should you say thank you?
 - When should you ask for help?
 - How should you ask for help?
 - Name three things you should do while receiving help
 - Name three things you should not do while receiving help

- Say:
 - Your goal is to greet and say thank you to each of your teachers until our next meeting.

Worksheet 3A: Saying “Thank You”

Why?

When?

Whenever your teacher does something for you or your group

Examples:

How?

- 1) Say “thank you” right after you’ve been helped
- 2) The teacher hears you
- 3) You try to say “thank you” at least 4 times per period

Ways to Say “Thank You”

Worksheet 3B: How to Receive Help



What to do



What **NOT** to do

What to do	What <u>NOT</u> to do

FOURTH LESSON: Requesting Feedback

Prerequisite Skills

Students must be able to:

- 1- Tell time and be able to read a class schedule.

The Goals for Requesting Feedback

Students will independently, verbally and in writing:

- Identify why, when, and how to ask for teacher feedback.

Materials

- SGS Worksheet 4
- Pencils

Review of Prior Lessons: (2-3 minutes)

Teacher:

- Ask students about what was discussed in the prior lesson:
 - How the way students treat teachers affects their willingness to help them.
 - Review examples of how teachers help students.
 - Review examples of credit earning and credit spending behaviors.
 - Have students describe when, where, and how to greet their teachers.
 - Have students describe why, when, and how to thank teachers.
 - Have students describe a minimum of three things they should do and three things they should not do while receiving help.

Introduction: (1-2 minutes)

Teacher:

- Inform students that they are going to learn another way to earn teacher credits in today's lesson
- Say:
 - "By asking your teachers how you did in class, you show them that you are interested in your education. Showing interest is a great way to earn teacher credits."

Model, Lead, Practice: (10-15 minutes)

Teacher:

- Say:
 - "Today's skill is very simple, with 10 minutes or less left at the end of the class you should ask your teacher how you did during the class period."
- Provide examples and non-examples of how to ask for feedback
 - Examples: ("How did I do in class?", "Are there things that I need to work on?", etc).
 - Non-examples: ("So?", "Well?", Leave class without asking for feedback).
- Ask students to role play asking for feedback (Provide prompts or corrective feedback, if necessary).

- Offer to meet with the students' teachers to help them work out a signal, if the students feel uncomfortable approaching their teachers during class.

Students:

- Practice asking for feedback

Activity (SGS Worksheet 4)

Teacher:

- Provide each student with a copy of SGS Worksheet 4
- Provide prompts, if necessary:
 - Why: (e.g. It lets the student know how she performed in class, lets the teacher know that the student cares about class, [helps and helps](#) the teacher notice the good things the student is doing in class).

Students:

- Complete the worksheet

Wrap-up: (1-2 minutes)

Teacher:

- Solicit responses to the following questions and requests:
 - Why should you ask how you did in class?
 - When should you ask how you did in class?
 - How should you ask how you did in class?
- Say:
 - “Your goal is to greet your teacher, say thank you at least twice, and ask your teacher for feedback at the end of each of your class periods until our next meeting.”




Worksheet 4: Asking for Feedback Why?

When?

- With 10 minutes or less left of class (at the end of class).
- Ask each day.

How?

- Walk up to the teacher and ask “how did I do in class today?”

- Come up with a signal (e.g.  ,  , )

FIFTH LESSON: Asking “Good” Questions

Prerequisite Skills

Students must be able to:

- 1- Take written notes during whole-class and small-group instruction.
- 2- Retrieve information from written notes.

The Goals for Asking “Good” Questions

Students will independently, verbally and in writing:

- Describe why, when, and how to ask “good” questions.
- Demonstrate asking two “good” questions.

Materials

- SGS Worksheet 5A & 5B
- Pencils

Review of Prior Lessons (2-3 minutes)

Teacher:

- Ask students about what was discussed in the prior lesson:
 - Review examples of how teachers help students.
 - Review examples of credit earning and credit spending behaviors.
 - Have students describe when, where, and how to greet their teachers.
 - Ask students why they should ask the teacher how they did in class.

Introduction: (1-2 minutes)

Teacher:

- Inform students that they will learn how asking questions can earn them teacher credits.

Model, Lead, Practice: (20-25 minutes)

Teacher:

- Say:
 - “A good question is one that shows the teacher that you have been paying attention in class and that you are interested in the material.”
 - “Why is that important?” (e.g. makes teachers want to help you, rewards teachers for their instruction).
- Inform students that there are at least four reasons why they should ask “good” questions:
 1. Shows that you are paying attention in today’s class
 2. Shows that you were paying attention in prior classes
 3. Shows that you are interested in the lesson
 4. Earns teacher credits that they will spend later.
- Ask students to state the reasons to ask “good questions”.
 - Encourage students to provide novel reasons (e.g. It helps the student pay attention during the lesson, it allows students to learn more about topics that interest them, etc).

- Give each student a copy of worksheet 5A
- Review the worksheet with the students (Provide
- Say:
 - “You should ask ‘good’ questions while the teacher is in the front of the class giving a lesson, or during breaks.”
 - “When should you ask “good” questions?” (Provide answer, if necessary; Retest).
 - “A ‘good’ question starts with a brief statement of something that you have recently learned” (e.g. I know Great Britain had the strongest military prior to WWI...).
 - “You should use your notes to find information to make your statements” (Some students may need more explicit instruction on how to draw statements from their class notes).
 - Guide students through practicing the statement portion of a “good” question. (Continue until each student has demonstrated a minimum of two appropriate statements).
 - “The second portion of a ‘good’ question brings up something new, but related” (e.g. “...so why would Germany challenge them at sea?”)
 - Provide additional examples linked to previous statements
 - Guide students through practicing the second portion of “good” questions (Prompt students to complete the statements they developed previously. Continue until each student has made at least two appropriate demonstrations).

Activity (SGS Worksheet 5B)

Teacher:

- Provide each student with a copy of SGS Worksheet 5B.

Student:

- Complete worksheet

Wrap-up: (1-2 minutes)

Teacher:

- Solicit responses to the following questions and requests:
 - Why should you ask “good” questions?
 - How should you ask a “good” question?
 - Provide two new examples of “good” questions.
- Say:
 - “Your goal is to greet your teacher, say thank you at least twice, ask your teacher for feedback at the end of each period, and ask at least two “good” questions in each of your classes until our next meeting.”

Of Special Note*****

In prior research, this skill has proven to be the most difficult of the SGS skills for students to master. Therefore, it will likely be necessary to provided many examples of “good” questions and create multiple opportunities for students to form questions using their notes during instruction.

Worksheet 5A: Asking “Good” Questions

Why Ask “Good” Questions?

- 1) Shows that you are paying attention today
- 2) Shows that were paying attention yesterday
- 3) Shows that you are interested in lesson
- 4) Earns teacher credits that you will spend later

When to Ask a “Good” Question?

- 1) Ask questions when the teacher is in front of the class giving the lesson

How to Ask a “Good” Question?

- 1) Raise your hand
- 2) Start by saying something you have learned (you may use your notes for this).
 - a. Example “I know Germany was in competition with Great Britain to have the strongest navy...
- 3) Finish with your (related) question
 - a. Example “but how did Italy compare?”

Examples of “Good” Questions?

- 1) We discussed the laws of supply and demand; however do they still apply in today’s economy?
- 2) Fluoride was originally added to the public water supply to improve dental health, is this still effective with so many people drinking bottled and filtered water?

Worksheet 5B: Asking “Good” Questions

Why Ask “Good” Questions?

When to Ask a “Good” Question?

Examples of “Good” Questions?

SIXTH LESSON: Asking for Help

Prerequisite Skills

Students must be able to:

- 1- Exhibit sufficient academic ability and skill to reasonably be expected to complete assignments.
- 2- Independently follow multi-step verbal or written directions.

The Goals for Asking for Help

Students will independently, verbally and in writing:

- Name and describe the three BEs of asking for help.

Materials

- SGS Worksheet 6
- Pencils

Review of Prior Lessons (3-5 minutes)

Teacher:

- Ask students about what was discussed in the prior lesson:
 - Ask students why it is important to earn teacher credits
 - Why is it important to greet your teachers?
 - Ask students why they should ask the teacher how they did in class.
 - Have students demonstrate asking two “good” questions.

Introduction: (1-2 minutes)

Teacher:

- Inform students that the prior lessons were designed to allow them to earn enough credits to get the help they need from teachers to be successful.
- Say:
 - “While asking for help does spend teacher credits, it is something you should do when necessary. This lesson will focus on how to ask for help in a way that decreases the amount of teacher credits you spend. Think of this lesson as learning how to get help at half the cost.”
- Solicit questions, comments, or concerns from students.

Model, Lead, Practice: (20-25 minutes)

Teacher:

- Say:
 - “There are three BEs to asking for help; the first BE is to BE SURE that you need help.”
 - “What is the first BE?” (Provide a prompt, if necessary).
 - “You can BE SURE you need help if you have done the following:
 1. Listened carefully to teacher instructions
 2. Read the directions completely
 3. Quietly asked a nearby neighbor for the directions
 4. Quickly checked your notebook for information”

- “How can you be sure that you need to ask the teacher for help?” (Provide prompts, if necessary).
- “The second BE is to BE EARLY when asking for help.”
- “What is the second BE?” (Provide answer, if necessary; Retest).
- “Once you understand the directions, you should do the following:
 1. Think of any problems you might have with the task or assignment
 2. Ask for help early enough to give your teacher time to help, and
 3. Complete any work that you can while waiting for help.”
- “What should you do to be early when asking for help?” (Provide Provide answer, if necessary; Retest).
- Provide positive and negative examples of BEing Early when asking for help.
- “The third BE is BE SPECIFIC.”
- “What’s the third BE?” (Provide answer, if necessary; Retest)
- “You know you when you are being specific when the teacher does not have ask you ‘what’ your problem is, or ‘where’ the problem is” (Model examples of vague requests that require the teacher to ask multiple questions of the student before providing help).
- “How do you know when you have been specific when asking for help?” (Provide prompts, if necessary).
- “When asking for help you should state your problem and point to the area of the page, if appropriate, that the problem is located.”
- “What are the two things you should do when you ask for help?” (Provide prompts, if necessary).

Activity: (SGS Worksheet 6)

Teacher:

- Provide each student with a copy of SGS Worksheet 6.
- Review each of three BEs

Student:

Follow along with the teacher

Wrap-up: (1-2 minutes)

Teacher:

- Ask students to state the three BEs of asking for help (Students may refer to SGS Worksheet 5 if they cannot state the three BEs)
- Ask students the following questions:
 - “How can you be sure that you need to ask for help?”
 - “What should you do to BE EARLY when asking for help?”
 - “How can you BE SPECIFIC when asking for help?”

Of Special Note*****

Some students may need guided practice in using this skill. For these students provide opportunities in which students will need teacher help and prompt students to ask for help correctly (i.e. Be Early, Be Sure, Be Specific).

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- In class demonstrations of the SGS skills.
- Brief class discussions or written discussions about performing the skills and perceived teacher responses.

Worksheet 6: The Three BEs

Things to **BE** When Asking for Help

BE SURE	BE EARLY	BE SPECIFIC
Listen carefully to teacher instructions	Once you understand the directions:	Do not waste the teacher's time
Read the directions completely	Think of any problems you might have with the task/assignment	State your problem (e.g. I forgot how to multiply fractions).
Quietly ask a nearby student for directions	Ask for help early enough to give the teacher time to help you	Show teacher the location of the problem (e.g. Point to the area of the page where you are having trouble).
Quickly check your notebook for information (e.g. prior lessons/activities)	Complete what you can	

Teacher Plans for Goal Setting

Prerequisite skills

Students must be able to:

- 2- Identify the school-wide expectations with 100% accuracy.
- 3- Identify at least 2 examples and 1 non-example of the school wide expectations.
- 4- Identify 2-3 behaviors that “earn” teacher credit (homework completion, participation in class discussion, staying quiet during work completion, raising hand to speak, being on time to class)
- 5- Identify 2-3 behaviors that “spend” teacher credit (incomplete work, talking while teacher is talking, head down on the desk, etc.)

Time / Materials

Two 45 minute class periods / paper, pencils, blackboard

The Goal of Goal Setting

By the end of three goal setting lessons, students will independently, verbally and or in writing:

- Identify 1-2 areas of academic and or social needs
- Write a measureable goal (s) that includes:
 - One problem behavior clearly defined, including setting
 - Two to four ways to redirect that behavior
 - A method for self-evaluating / self-monitoring progress

Goal Setting: Lesson 1

Goal of Lesson 1:

- Identify 1-2 areas of academic or social needs
- List 3 steps of goal setting

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Give two examples behaviors that “earn” teacher credits, and three behaviors that “spend” teacher credits
 - Introduction and describe:
 - As we have discussed, awareness of classroom behaviors is important.
 - Certain behaviors that are considered “teacher pleasing” behaviors.
 - Using behaviors that earn teacher credit help us get attention and support from teachers.
 - What are those behaviors?
 - Solicit student responses:
 - Greeting, asking for help, asking for feedback, etc. (other credit earning behaviors not included in lesson are also appropriate such as: being on time to class, having all materials, completing homework, etc.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe three steps for goal setting:

1. Identify behavior that is getting in the way of classroom success.
 2. List 2-4 ways you can change this behavior. (Consider how you earn teacher credits).
 - a. Decide the best strategy for YOU to change this behavior.
 3. Use this information to write a goal
- Provide verbal and written examples for each step of goal setting. For example:
 - Behavior getting in the way of classroom success: Talking to my friends during instruction in English class.
 - 2 to 4 ways I can change this behavior: Move my seat, ask the teacher to give me non-verbal reminders to stop talking
 - **Provide generous practice generating strategies that will help students accomplish goals.**
 - **Refer to the Student Guided Support Lessons (Lessons on Greeting, Soliciting Support, Acknowledgement, Asking for Help, Soliciting Feedback)**
 - A goal for improving that behavior: I will get less than 3 reminders from my English teacher for talking for the entire week. I will accomplish this by moving my seat so I stay quiet during class.
 - Dissect an example of goal setting on the board
 - I will do _____ in class for _____ days. I will accomplish this goal by _____ so I do _____.

Students:

- Turn to your neighbor and explain:
 - The importance of using teacher pleasing behaviors and
 - The steps for goal setting.
- Write the steps for goal setting in your own words (Identify behaviors that are in the way, list 2-4 strategies to change this behavior, pick the best strategy for you, make a goal)

Wrap-up: (1-2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow-Up Activities:

- Students complete the Goal Setting Activity
- Share their goals and strategies with the class / peers for feedback on specificity
- Email goal to content area teacher

Name _____

Date _____

Goal Setting Activity

Make a list of:

1. Classes that have been positive experiences (good grades, fun teacher, fun activities) classes that have been negative experiences (hard, annoying, no fun).
2. The behaviors that get you into trouble in class
3. Why you think you do those things (Bored? Is the work too hard? Are friends distracting you?)
4. After list is complete, ask yourself if your teachers would agree with you about the behaviors that get you into trouble.
5. Pick the behavior that gets you into the most trouble. Brainstorm ways you can avoid doing this (Change seat, get homework done, ask for help).
6. Write a goal for Academic Seminar based on **this** behavior.
7. Go forth and kick butt (in a **very positive** way)!

Positive Classes	Negative Classes	“Trouble” behavior	Why?
Would your teachers agree with the behaviors that you said get in your way of success?			
What behavior is the biggest problem in classes? How can you avoid doing this?			
My GOAL is:			
These specific behaviors will help me achieve my goal:			

I MET this goal on _____.
(DATE)

My NEXT goal is:

These specific behaviors will help me achieve my goal:

Goals Setting: Lesson 2, Writing Clear Goals

Goal of Lesson 2:

- Distinguish between clearly written (measurable and observable) goals and

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: Write down the steps to goal setting.
- Brief review of previous lesson
- Today we are going to (a) talk about writing specific goals, (b) write our own goals.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Demonstrate an example of goal setting based on a generic behavior.
- Provide examples of “fuzzy” v clear behaviors and goals
 - “Talking” v “talking during teacher instruction time in English class”
 - “Acting hyper” v “being out of my seat during quiet work time in science class”
- Provide examples “fuzzy” versus clearly define goals
 - “Get it together” v “Stay quiet during instruction time in English class for 15 minutes”.
 - “Be good” v “Stay in my seat for the entire science class, except to sharpen my pencil”.
- Ask students to improve non-examples of clearly written goals. For example:
FUZZY: Have a good day in English
CLEAR: Be on time, pay attention to the student, ask the teacher questions when I don’t understand, etc.
FUZZY: Stay on task
CLEAR: Look at the teacher when she is talking, complete my entry task within 7 minutes, keep phone off for the whole class, etc.
- Use the goal setting activity worksheet as reference

Student (verbally and or in writing):

- **Identify** 3-4 examples and non-examples of clearly defined goal behaviors
- **Write** at least 2 clearly defined goal behaviors
- Use the goal setting activity worksheet to document goals

Wrap-up: (1-2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Individual meetings every two weeks to determine progress towards goals. Teacher should review student grades, attendance, progress reports and point out student successes and needs.
 - If students are making progress towards goal write new classroom goals.
 - If students are not making progress provide additional supports by:
 - Creating short term goals,
 - Soliciting additional classroom teacher support (SEE Student Guided Support Lessons)
- Written assignments that require the students to re-read previous goal sheets and write follow up notes:
 - I did the following things well...
 - I still need to work on
 - Steps I can take to make improvements...

Of Special Note *****

Goal setting is one of the central features of the Academic Seminar curriculum. It is critical that students build fluency in this skill. Review lessons should occur at least once a month. Twice monthly, during a homework completion session, the Academic Seminar teacher should schedule individual meetings with each student to review goals, progress, and consider modifications or next steps for goal setting.

Goals Setting: Lesson 3, Self-Monitoring

Goal of Lesson 3:

- Describe 2-3 strategies for self-evaluation of classroom behaviors
- Describe at least one way to monitor goal progress
- Set date for first grade conference

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: Write down your current goal and 2-3 strategies you are using to meet those goals.
- Today we are going to (a) talk about how we know we are using strategies that will help us accomplish goals, (2) how we can monitor progress toward our goals.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- We want to know if we are using strategies that will help us meet our goals.
- What are some of your goals? Solicit student responses and write on the board
 - EX: **I will be on time to English class for 3 days.** I will accomplish this goal by walking down the office hallway (it's quickest), and only talking to one friend in between classes.
- What are some of the strategies you are using to meet those goals? Solicit student responses and write on the board.

- EX: I will be on time to English class for 3 days. **I will accomplish this goal by walking down the office hallway (it’s quickest), and only talking to one friend in between classes.**
 - “Be good” v “Stay in my seat for the entire science class, except to sharpen my pencil”.
- We need to know if we are using these strategies and meeting these goals. We can do this in different ways:
 - Every time we use the strategy make a check mark in our planner (or sticky note, calendar, notebook, etc.).
 - Use a checklist at the end of class
 - Let’s look at example of a checklist that would help us evaluate our strategies (See example below, create different versions to fit student needs and school context).

Goal: On time to class for English for 3 days	Yes	Kind-of	No
Took the office hallway (shorter way to class)	2	1	0
Only talked to 1 friend	2	1	0
Was in the door when the second bell rang	2	1	0

- We also want to review our progress on a week by week basis. We can do this by:
 - Reviewing grades, attendance
 - Soliciting feedback from teachers
- We will be setting up a date this week to meet, review goals, strategies, and evaluation tools

Student (verbally and or in writing):

- **Identify** a way they would be most likely to monitor use of the strategy
- **Set up** a date for their first grade conference

Teacher:

- We will be setting up grade conferences this week. Pick a day of the week for a twenty minute review of your goals, strategies to achieve these goals and way for tracking your goals.

Wrap-up: (1-2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow-up Activities: Individual conferences

Teacher will set up individual conferences with each student to

1. Review goal
2. Review strategies to achieve the goal
3. Review the method for tracking use of strategies
4. Review grades, attendance, and other relevant student progress data to see if strategies are impacting goals and valued student outcomes.

Teacher Plans for Graduation Plan

The Goals of Graduation Plan

Students will independently, verbally and in writing:

- Identify requirements for graduation by class year (freshman requirements, sophomore requirements, etc.) with 100% accuracy.
- Keep their graduation plan in Academic Seminar notebook for the entire semester.

Time / Materials:

45 minutes, 1-2 class periods / copies of the student handbooks for each student, graduation plan template

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Write your most current Academic Seminar goal. How are you doing?
- Introduction and describe
 - Important to know graduation requirements so can accomplish them in a timely manner.
 - The graduation plan we complete is the same as the requirements shared by counselors during registration / orientation.

Model, Lead, Practice: (30-35 minutes)

Teacher and or school counselor:

- From student handbook read requirements, solicit student readers
- Show example of completed graduation plan
- Ask students to identify requirements
 - For Example: English for four years, PE for four years, etc.
- Show overhead of transcripts “heavy: v “light” load as freshman or sophomores and how that translates to senior year schedules

Students (verbally and or in writing):

- Using the student handbook, identify school credit and class requirements for 9th through 12th grade.
- Complete own graduation plan using template
 - Share with peers / staff
- Put graduation plan in Academic Seminar notebook- first page.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Written activity: Review your graduation plan. What do you think will be the easiest to accomplish (classes, grades, requirements)? What parts seem like they will be the most difficult?
- Written activity: Review your graduation plan. Pick one of the challenging classes/requirements and make a list of resources you can use to help be successful in this area.
- Written/ word processed letter to a peer: Write a short letter to an incoming freshman about:
 - Freshman graduation requirements
 - Why it is important to know what classes, credits and projects you have to complete
- Graduation plan review:
 - At midterm / start of the second semester refer to graduation plan.
 - Create 1-3 goals that take into consideration how much progress you have made towards the grade level requirements.
 - Write an action plan to document the specific steps necessary to meet the goals.

EXAMPLE Graduation Plan

Name: _____

School Year: _____

Grade: _____



9th Grade Requirements

Classes	Credits	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Community Service hours: _____

10th Grade Requirements

Classes	Credits	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sophomore Project _____

Community Service hours: _____



11th Grade Requirements

Classes	Credits	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Junior Project		_____
Community Service	hours: _____	

12th Grade Requirements

Classes	Credits	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Senior Project		_____
Community Service	hours: _____	

Special Notes: _____



Teacher Plans for Planner Use

The Goals of Planner Use

Students will independently, verbally and in writing:

- Identify the three steps for planner use, verbally or in writing, 3/3 opportunities.
- Complete 100% of the steps for planner use every Academic Seminar class period.

Time / Materials:

45 minutes / each student must have a planner or assignment sheet, pens, pencils

Introduction: (2 minutes)

- Daily agenda on the board
- Daily Entry Task: How do you keep track of homework, projects, and tests?
- Introduce and describe
 - Using a planner helps us know when assignments are due.
 - Handing in assignments can increase our grades even if we don't earn high grades on tests.
 - Solicit student responses: What are some real world examples of how planners can be useful?

Model, Lead, Practice: (35-40 minutes)

Teacher:

- Describe the steps for completing the planner / assignment sheet:
 - Listen, locate, log:
 - Listen to the teacher
 - What is the assignment?
 - What are the requirements for completion?
 - When is it due?
 - Locate the date for assignment in the planner, or locate the next section on the assignment sheet.
 - Log, write the assignment and details into the planner
- Solicit student responses to summarize the three steps.
- Provide examples, point out critical information:
 - English literature review (assignment), 2 pages long, story of choice (requirements for completion), due October 4, 2007 (due date).
 - If unsure, unclear, ASK TEACHER
 - What info do we need to know?
 - Solicit student responses (assignment, requirements, due date)
- Provide 3-5 practice examples for the students.

Students (verbally and or in writing):

- Describe the three steps for completing your planner / assignment sheet.
- Complete the practice examples.

Wrap-up: (1-2 minutes)

Teacher:

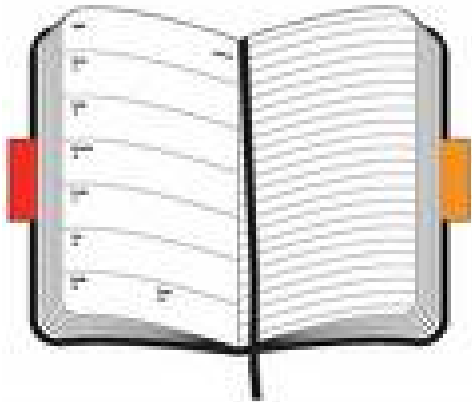
- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts. Some students may use assignment sheets to track assignments. Follow-up activities will need to be modified to include assignment sheets.

- Planner/ Assignment Sheet Update
 - Take 10 minutes to look through your notebook and make sure you have all assignments entered into you planner/assignment sheet. Get online to your teachers' websites and make note of any missing assignments. Write them into your planner. Write into your planner when you are going to work on those assignments.
- Planner/ Assignment Sheet Benefits
 - Make a list of why it is good to use your planner/assignment sheet. What benefits are there to having your work written down? Share your list with a partner. Together, think of one more benefit (that's not on either list).
- Planner/ Assignment Sheet Art Project
 - Make a poster of a famous person using their planner. Include steps for using a planner/assignment sheet.
- Planner Scavenger Hunt (in teams)
 - Find the following components of your planner and write down the page number and why that component is important:
 - i. table of contents,
 - ii. class schedule page,
 - iii. map of school,
 - iv. red day/blue day schedule,
 - v. cell phone policy
 - vi. study tips section
- Planner Swap
 1. In pairs, students exchange planners and make a list of the positive characteristics of their partner's planners.
 2. Positives can include: homework, tests, projects written in on due dates.
 3. Homework days for Academic Seminar are written in on appropriate days.
 4. Student schedule is completed with class names, rooms, teacher names, etc.
 5. Use grading rubric to assign each other a "grade" for the planner.

Example of grading rubric for Planner Swap

	Easy to find, clearly written	Can find with a little looking, readable	Can't find or can't read
Name on planner?	2	1	0
Homework assignments written down on due date.	2	1	0
Tests written down on due date.	2	1	0
Projects written down on due date.	2	1	0
Homework days in Academic Seminar written in planner.	2	1	0
Student schedule completed for red and blue days.	2	1	0



Teacher Plans for Notebook Organization

The Goals of Notebook Organization

Students will independently:

- Write or verbally identify the main components of an organized notebook with 100% accuracy 3/3 trials.
- Organize their notebook using the Notebook Check List.
- Complete monthly notebook checks using the Notebook Check List.

Time / Materials

45 minutes /make sure all students have at least one notebook for academic classes, Notebook Check List for each student or overhead transparency, extra dividers

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task:
- Introduction and describe:
 - Solicit student responses: Why is it important to keep your notebook organized?
 - Can find assignments to hand it – get credit
 - Not wasting time looking for items
 - Not get frustrated looking for items
 - Work stays neater
 - Today we are going to learn a few simple steps for keeping our notebook organized.

Model Lead, Practice: (30-35 minutes)

Teacher:

- Describe the steps for notebook organization. Use the Notebook Check List as a reference.
 - Section in notebook for each class?
 - Most recent papers on top in each section?
 - Planner / assignment sheet updated with assignments?
 - Throw out papers you don't need.
 - File papers you do need.
- Request students get out their notebooks and complete the Notebook Check List.
- Circulate the room providing assistance and prompts.

Students:

- Using the Notebook Check List as a “cheat sheet”, describe an organized notebook to a peer.
- Organize class notebook using the Notebook Check List.
- Complete monthly notebook checks using the Notebook Check List.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

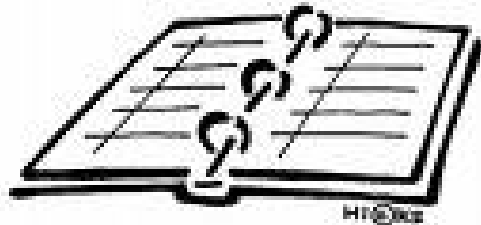
- Weekly / twice monthly notebook check up: Take 15 minutes and organize your notebook. Complete the Notebook Check List.
- Exchange notebooks with a friend. Ask them to complete the Notebook Check List and critique your notebook.
- Written activity: Write a 3 minute persuasive speech to a friend about why it is important to keep your notebook organized. Include tips for keeping their notebook organized.

Notebook Check List

Do you have

- ❑ A section in your notebook for each subject?
- ❑ The most recent papers on top of each section?
- ❑ Planner / assignment sheet updated with assignments?
- ❑ Papers in the notebook you can throw out? (Double check!)
- ❑ Papers you need to put in the notebook?

If you answered “No” to any of the questions take time right now to fix it.



Teacher Plans for Test Taking

Prerequisite skills: Students will need to be able to:

- Identify “absolute” words and phrases such as always, never, all the time, forever, etc.
- Define the concept of “key” words or phrases. (Words that provide important information or clues in questions and answers).
- Identify key words and phrases in sample questions and answers.

The Goals for Test Taking

Students will independently:

- Identify the three steps to taking a test with 100% accuracy, 3/3 trials.

Time / Materials:

45 minutes / practice tests, pencils, pens, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: How do you feel about taking tests? (Nervous? Okay? Frustrated?)
- Introduce and describe
 - Having a strategy for taking tests makes tests easier to complete and can reduce our “test stress”.
 - Practicing how to take tests you increase your score!
 - Today we’re going to discuss three steps for test taking.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe the three steps for test taking:
 - READ: instructions and questions carefully and thoroughly
 - THINK about important words in the instructions and key words in questions
 - REDUCE: in multiple choice questions reduce the possibilities for answers by avoiding absolutes, eliminating similar answers. On essay or short answer tests reduce time spent on questions by answering or abandoning for the time being.
- Frequent checks for understanding.
- Demonstrate each step of the strategy using a practice test. The practice test should be on subject matter with which the students are familiar. A test they have already completed is ideal.
 - Write RTR at the top of the test as a prompt
 - Talk through each step so students can hear a model of self-talk.
- Solicit responses from students:
 - What are the key words in the questions?
 - What are the key words in the responses? (if multiple choice)

Students:

- Verbally explain the three steps of test taking to a peer.
- In writing, describe the three steps in your own words.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- One to two weeks prior to midterms review Test Taking strategy, RTR.
- One to two weeks prior to finals review Test Taking strategy, RTR.
- Written / verbal activity: Write or verbally explain RTR to a peer.

Teacher Plans for Study Strategies

The Goals for Study Strategies

Students will independently or in pairs:

- Locate 2-3 websites on study skills.
- Write down and share with class 3-5 study strategies that they would be willing to use.

Time / Materials:

45 minutes / internet access for students, pens, pencils, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Do you study for tests? If so, how do you study? If not, why?
- Introduce and describe:
 - Study strategies help you remember important information more easily
 - We all learn in different ways so it is important to find strategies that match how we learn and think.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Solicit student responses to the Daily Entry Task.
- Write a list on the board of:
 - The way students study.
 - The reasons they do not study.
- Pair students together and ask them to spend 10-15 minutes searching for at least 2 websites that have information about study skills.
- Have student groups:
 - Write down the URL addresses of the study skills websites.
 - Write a list of 4-6 study skills.
 - Briefly (2-3minutes) present study skills to the entire class.
- Keep a running list of study strategies on the blackboard. Omit repeats.
- Ask the students who are listening to:
 - Vote on the 3 study strategies that seem the most reasonable (they would be willing to use them)
 - Write down 3-5 study strategies they would be willing to use
 - Keep a copy of the 3-5 study strategies in their notebook.
- Teacher documents all the study skills presented for review / follow up lessons.

Students:

- In pairs, complete an online search for websites on study skills.
- Write down the URL address so you can return to the website if necessary.
- Look through the websites and make a list of 4- 6 study strategies that seem reasonable (you would consider using them).
- Be prepared to briefly explain the study skills you wrote down. Share why they seem like study skills you would use.
- Be prepared to listen and vote on the top 3 study strategies presented in class.

- Write down 3-5 study strategies you would be willing to use.
- Put the list of study strategies in your notebook for future reference / study sessions.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- One to two weeks prior to midterms review Test Taking strategy, study strategies.
- One to two weeks prior to finals review Test Taking strategy, study strategies.
- Written activity: Make a list of 3-5 study strategies you have reviewed in class. Share with a friend. See how many you can remember without getting online or looking over your notes.
- Study activity: Get out your notes, books, worksheets, etc and spend 15 minutes QUIETLY reading them over.
- Written activity: Make a list of the things you would need to prepare for an upcoming test. Plan how much time you would need to study and write it into your planner/assignment sheet.
- Written activity: Make flash cards for an upcoming test or quiz. Use colors, pictures and words to help you remember.
- Study activity with peer: Play “Study Pictionary” with a friend. Using pictures only draw vocabulary words, concepts, ideas, etc. for your upcoming test or quiz.

Teacher Plans for Tracking Progress with Technology

Prerequisite skills:

Students must be able to:

- Open and use a word processing program.
- Access the school server.
- Know how to send and receive an email.

The Goals for Tracking Progress with Technology

Students will independently:

- Write and respond to 2 teacher emails over the course of the term using classroom appropriate language to (a) request assistance or (b) thank a teacher for her/his assistance.
- Log on to school server, locate teacher pages and locate their individual grade page for each of their classes on 3/3 trials.

Time / Materials:

45 minutes for two class periods/ internet access for all students, access to school server for all students, *Connections and Communication* worksheet, model email soliciting teacher assistance.

FIRST LESSON

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: What class is your favorite and why? What class is a struggle and why?
- Introduce and describe
 - Need a range of computer-based skills in the classroom and in real life
 - Solicit student responses: examples of computer-based skills?
 - It is important to be able to use the school server and teacher web pages as resources for communicating with teachers and keeping track of our progress.
 - We are going to practice emailing a teacher to ask about ways we can improve our grades.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe each step of the activity using the *Connections and Communication* worksheet for a reference.
- Conduct frequent checks for understanding.
- Present an example of an appropriate email.
- Once you are confident that the students understand the activity assign students to individual computers to begin working.
- Circulate the room frequently to answer questions and ensure the students are on task.
- Make sure you check each student's letter before they send it to their teacher:
 - Spelling and grammar
 - Appropriate content

- Request for assistance

Student:

- Using a word processing program (Microsoft Word for example) compose a 3-5 sentence email asking a teacher for ways you can improve your grade in her/his class.
- Make sure teacher reads the letter before you cut and paste it to the email.
- Cut the letter from the word processing program and paste it into the email.
- Send the email, requesting a response.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

SECOND LESSON

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: What teacher did you email during our last technology class? What actions can you take to start improving your grade in that class?
- Brief review of previous technology lesson.
- Introduce and describe:
 - We can use teacher websites to figure out our grades and if we have missing assignments.
 - This information will help us plan for work completion after school and during homework completion days.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe each step of the activity. Use the *Connections and Communication* worksheet as a reference if students forget how to access the server / log in.
 - Log onto school server
 - Locate the *Staff Page*
 - Locate the name of the teacher who teaches the class you emailed last lesson.
 - Click on the name of the teacher you emailed.
 - Click on the *My Grades* section.
 - Read through your assignments and grades listed on the website.
 - Make a list of 1-2 assignments you are missing or need to make up.
 - Write the assignments into your planner or assignment sheet.
 - Pick a day this week you will complete the assignments either after school or during a homework completion session.
 - Spend the next 25 minutes working on one of the assignments.
- Write the steps of the activity on the board for student reference OR give students a copy of the directions.
-

Student:

Wrap-up: (1- 2 minutes)

Teacher:

- Provide specific verbal feedback on classroom level of participation.
- Remind students to follow steps to meeting their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Written activity: Read the response email from the teacher. Write down the suggestions for how to improve your grade. Send a brief thank you email.
- Written activity: Based on the response from email from the teacher, create an action plan for how to improve your grade
- Written activity: Email a friend explaining what Academic Seminar does and how they can be successful if they join the class.
- Review activity: Log on to school server. Find your teachers' websites. Make a list of your current grades in each class. Write down any missing assignments into your planner/assignment sheet. Plan and write into your planner/assignment sheet when you are going to work on those assignments.
- Written activity: Write an email to a teacher about Academic Seminar. Write a second email to a friend about Academic Seminar. What is the same about the emails? What is different? Do you use the same type of words in both emails? Why or why not?

Name: _____

Period: _____

Connections and Communications

Your goal today is to email one of your teachers to ask them how to improve your grade in that class. Two great things will happen through this process. First, you will make a new connection with a teacher by using a different form of communication (email). Second, you will practice using different technology skills, including:

- **Looking up teacher email addresses and websites**
- **Using the school website**
- **Using a basic word processing program**
- **Finding your username and password**
- **Saving to school server**
- **Sending an email**

Information Needed to Send Email

School Website: WWW.

The name of the teacher that you will be emailing today _____

To get your Teacher's email address, go to the XXX webpage → Staff Page → Contact List, and write your Teacher's email address in the blank below:

Teacher's email address _____

Academic Seminar teacher's email address _____

For this activity, and all four years of high school, you need to know your username and your password. To find your username, follow these steps:

- 1.
- 2.
- 3.

Write your username in this blank _____

Your password is the first two letters of your last name, and the last 4 digits of your student ID.

Write your password here _____

Composing Your Email

We will use a general word processing program (Microsoft Word is an example) to compose our email addresses. You will need to first log on with your username and password, because you will save your document to the school server.

Remember: when you are kind and considerate to people, they will reflect that kindness back to you.

- Open up Microsoft Word by clicking on the “W” icon.
- A blank document will open up on the desktop. You can begin writing.
- Start with a polite greeting.
 - Example: Hello Mrs. Cannon, Good afternoon Mrs. Todd, etc.
- Say something nice before you ask for help.
 - Example: I really enjoy your history class. You are a nice teacher, etc.
- Ask the teacher what you can do to improve your grade in her / his class.
- Make sure you tell your teacher that you are willing to work to improve your grade.
- Check your spelling, punctuation and grammar. Your email is a representation of you and your abilities. Present yourself well. You must use SPELLCHECK!
- Ask your teacher to **respond** to your email.
- DO NOT use text lingo:
 - “You”, **instead of** “U”
 - “I”, **instead of** “i”
 - Spell out all words and phrases. Avoid abbreviations, like TTYL and LOL.
- When you are finished click on the save icon or open up “File” and hit save.
- Save the letter as “Email to teacher by (your name).”
- The document will save to the school server and can be accessed by logging onto the school server in any classroom, or at home.

Sending your email

1. Before you send the letter it must be read by teacher.
2. Make sure you have this paper with email addresses, your user name and password on it so you have your teachers’ email addresses and can access your account on XXX.
3. Use your XX email account to send the letter.
 - To use your XXX email account, go to
 - Click on the link to,
 - Log in using your username and password, and press “compose”.
4. Follow these steps:
 - Type the teacher’s email address in the box where it says “to”
 - Type in Judy or Melanie’s address in the box where it says “Cc” (You get your grade when we receive your email!)
 - Give your email a “subject” in the subject box
 - Cut and paste your letter that was saved to school server
 - Sign your name and send!

Name: _____

Period: _____

Tracking Progress Using Teacher Websites

You are going to access the teacher websites to track your assignment completion and start working on missing assignments. Follow these steps to complete the activity:

- Find the *Connections and Communication* worksheet you completed during the last technology lesson. This will be your reference for username, password, teacher name, etc.
- The name of the teacher you emailed: _____
- Log onto school server
- Locate the *Staff Page* (on the left hand side menu)
- Click on the name of the teacher you emailed last lesson. This will bring up their website.
- Click on the *My Grades* section of their website.
- Read through your assignments and grades.
- Make a list of 1-2 assignments you are missing or need to make up.
- Pick a day this week you will complete the assignments either after school or during a homework completion session.
- Write the assignments into your planner or assignment sheet
- Spend the rest of class working on one of the assignments.
- Put this paper in your notebook. You will need it for reference in the future.
- We will be checking progress using teacher websites every week.

Class you are working on: _____

1) Missing assignment to be made up _____

I am going to work on the first assignment _____

2) Missing assignment to be made up _____

I am going to work on the second assignment _____

***Note, this is a template only; it will need to be modified to fit your school context.**

Teacher Plans for Tracking Progress

Prerequisite skills: This lesson builds off the *Tracking Progress with Technology* lesson. Students will learn several ways to independently track their progress. Emailing the teacher and accessing grades via the school server are important first steps in building self-management skills related to tracking academic progress.

Students must be able to:

- Open and use a word processing program.
- Access the school server,
- Know how to access their grades using teacher websites / school server.
- Identify teacher pleasing behaviors (complete homework on time, participate in class, be on time, etc.)
- Write a goal using the goal setting protocol. (*Goal Setting* lesson)

The Goals for Tracking Progress

Students will independently:

- Access the school server and teacher websites 3/3 trials.
- Identify 1-2 areas of strength and weaknesses as indicated by progress reports with 100% agreement with teacher on 2/2 trials each progress report period (four week period).

Time / Materials:

45 minutes / individual student progress reports, pencils, pens, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Take five minutes and look over your progress report.
- Introduction and describe
 - Being aware of our own grades, progress, strengths and weaknesses is powerful. We get to be in charge of our school career.
 - We will be using a range of activities designed to help us stay aware of our progress in classes so we can create action plans to improve our grades.
 - We have already sent teachers emails asking for ways to improve our grades. Today we will be reviewing progress reports.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Explain that it may be difficult to look at Progress Reports. Thank the students for being willing to work on improving their grades.
- Describe the steps for reviewing Progress Reports:
 - Look over the Progress Reports (5 minutes).
 - Answer the following questions:
 - What classes are going well?
 - What classes are not going well (grade of D or F)
 - What reason is given for the failing grade? (Missing assignments, low test scores, absent a lot?)

- Is the reason for the D or F the same for every class?
- Target 1-2 classes for improvement during this next four-week Progress Report period.
- If the reason for the D or F is the same in each class list 1-2 actions you can take to improve this specific behavior.
- Make a list of 1-2 actions you can take to improve the reason for the failing grade.
- Pick a “due date” for the actions and then write them down in your planner or assignment sheet.
- Using an example with *identifying information removed*, provide example of a Progress Report review and action planning.
- Provide specific examples of actions that would improve: missing assignments, frequent absences / skipping, low test grades.
- Frequent checks for understanding.
- Check in with each student during the period to help them (a) stay positive and (b) brainstorm appropriate actions for grade improvement.

Student:

- Read your Progress Report.
- Identify the classes you are doing well in and the classes you are receiving a D or F.
- Target 1-2 classes for improvement.
- Make a list of specific actions you can take to improve your grade in these classes.
- If the reason for the D or F is that same for all classes create an action plan for improving this reason. For example, if you are failing because you do not complete homework, then create an action plan for completing homework.
- Be prepared to share your plan with the teacher.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide Academic Seminar card scores for the class period.
- Remind students to follow the steps they defined to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Computer activity: Log on to school server. Find your teachers’ websites. Make a list of your current grades in each class. Write down any missing assignments into your planner/assignment sheet. Plan and write into your planner/assignment sheet when you are going to work on those assignments.
- Written activity: Check your planner. Have you completed the Progress report activities? Why or why not? What help do you need to accomplish these activities? Ask the teacher if you are unsure.
- Artistic activity: Draw a picture of yourself being successful in a class that is difficult for you.

- Written activity: Write a short story, poem, or rap about yourself being successful in a class that is normally difficult for you.
- Written / computer activity: Email a teacher asking how you can improve a class grade.
- Written activity: Write two academic goals for the semester. Create an action plan including what you need to do and “due dates” for achieving those goals.
- Written activity: Make a list of your classes with the best classes at the bottom of the list, and the worst classes at the top. The classes at the top of your list are your priority for homework completion sessions in Academic Seminar.

Of Special Note*****

Progress Reports contain confidential information. The teacher must ensure the Progress Reports are securely stored in a locked filing cabinet or desk when they are not being used for the assignment. The teacher must also ensure that students have privacy when reviewing their progress reports. Students should be seated away from one another when they are reviewing the reports.

Some students may feel overwhelmed by looking at their progress reports. The teacher must use positive language to explain that progress reports are useful tools to improve our grades. They are not punitive. With this in mind, the teacher should provide high levels of verbal reinforcement during the lesson. The teacher’s positive comments should target students’ willingness to work on the difficult tasks of self-awareness and planning for success.

Sample self-scoring rubrics for Academic Seminar activities

Academic Seminar Participation

	Completed on time, according to all directions, neat.	Half way completed, tried but not my best effort.	Didn't try, couldn't find, didn't do.
Daily Entry Task	2	1	0
Planner Check	2	1	0
Homework completion	2	1	0

Daily Entry Task Completion Rubric

	Heck yeah I did	Tried but didn't do my best.	Nah.
Followed all directions	2	1	0
Completed neatly, organized	2	1	0
Used my planner, notebook, etc to see what work I actually had to do.	2	1	0

Notebook Organization

	Sweet	About half way done.	Nope.
Section for each class?	2	1	0
Papers neatly organized in each section with most recent items on top ?	2	1	0
Name on cover?	2	1	0
Planner or assignment sheet in the front?	2	1	0

ACADEMIC SEMINAR GRADING POLICY

Every day you earn a total of 10 participation points in Academic Seminar Class. Here's how...

On time for class	1 point
Planner	
Have it	1 point
Up to date with assignments	2 points
Daily Entry Task	3 points
Participating in class activities, homework	3 points
TOTAL DAILY PARTICIPATION POINTS	10

All in class assignments will be graded on a 10 point scale. At the end of the semester, all of your daily participation points and in class assignment points will be averaged and multiplied by 10 to give a final grade.

Average of Participation Points + Average of In Class Assignment Points = Final Grade

Example:

1) Add daily points and divide by number of days.

$$\begin{array}{r}
 8 \text{ (September 10)} \\
 9 \text{ (September 11)} \\
 10 \text{ (September 12)} \\
 7 \text{ (September 13)} \\
 6 \text{ (September 14)} \\
 + 9 \text{ (September 17)} \\
 \hline
 49
 \end{array}
 \qquad
 49 \text{ points} / 6 \text{ days} = 8.16$$

2) Add in class assignment points and divide by number of assignments:

$$\begin{array}{r}
 8 \text{ (in class test practice)} \\
 9 \text{ (Skills Assessment)} \\
 7 \text{ (Homework habits)} \\
 10 \text{ (Planner practice)} \\
 + 10 \text{ (Organization work sheet)} \\
 \hline
 44
 \end{array}
 \qquad
 44 \text{ points} / 5 \text{ assignments} = 8.8$$

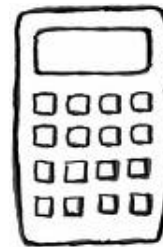
3) Average daily participation points total and in class assignment totals:

$$\begin{array}{r}
 8.16 \\
 + 8.80 \\
 \hline
 16.96
 \end{array}
 \qquad
 16.96 \text{ points} / 2 = 8.48$$

4) Multiply average by 10:

$$8.48 \times 10 = 84.8\%$$

This is your final grade for the semester: 84.8%, rounded to 85%



Additional resources

The following resources may be helpful in developing your school's Academic Seminar curriculum. Be sure to keep in mind the curricular materials should:

1. Be immediately relevant to student success,
2. Maximize efficiency of delivery to ensure students can increase their academic self-management as quickly as possible
3. Increase positive adult interactions, and
4. Be progress monitored on a daily / weekly basis.

Resources below include:

- Example Request for Assistance
- Example Academic Seminar Eligibility Checklist
- Teacher Plans for Check In Check Out
- CICO responsibility Tables for staff, students, families
- Example CICO Card for Block Schedule
- References for follow up

Additional Resources	URL
What Works Clearinghouse	www.whatworks.ed.gov
National PBIS Technical Assistance Center	www.PBIS.org
IL PBIS Network	http://www.pbisillinois.org/
Florida PBIS Network	http://flpbs.fmhi.usf.edu/
National High School Center	http://www.betterhighschools.org/default.asp
Check & Connect	www.checkandconnect.umn.edu
University of Chicago Consortium on Chicago School Research	www.ccsr.uchicago.edu

EXAMPLE, Request for Assistance

Student _____ Date _____

Grade _____ Counselor _____

Referral submitted by: _____

1. Student strengths: _____

2. Is the student qualified for Special Education Services? Y N

3. How many days has the student been suspended this year? _____

4. Please give an estimate of student's academic progress in your classroom:

_____ (class work)

_____ (homework)

_____ (test average)

Problem Behavior(s): Identify Top 3 Most Problematic Behaviors

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal harassment	<input type="checkbox"/> Incomplete work	<input type="checkbox"/> Other
	<input type="checkbox"/> Verbally inappropriate	<input type="checkbox"/> Self-injury	_____

What have you tried ? _____

How has it worked? _____

Why do you think the behavior(s) keep happening? _____

Referring teacher, do not write below this line, for Behavior Support team documentation only.

Relevant information has been reviewed:

- grades attendance testing information
 disciplinary records other: _____

BY: _____

(SST, PBS, counselor, etc.)

Recommended for:

- Academic Seminar Reading Support Math Support
 Special Ed. evaluation CICO Other _____

EXAMPLE: Academic Seminar Eligibility Checklist

Academic Seminar is designed to meet the academic and behavioral needs of a small group of students who are demonstrating, *or* demonstrated in 8th grade a need for more intense academic and social supports.

Please complete the following checklist for students who are being considered for Academic Seminar

Student name _____ Grade _____
Counselor _____

The information documented on this form is based on:

current status **recommendations from middle school**

Has a request for Assistance been completed for this student? (Circle one) Yes No

Part 1: Academics and Organization

Improved structure would help student succeed.	Yes	No
Student may lack organizational skills:	Yes	No
Notebook, backpack is disorganized.	Yes	No
Student often misplaces or can't find assignments	Yes	No
Student is placed at appropriate instructional level for academic courses (math, reading, history, etc).	Yes	No
Student is not achieving at least a C in core classes due to lack of, or poor quality completion of: class/ homework, tests, or class projects.	Yes	No

Part 2: Classroom Behaviors

Student responds positively to at least one adult in the school.*	Yes	No
Student is engaging in problem behavior, but no "crisis" behaviors:*	Yes	No
Occasionally skips class	Yes	No
Talking during teacher instruction	Yes	No
Failure to complete home/class work, projects	Yes	No
Other _____		
Student has office discipline referrals for minor infractions (skipping, minor disruption, etc.)	Yes	No

Teacher Plans for CICO Card Usage

Prerequisite skills

Students must be able to:

- 1- Identify the school-wide expectations with 100% accuracy.
- 2- Identify at least 2 examples and 1 non-example of the school wide expectations.

Time / materials

45 minutes/ CICO card, student and teacher responsibility list, example of CICO weekly graph, achieving 80% goal, example of CICO graph not achieving 80% goal.

The Goal of CICO Card Usage

Students will independently, verbally and /or in writing:

- Describe each step of the CICO Card daily process with 100% accuracy.
 - Morning check-in
 - Class by class checks
 - Afternoon check-out
 - Home check
- Give 2-3 non-examples of how to solicit teacher feedback.

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: What are the school rules? List 4 behaviors that are examples of following the school rules.
- Introduce and describe:
 - We're here to work together to build organizational skills and self-awareness to help increase our success in school.
 - The CICO card is going to be a reminder of school-wide expectations and our own personal goals.
 - Helps teachers give us feedback about how we are doing in their class.
 - We're going to use teacher feedback to shape our behaviors, set goals and increase our success in the classroom.

Model, Lead, Practice: (35-40 minutes)

Teacher:

- Provide step by step description of (a) morning check-in, (b) class by class check, (c) home signature
 - Describe student, teacher, and coordinator responsibilities for each step
 - Use responsibility check lists as reference
- Describe scoring parameters
 - 0 = little to no effort, 1= effort with prompting from teacher, 2=followed all class expectations, no prompting.
- Describe 80% goal
 - All students working towards making 80% of CICO points every day.
 - We will set goals and work towards rewards.
 - Show example / non-example of student graphs

- Frequent checks for understanding
- Provide ample examples and non-examples for soliciting teacher feedback during the class by class checks

Students (verbally and or in writing):

- Reiterate the steps for the CICO card.
- Provide 2-3 non-examples of how to solicit teacher feedback during the class by class checks.

Wrap up: (1-2 minutes)

Teacher:

- Provide CICO card scores for the class period.
- Remind students to follow the CICO card expectations to meet their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Role playing activities
 - Examples and non-examples of the check-in/ class by class checks/ check outs
- Posters or written document listing steps to CICO card completion
- Posters or written document showing examples / non examples of CICO card completion
- Posters or written document listing the benefits to using the CICO card
- Class discussions or written description about obstacles AND benefits students have encountered using the CICO card.

Of Special Note *****

Consistent use of the CICO card can be critical for some students and teachers to (a) increasing positive student / teacher interactions, (b) providing students with information about classroom behaviors, (c) documenting student progress, and (d) creating and modifying student goals.

Review of CICO card steps should take place at least **twice** within the first week of CICO card use by the students.

Review of the CICO card steps and problem solving lessons should take place once a month depending on student needs.

CICO Card – Morning Check In

Student Responsibilities	Coordinator Responsibilities
<ul style="list-style-type: none"> <input type="checkbox"/> Report to CICO morning location on time. <input type="checkbox"/> Report to designated check in location. <ul style="list-style-type: none"> ▪ Tell coordinator how you're doing. ▪ Be honest. <input type="checkbox"/> Return signed CICO Card from home. <input type="checkbox"/> Retrieve new CICO Card from coordinator. <input type="checkbox"/> Complete activities listed on the daily class agenda. <input type="checkbox"/> Take new CICO card to each class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet and thank student for coming to class. <input type="checkbox"/> Give students new CICO card, retrieve completed CICO card. <input type="checkbox"/> Ask student how they are doing. <input type="checkbox"/> Check student's non-verbal signs that may indicate increased risk of negative behaviors. <input type="checkbox"/> Provide structured classroom activities: Daily Entry Task, study skill activities, homework completion time, etc. <input type="checkbox"/> Score students' performance at and of class. <input type="checkbox"/> Remind student of daily points goal of 80%. <input type="checkbox"/> Convey high expectations of student behavior in a positive way. <input type="checkbox"/> Rate student behavior for the Academic Seminar class period. <input type="checkbox"/> Dismiss to next class <p style="text-align: center; margin-top: 20px;">* If student is not ready to be in school (suspected substance abuse, emotional crisis, etc) contact the school counselor, nurse and or administrator to ensure that immediate support is provided to the student.</p>

- **This check list assumes that the CICO coordinator is also the Academic Seminar teacher. Please modify to fit your school contexts.**

CICO Card- Class by Class Check

Student Responsibilities	Classroom Teacher Responsibilities
<p>Check In</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrive to class on time. <input type="checkbox"/> Give CICO Card to teacher <input type="checkbox"/> Follow class rules, complete assigned work on time. <input type="checkbox"/> Copy assignments into planner / assignment sheet. <input type="checkbox"/> Place class and home work papers in notebook, backpack, etc, in an organized manner (so you can find them later). <p>Check Out</p> <ul style="list-style-type: none"> <input type="checkbox"/> Politely retrieve CICO Card from teacher at the end of period. <input type="checkbox"/> Listen to teacher feedback. <input type="checkbox"/> Refrain from negotiating teacher rating <input type="checkbox"/> Report to next class on time. <input type="checkbox"/> Repeat the Class by Class Check process with all classroom teachers. 	<p>Check In</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greet and thank student for coming to class. <input type="checkbox"/> Provide student with: <ul style="list-style-type: none"> ▪ positive reminder of daily point goal. ▪ brief overview of class topic, Big Idea, etc. <input type="checkbox"/> If student is not ready to be in class (visibly upset, suspected substance abuse) contact administrator / counselor immediately to provide additional support for the student. <p>Check Out</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thank student for retrieving card. <input type="checkbox"/> Rate student behavior and performance for the class period. <ul style="list-style-type: none"> ○ 2 = Student met goal for the period. ○ 1 = Student had a “So so” performance. ○ 0 = Student did not meet goal for that period. <input type="checkbox"/> Use positive language to explain rating. <input type="checkbox"/> Praise student for meeting or coming close to goal. <input type="checkbox"/> If applicable, state in positive, explicit terms what student can do to improve performance for next day.

CICO Card – Afternoon Check-Out

Student Responsibilities	Coordinator Responsibilities
<ul style="list-style-type: none"> <input type="checkbox"/> Report to check out location on time. <input type="checkbox"/> Share completed CICO card with teacher. <input type="checkbox"/> Wait for your turn to speak with the teacher listen to teacher’s comments and feedback. <p>While you are waiting talk with the teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update your planner / assignment sheet if needed. <input type="checkbox"/> Check the bulletin boards, check with peers. <input type="checkbox"/> Check that all materials for homework completion are available. <input type="checkbox"/> Stay positive! 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet and thank student for returning to check-out. <input type="checkbox"/> One at a time, briefly review student’s day. <input type="checkbox"/> Give specific, positive feedback on student’s performance. <input type="checkbox"/> Convey high expectations of student behavior in a positive way. <input type="checkbox"/> Remind students of their goals for the next day: 80% of CICO points. <input type="checkbox"/> Remind students to check SLC bulletin boards, teacher web-sites, confer with peers on homework, tests and upcoming projects. <input type="checkbox"/> Dismiss for the day <p style="text-align: center;">* If student is in crisis, or under escalating stress (suspected substance abuse, emotional crisis, etc) contact the school counselor, nurse and or administrator to ensure that immediate support is provided to the student.</p>

CICO Card – Home Check

Student Responsibilities	Parent Responsibilities
<ul style="list-style-type: none"> <input type="checkbox"/> Take CICO Card home to share with parent / guardian <input type="checkbox"/> Ask for parent’s / guardian’s signature on the CICO card. <input type="checkbox"/> Put the card in your notebook, backpack or purse, and bring it to Check In the next day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the card <input type="checkbox"/> Recognize positive efforts of the student, for example: “Your score has been at 80% for three days? Great job!” “You’ve been on time for every class, that is excellent.” <input type="checkbox"/> In a positive way, help student identify what she / he can work on the next school day, for example: “ You did great in English today- you earned a 2. Tomorrow let’s work on earning a 2 in Math by being on time” “Thanks for remembering to bring the card home. How about tomorrow you work on remembering to have your teachers sign it too?” “Keep up the good work!” <input type="checkbox"/> Initial the card and add a positive comment. For example: “Good work!” “Glad to see Jorge is earning all of his points.” “How can I support Donovan at home?” <input type="checkbox"/> Prompt the student to return the CICO Card to school. <input type="checkbox"/> Remind the student to put the CICO Card in her/his backpack, homework folder, or somewhere highly visible so it will be remembered the next morning: front of refrigerator, under their house key, etc.

CICO Card Example for block schedule, M. Morrison 2008

P - Keep trying **R** - Be respectful **I** - Do the right thing **D** - Be responsible **E** - Do your best

Name: _____ Dates: _____ & _____

Directions for teachers:
 1) Rate how the student met behavior expectations for each PRIDE category: 2 = yes, 1 = somewhat, 0 = no
 2) Under "Comments," please leave a note of positive feedback for the student
 3) Please initial and hand back to the student

PRIDE Supervisor: _____

List all classes below	Perseverance - Stay positive - Keep trying - Learn from mistakes	Respect - Treat self and others with care - Care for the environment - Act and speak appropriately	Integrity - Be honest - Be trustworthy - Do your own work - Stand up for what is right	Discipline - Attend classes daily and on time - Be responsible - Serve for consistency	Excellence - Do your best work - Exceed minimum expectations - Inspire excellence from others	Positive comments from teachers	Teacher Initials
Check in Period during Academic Seminar							
Red 1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Red 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Red 3	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Red 4	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Blue 1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Blue 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Blue 3	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Blue 4	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Blue Day checkpoint - don't forget to skait to 1st period the next Red day!!!							
10 points							

Directions for Students:
 1) List your classes
 2) Take this paper to EVERY class and give it to the teacher at the beginning of the period
 3) Collect it back at the end of each period with your teacher's evaluations
 4) Get your parent/guardian to sign the paper when complete
 4) Return it to your PRIDE supervisor after Red 1 to get a new one

Parent/Guardian Signature: _____

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