

# Teacher/Facilitator (Small School)

## Progress Monitoring and Messaging on

### Connector

**\*This is always your priority and primary responsibility as a Teacher**  
**4.30.20 v1**

Teachers/Facilitators please be sure to communicate with each other about students twice weekly in the staff meeting. Teachers, paras, site facilitators and tutors can easily coordinate with you using the Connector to log student academic needs. Remember to enlist help when a student is behind or needs services. As a teacher, you are the prime academic contact and parents/students rely on you to help communicate class expectations and progress. Phone and email are essential communication tools, but you must log these communications on the Connector.

Teachers must use CCC (Connector-Call-Connector) daily in order to monitor progress with fidelity and communicate student-specific academic needs. Valid messages must never be general group messages. Group messages are important but the daily messages are meant to be specific and targeted to the parent as a reader as well as the student. To be effective with your messages you must use the **CONNECTOR-CALL-CONNECTOR** methodology. This is for individual student progress.

1. **Connector** to review and assess student progress and needs.
2. **Call** to communicate daily progress with parents in a positive manner and establish strong relationships with them as essential partners in student success. Praise students' accomplishments, then ask for any remediation needed. End all calls in a positive manner.
3. **Connector** to log call topics discussed and outcomes. This allows for site facilitators/administrators to see your communication records.

The Teacher's primary role is to facilitate student academic success. Communication with other teaching staff, tutors, site facilitators, parents, and students is required as a Teacher. This may also include the SPED Department or an Administrator if needed. Progress monitoring is the only way to do this. Site Teacher messages to students should read something similar to the following:

#### **CONNECTOR: Review and Assess Progress – Individualized Message**

Example 1

"Jacob, I see you are doing quite well in my American History class. You are at the required progress level and your score is 87% so far. Contact me if you need any help."

### Example 2

“Paul, we need to address your lack of progress in my Alg 2a class. Your grade is currently 82% but your progress is very far behind what is expected. You only have 12 days to complete this class prior to potentially being dropped with an incomplete. Please contact me or come into the learning center so we can help you get back on track. This will require approximately 25 hours of work over the next 12 days. I am here to help you. We are all here to help you graduate and assist you in finishing your class. Thank you.”

### **CALL: Create an Educational Partnership with Parents**

A call to the parent is the next step to go over the message that you sent to the student. Be kind and courteous at all times and say as many positive things about the student as you can. Make sure they remember how to view messages and progress on Connector. Thank the parent for their involvement multiple times and always be helpful. Remind parents that every Teacher cares about student progress and encourage parents to initiate communication with staff when they have questions or concerns.

### **CONNECTOR: Follow-up Message**

After a call you would post on Connector a message like the following:

#### Example 1.

“Called Mom, she said she will have Jacob in LC in the morning and he will test on Tuesday for Final.”

#### Example 2.

“Paul will call me on Wed at 4pm to finish a math help worksheet on Study Island. Tutor Brown will also assist on Thursday at 2pm.”

This process gets easier and faster once you have done your first three weeks of **CONNECTOR-CALL-CONNECTOR** for all students daily. Most of our Teachers finish in 2-3 minutes per student. Keep your Connector window open so that you can type while on the phone. Create a word document or notepad to copy widely used remarks so that you can paste and edit remarks vs. full daily rewrites. This will require an extensive list to copy from based student needs.

Scores to be turned in to Executive Director must be simply formatted as follows:

Student 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
Message Sent	X	X	X	X	X
Daily Call	X	X	X	X	X
Messaging Notes and Feedback	Daily communication over the phone and in Connector with Student and Parent about progress, status in class, and goals to have met by a certain date.				
Student 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
Message Sent	X	X	X	X	X
Daily Call	X				X
Messaging Notes and Feedback	Sets homework goals/expectations for Student. Reminds Student to contact their teacher to grade them out of Essays they have waiting to be graded.				
Student 3					
	Monday	Tuesday	Wednesday	Thursday	Friday
Message Sent	X	X	X	X	X
Daily Call	X	X	X	X	X
Messaging Notes and Feedback	Daily communication over the phone and in Connector with Student and Parent, going over student's progress, guiding them to reach out to their teacher, giving student extension due to medical reasons.				

Sincerely,  
 Steve Durand  
 Executive Director