

Conversation Guide (E-3.1) Class/Caseload, School, District and Community

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

Participating Teacher:		Grade Level/Subject:
Profile Components: Class/Caseload, School, District and Community		
Collecting	Contextualizing	Extending
Class/ Student Services Profile	<ul style="list-style-type: none"> What information does the profile provide that aids you in designing and delivering instruction? How do you use this data to inform your instruction? How do you ensure the special needs of students are being met? How do you collaborate with other members of the staff? 	<ul style="list-style-type: none"> How does the make-up of your classroom/caseload influence choice of instructional strategies and teaching methods, classroom activities, groupings, etc.? In what ways do you adjust the lesson delivery to ensure all students have access to the core curriculum?
Instructional Environment	<ul style="list-style-type: none"> How does your classroom layout/ instructional environment support student safety, engagement and equitable access? What might a site administrator see in your instructional environment that promotes student learning? 	<ul style="list-style-type: none"> What classroom layout/ instructional environment best meets both your teaching style and your students' learning needs?
School and District Information/ Resources	<ul style="list-style-type: none"> What implications will the school-wide discipline policy (e.g., tardy and attendance policies, office referrals, behavior support plan) have on your classroom management plan? How are students referred for special education services, and what is your role? 	<ul style="list-style-type: none"> How does the school's culture reflect the home culture of the students in your classroom? How do the various programs offered at the school/district reflect the focus for the year? How are faculty and support staff work together to meet the school improvement targets?
Home/School Communication	<ul style="list-style-type: none"> What strategies are you using to ensure positive communication with students and their families? How do you ensure that families of students with disabilities are able to understand their parent rights and procedural safeguards? What are the district guidelines for home visits? 	<ul style="list-style-type: none"> How can you best communicate with hard-to-reach parents and families? What adjustments will you make to be more accessible to parents and families (i.e., before and/or after school)?
Site/Assignment Orientation Checklist	<ul style="list-style-type: none"> How are site goals measured and what's your role in achieving them? What have you learned about the schedules on your site and how they might impact your instruction? 	<ul style="list-style-type: none"> How does the formal evaluation by your site administrator align with your work in Induction? How do these school and site expectations contribute to student learning?
Community Map	<ul style="list-style-type: none"> Where are the local community services (police station, fire station, and hospital) located? What community resources (libraries, tutoring, recreation, and parks) are available to support students? What community services are offered regarding safety, health, and well-being (medical clinics, counseling services, etc.)? What community services are available for special needs students (regional center, department of child welfare, department of rehabilitation, etc.)? 	<ul style="list-style-type: none"> What are you noticing about your students in relation to the surrounding community? In what ways does the school's geographic location influence student safety, health, and well-being? How might the community influence student learning?