

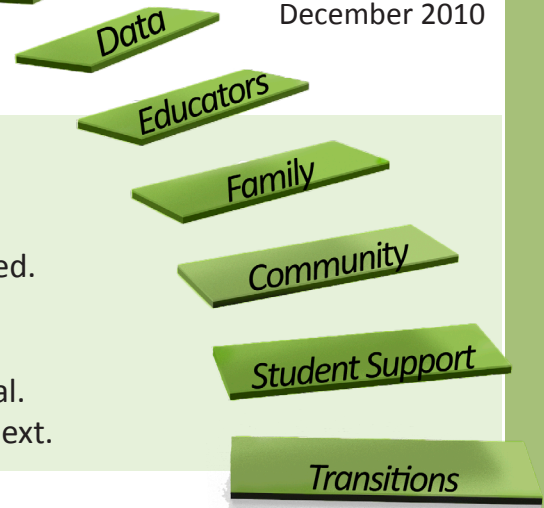
Eliminating Gaps

Eliminating gaps will require the collaboration of all members of a community, not just staff in a school building and students' families.



Classified
Staff

December 2010



Eliminating gaps will require changes in how I think about and work in the following areas:

Data — what and how data is collected; who sees it and how it is used.

Educators — recruitment, hiring, placement, retention, and training.

Family/community — engagement in students' education.

Student support — academic, physical, social-emotional, and cultural.

Transitions — students' transitions from one academic level to the next.

As a classified staff member, what I do makes a difference!

Data: I need to consider multiple data elements and use data differently.

- **Gathering information:** How do I gather information about the students around me? What information do I have about students that could be helpful to their classroom teachers—who isn't eating, who is losing materials, who seems to be tired all the time, who has a sibling in trouble, who seems to be socially isolated, who is engaging in bullying behavior, who is having a hard time with homework, who is having trouble understanding a textbook, who is not being challenged academically, who is outgoing, who is helpful, who speaks multiple languages?
- **Sharing information:** How and with whom should I share the above information? How could classroom teachers communicate with me about students with whom I have a relationship? How could I better help students in my work if I knew their test scores or grades or attendance patterns or experiences with discipline? How could my school give classified and certificated educators in my building more opportunities to share important student information?

Educators: I need to get the training and support I need to be most effective.

- **Building relationships:** How do I build effective relationships with students? How do I know I am communicating effectively with students and adults from diverse backgrounds? How do I show that I am able to communicate effectively with a broad range of students from a variety of backgrounds? How do I use my position to support students?
- **Professional support:** What training or support would help me be more effective in my position? Who do I talk with when I am having a difficult time communicating with a student or with another educator? Do I have the resources I need to do my best work? What needs to change in my building in order for me and others around me to be more effective?
- **Becoming a classroom teacher:** Am I interested in becoming a classroom teacher? Are there other people I know who would be great teachers?

As a **classified staff member**, what I do makes a difference!

Family/community: I need to be a bridge between the school and families/communities.

- **Creating a welcoming environment:** How do I help my families and community members feel welcome at my school? How can I help the school create an environment that is more inviting to families and community members?
- **Being a bridge:** How do I connect with the families of the students my school serves? How do I connect with community members or organizations that may be able to help my school do a better job with a particular group of students? How do I help families understand the school's academic and behavioral expectations of their students? How can I use my position to be a bridge between the school and families?
- **Partnering:** Is there a particular student or group of students with whom I have a special relationship? How can I use that relationship to help a student be successful?

Student support: I recognize and address students' academic, physical, social-emotional, and cultural needs.

- **Making connections:** How do I know when a student is struggling academically, physically, mentally, socially or culturally? In my position, am I able to connect students and/or their families to the supports they need? Do I know where my school keeps information about local resources?
- **Serving as a mentor:** Would I be willing to serve as a role model or mentor for a student in my building? What skills and talents do I have that would be useful for me to share with students?

Transitions: I help students make seamless transitions from one academic level to the next.

- **Managing change:** In my role, is there a way I can support students as they move from one level in school to another? In my role, do I have opportunities to remind students to attend important events, like Open House at every level and College Night at the high school?
- **Extending learning:** What are other ways I believe schools could better support students as they move from one level to another or as they transition over the summer from one grade to the next? Do I have time or skills to support this work?
- **Inner preparedness:** How am I helping students prepare to become more responsible, to take initiative and persevere in solving problems, and to care about and work cooperatively with others?

