

***PROMISE and POTENTIAL***

**A Bloomington Junior High School  
and Illinois Wesleyan University  
Partnership**

**Coaches' Handbook**

**Educational Studies 225 & 255  
Fall 2009**



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**Promise and Potential  
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## THE PROMISE AND POTENTIAL PARTNERSHIP

### Introduction

*Promise and Potential* is a partnership between Illinois Wesleyan University (IWU) and Bloomington Junior High School (BJHS). The mission of the Partnership includes supporting the promise and potential of *all* students, particularly those who may be struggling in school. For your field placement concurrent with the courses *Education and Social Justice* and *Studying Children*, you will be working as a *Promise and Potential* Coach at Bloomington Junior High School. Your participation in the program is integral to your education as a teacher-scholar for social justice.

The Bloomington public school district is urban, serving approximately 6000 students from diverse economic, racial, ethnic, and cultural backgrounds. A significant number of the 1300 sixth through eighth grade students enrolled at Bloomington Junior High School (BJHS) face one or more of the following challenges which may prevent them from experiencing success in school.<sup>1</sup>

- history of poor school attendance;
- low grades and/or low standardized test scores;
- limited proficiency in English;
- poor organizational skills;
- difficulty following or understanding directions;
- distracted or inattentive behavior in class;
- failure to complete or turn in homework;
- discouragement about academic achievement;
- isolation from, or poor relations with, peers;
- discipline problems; and/or
- lack of motivation, self-confidence or self-efficacy.

Many participating students are from low-income families<sup>2</sup> -- and thus two to ten times more likely to drop out of school than children from middle- and high-income families, respectively.<sup>3</sup> Many of these children live in vulnerable families and neighborhoods with a high incidence of poverty, teen pregnancy, unemployment, substance abuse, and violence.

These young adolescents are at a crucial point in their development – research shows that the stresses related to school achievement and behavior begin to intensify at the middle school level, posing seemingly insurmountable challenges to already disadvantaged and vulnerable students.<sup>4</sup> Specially designed intervention and attention from caring adults may make the difference between a child who becomes a successful contributing member of society, or one who gets lost, becomes a burden, and

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<sup>1</sup> Wheelock, A. & Dorman, G. (1988). *Before it's too late: Dropout prevention in the middle grades*. A report by the Massachusetts Advocacy Center and the Center for Early Adolescence. Minneapolis, MN: Search Institute.

<sup>2</sup> Low-income families receive public aid, are supported with public funds, or are eligible to receive free or reduced-price lunches.

<sup>3</sup> Regardless of race, family income is the most important predictor of school success. National Center for Educational Statistics. (1993). *Dropout rates in the United States: 1992*. Washington, D.C.: U.S. Department of Education.

<sup>4</sup> Wheelock, A. & Dorman, G. (1988). *Before it's too late: Dropout prevention in the middle grades*. A report by the Massachusetts Advocacy Center and the Center for Early Adolescence. Minneapolis, MN: Search Institute.

often a danger, to the community.<sup>5</sup> *It is important to note that we consider these vulnerable students also youth with promise and potential* -- hence our project name.

## Coaching

You will be working twice a week as a “Coach,” or mentor-tutor, with one or two BJHS students during their “E&R” period.<sup>6</sup> All coaches on a team work together in a shared space. You will have the opportunity to ask questions about your role as a *Promise and Potential* coach during the first week of your Educ 225 and 255 classes. In addition, a mandatory site orientation will be held at BJHS when you report for the first day of coaching (typically the second week of classes) during your assigned day and time. **You must attend the site orientation even if you have been previously placed at BJHS.** PRIOR to the site orientation, learn more about BJHS by reviewing the school website:

[http://www.district87.org/bjhs/this\\_is\\_bjhs.htm](http://www.district87.org/bjhs/this_is_bjhs.htm). Be sure to click on the link for the visual tour BEFORE your site orientation. Also before the site orientation, you should watch the video, “A day in the life” at [http://www.district87.org/bjhs/typical\\_day.htm](http://www.district87.org/bjhs/typical_day.htm). Finally, review the *BJHS Student Handbook* at [www.district87.org/bjhs/2005/handbook.pdf](http://www.district87.org/bjhs/2005/handbook.pdf). Knowing the school rules for students will help you in your role as a model and facilitator of successful school behaviors, and guide you when you have questions as regarding how to respond to student behavior. The advance preview of all these documents will prepare you for the BJHS site orientation, which is designed to help you learn the routines, rules, and procedures of the school, and those particular to each team. We want you to feel comfortable at the school, so take advantage of these sessions to ask questions. **Coaching Protocols** specific to each team level will be distributed and discussed at the site orientation. Protocols tell you where to meet and work with your students, and how to access information.

Participating BJHS faculty believe that most students work with coaches best in pairs, but some do best on an individual basis. As BJHS students’ situations or schedules change, you may find that the students assigned to you changes. Please be patient with BJHS teachers as they identify the students who work best together in pairs during the days you are assigned to the school. If you are uncertain as to the status of your match, contact the team coordinator via email with your questions. If changes in student assignments create difficulties for you with respect to completing child study assignments for Educ 255, talk with your course instructor.

Most BJHS students have nominated themselves to be participants in the program. They are aware of their needs, but they may not know how to remedy the causes of their problems in school. This is the coach’s challenge. In each BJHS student’s folder is either a Self-referral (Request and Commitment) or Team Referral indicating the students’ goals and areas needing improvement. (Appendices I and II, pages 14 and 15). These forms are to be shared with Coaches before coaching sessions begin. *If you do not receive copies of these forms, please ask your BJHS team teacher to obtain one for you.*

*Please note: **BJHS students’ folders are to remain at the school.** Under no circumstances should they be removed from the building.*

You will find that your BJHS student may need help with tasks you may take for granted: organization, planning, and homework. Many students need assistance in setting goals, identifying steps towards those goals and establishing timelines for action. You will want to review with your students where they

<sup>5</sup> Clinton, G. (2002). Mentoring programs for at-risk youth. *The Prevention Researcher*, 9 (1) 1-3.

<sup>6</sup> “E&R” is an abbreviation for “enrichment and re-teaching.”

are in terms of their goals, and discuss how the coaching sessions might be used to help students continue progress toward goals. Supplemental resources are available to help you meet students' needs on the *Promise and Potential* website ([http://www2.iwu.edu/edstudies/Promise/pp\\_coach\\_resources.shtml](http://www2.iwu.edu/edstudies/Promise/pp_coach_resources.shtml)).

**Help with homework.** Every BJHS student has homework assignments to work on during coaching sessions (no matter what they may tell you). If students tell you that they do not have anything to work on, check their planner, check their grades, and/or check with their teachers to learn if they have any missing assignments. Please note that while helping BJHS students with their homework is important, it is not the primary purpose of coaching. Rather, your goal should be to help students understand the importance of homework completion to their academic success and help them to plan and implement strategies for completing their homework. *Under no circumstances are you to complete students' homework for them.* The emphasis should always be on student understanding of the content of the homework rather than just getting it done. If students are in need of school supplies available at the school, ask your BJHS team coordinator how to access these supplies for your students.

**Help BJHS students use their planners.** Students are provided with planner/calendars by the school. Planners are tools to assist students with goal setting, recording assignments, noting progress, and communicating with home. BJHS students should bring these planners to every coaching session. One of your roles as a coach is to remind them to do so.

**Engaging students.** During your E&R sessions, students at times may tend to look around or talk with other students instead of focusing on E&R tasks. As there is very limited time to work with your students, all of that time should be used productively. Before you leave the classroom or locker area, ask the students what work they have to do during your session together. If necessary, ask to see it. Make sure students have all the materials they need (pencil, binder, folder, textbook, worksheet, flashcards, novel, etc.) before you go to the E&R site. Be proactive. If you and your students would like to do something other than homework, get a book from the library, make use of some of the *Promise and Potential* activity resources on line, or spend time getting to know more about your students. Take a look at the students' lockers and perhaps spend time cleaning and organizing them. Or help the students organize their binders. Ms. Hutton and Ms. Nauman keep school-wise worksheets in their rooms (133, 109) for Coaches to use. Please do not just sit and do nothing. We realize that is sometimes difficult to keep students engaged, but be persistent. If you need some suggestions on how to manage your E&R time, please let your professors and BJHS teachers know. It is in the students' best interest to be engaged and for them to know that this is a structured time and that you are there to help them.

**Attendance Record.** During your team orientation, you will learn how to access student folders and note attendance of each BJ student at your E&R sessions. A calendar log (see sample at right) is the official record of BJHS student participation in the program and reviewed by BJHS faculty. Note any student absences by writing on the calendar in the students' folders. If one of your students is repeatedly absent during coaching sessions, let your team coordinator know.

September				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

## Shadowing

To enhance your contextual understandings of these students' lives, and to gain additional understandings to support their academic performance, you are required to spend some time in your BJHS students' classes over the semester; the specific number of hours is determined by your course professor. You will need to learn the students' class schedules. Most BJHS teachers are aware that you will be visiting their classes. Learn the team protocols for shadowing –those teams or teachers who require advance notice and those who allow walk-in without notice. Avoid arriving and departing during the middle of BJHS class periods as much as possible in order to minimize disruption. Always introduce yourself as an IWU Coach to teachers when entering their classrooms.

Most BJHS teachers prefer coaches to be as unobtrusive as possible, to minimize disruption; others may invite you to participate. Educ 255 students need to reserve some time to observe their students in class and to record field notes. 255 coaches also will want to make a point of shadowing students in their physical education classes. You have the permission of P.E. faculty, but must introduce yourself to the teacher when you visit those classes.

When shadowing, your role is to support the student's participation in class, which might include helping the student to stay on task, attend to the teacher's lesson or other instruction, or take notes. As a coach, you are, in a way, the teacher's echo, providing the student with the assistance he or she needs in the classroom. You will also model successful classroom behaviors by listening to the teacher yourself, and taking notes when appropriate (these notes can be used to guide activities during coaching sessions). You might also record field notes that describe your students' classroom behaviors – doing so will help 255 students write their Student Portraits. Record all shadowing time on the IWU field log posted on the Promise and Potential Website ([http://www2.iwu.edu/edstudies/Promise/pp\\_coach\\_resources.shtml](http://www2.iwu.edu/edstudies/Promise/pp_coach_resources.shtml)).

Lunchtime. BJHS school administrators prefer that you not observe your BJHS students during the lunch period.

## Communication with parents and/or guardians

The three communications described in this section of the handbook are intended to strengthen the home-school connection while informing parents and guardians about student performance. They are also a means of celebrating the students' achievements. And you will learn important skills regarding teacher-parent communication.

At the beginning of the semester, once you have been matched with your BJHS students, you will write a note of introduction to the students' parents or guardians on *Promise and Potential* note cards which will be made available to you in class.

At about midterm, you will write progress reports to each of your students' parents or guardians. Check with your course professor regarding due dates. From the *Promise and Potential* website (<http://www2.iwu.edu/edstudies/Promise/index.shtml>) download the PDF form, **Coach Parent Progress Report**. Save the form to your own hard drive and rename it as follows: “[your last name]\_parentreport1 [or 2].” **Envelopes and addresses** may be obtained from your BJHS team coordinator. You may mail the form at no cost through the Educational Studies office.

Of primary importance in writing these reports is sensitivity to your parent/guardian audience. Refrain from labeling (“lazy”), judging (“bad attitude”), ratings (“above average”) and making comparisons to other students. Describe what the student *does* do, rather than what he or she *doesn’t* do. Speak to areas that need improvement by discussing them in terms of what would help the student be successful. It means a lot to parents and guardians to hear positive observations of their students, and to realize that you really are developing an understanding of who the students are as individuals. You can be positive at the same time you are honest by attending to your word choice and phrasing. It also is very important that your writing is grammatically correct. *If students or parents are not native English speakers, talk with your team coordinator or professor about translating the form.*

It is recommended that you involve your BJHS students in the completion of this form. Discussing students’ strengths and areas for improvement with them is a way to demystify the coaching experience, and to elicit genuine participation during E&R. It is also a way to demonstrate your authentic interest in understanding the students’ perspectives. Your students can also help you decide what photographs to include with the report, for a visual representation and celebration of your students’ successes (provided parental consent has been given). Permission to take photos has been requested by the school. A copy of the permission form indicating whether or not consent has been granted will be placed in your students’ folders.

You may use your own camera, or the one available for your use in each team classroom. Some ideas for photos to include are:

- The BJHS student at work
- Coach and BJHS student together
- BJHS student working with other BJHS students during E&R
- Pictures of BJHS student’s success, for example,
  - Newly organized locker
  - Completed planner
  - Completed homework
  - A,B, or C graded class work

An example of how to phrase what you are learning about your students is included in the sample report in Appendix III (p.16). In the example provided, the student’s initials have been substituted for the student’s names to maintain confidentiality. But you should use the students’ entire first names when discussing them, in order to personalize the report. You may want to elaborate a little more than in the examples, but keep your reports confined to one page. Consult with your IWU professor regarding assistance with the tone and content of your reports. Your professors may require you to submit reports prior to sending them to parents/guardians.

*Remember to adhere to the confidentiality agreement and do not share the information provided in the progress report with anyone not on your team.*

At the end of the semester, you will write each student’s parents or guardians a **thank you note** on *Promise and Potential* note cards which will be made available to you. Thank them for the opportunity to work with and get to know their student and mention one of the ways you have seen the student grow over the term. Finally, share what you have learned about being a good teacher from the experience of working with the student.

## **Special events**

At least once each year, an event is organized for BJHS students and/or their parents. The event may be for families, or a field trip to the IWU campus. We often ask coaches to assist with the planning of these events. **You are required to make every effort to attend and participate at such events.** The only exceptions for not doing so are academic or work commitments, which you should discuss with your course instructor. The time spent planning for and participating in these events count toward your field hours and should be recorded on your IWU Field Log.

## **Ending the semester**

As you near the end of the time you and your students will have together, spend some time helping your BJHS students plan for your departure and absence. Review the students' successes during your time together, and talk with them about how they achieved these successes. Then ask each student how she or he will continue the habits and behaviors established over the coaching period once you are gone. This discussion is critical to coaching—too often when their mentors depart, students revert to previous patterns of behavior resulting in an undoing of the successes you achieved together. Your professors and BJHS team coordinators can help you initiate this discussion.

At the end of the semester, BJHS students and their teachers will complete surveys evaluating your performance as a coach, and the impact of coaching. A sample survey is included in Appendix IV.

You will also be asked to complete an on-line survey reflecting on the impact of the Coaches program and what you have learned from the experience.

## FIELD EXPERIENCE PROTOCOLS

Public schools are not required to offer field placements. Your field placements are a result of the hard work and dedication of local school personnel working in partnership with Educational Studies faculty. Your placement has been planned so that you may gain the most out of the experience. It is understandable that you might feel some trepidation when encountering a new experience – and in particular becoming a guest member of a school and/or classroom community. While you may have been in schools before, you most likely have not taken on a professional role. This guide is meant to help you make the transition from college student to school professional. ***Study this handbook carefully – you will be held responsible for acting in accordance with all expectations and protocols. Failure to do so will jeopardize your status in the Teacher Education Program (TEP).*** Now is your opportunity to demonstrate your emerging professionalism.

### Required Hours, Schedule, and Absences

Both Educ 225 and 255 have a specified *minimum* number of 20 hours required over the term. Each week you will spend one-and-a half of hours coaching during the time and days you have been assigned. Additional time is to be spent shadowing your BJHS student(s) in his or her classes, per your course requirements. You should attend your field placement site until the last day of classes, regardless of the number of hours accumulated, as school personnel –and more importantly, your BJHS students-- are counting on your participation for the entire semester. The district calendar indicating days when schools are closed is located at <http://www.district87.org/yearlycalendar.php>.

Enrolling in Educ 225 and 255 constitutes a commitment to BJHS students and teachers. A roster indicating your assigned day and time will be provided to you during the first week of classes. ***Under no circumstances are you to contact school personnel to arrange or change placements. You must contact your professor or IWU Promise and Potential Coordinator Robin Leavitt to request any placement change.*** Changes are rarely made, cannot be guaranteed, and must be approved by school personnel. The only approved reason for changing your placement time is another academic class commitment. On-campus work-study jobs must accommodate students' academic requirements, which include field placement. If necessary, ask your professor to contact your campus employer to make this clear.

We cannot overstate the importance of your dependability, for your own success in this class, and for the well-being of the BJHS students with whom you must establish a trusting relationship. *Be on time.* When rare circumstances make it impossible to be punctual, call the school. *Be sure your message is communicated clearly and to the right person, including your BJHS students.* If you must miss a session (for emergencies and illness only), *e-mail your professor and the team coordinator* indicating the reason for your absence. If you know ahead of time that you will miss a session, be sure to let your professor, the team coordinator, *and your BJHS students* know ahead of time. **Absences should be limited to illness, family emergencies, and official school holidays** (check the school calendar). In addition, there may be testing days which may interrupt the coaching schedule. Absences not due to school holidays or testing must be made up before or during finals week.

### Dress

Consider BJHS teachers your role models as to how to dress. In general, your appearance and demeanor should enable BJHS staff to easily distinguish you from BJHS students. Communicate respect and

professionalism by your physical presence and dress. Wear clothes that are comfortable, but clean and neat (no torn jeans, for example). Do not chew gum on school premises. Do not wear hats or sunglasses inside the building. Long hair should be combed neatly. Refrain from wearing revealing or suggestive clothing. Women should not wear very short skirts, low cut blouses, or low rise jeans without a long shirt. Your midriff and backside should not be exposed. Do not wear t-shirts with inappropriate language or graphics. Do not wear earrings anywhere but on your ears. Do not dye your hair any unnatural color. Remember, you are not a student while at the school, but a professional, so save your experimentation for on-campus life. **Purchase an IWU lanyard and ID sleeve from the IWU bookstore.** Put your IWU ID card in the sleeve of the badge. **Always wear your IWU ID lanyard with your IWU ID card in the sleeve when at the school.**

### **BJHS Security Protocol /Sign in**

When you arrive at the school (except for the 8am classes when doors are open), press the buzzer at the front entrance; show your ID and announce that you are an IWU student; the door will unlock and you may proceed to the front podium to sign in. **You must sign in, and out with the monitor at the front entrance each time** you are at the school. Do **NOT** sign out at the same time you sign in. *Sign out only upon actual departure.* Do **NOT** sign in for another coach. There are sometimes circumstances when we may need to know if you are in the building and failing to follow this protocol can be very problematic. **While at your field placement site, always wear your IWU lanyard with your student ID. You will not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.** Adhere to these protocols when you attend the site orientation and thereafter.

### **Transportation and Parking**

You are responsible for your own transportation. If you need directions to the school, please consult the map on the wall outside CLA 144 or talk with your professor. BJHS is within walking distance to IWU, but you may wish to carpool with other coaches. BJHS is also on the city bus line.

As the BJHS staff has grown and the number of university students working at BJHS increased, school parking resources are limited. Park in the lot **behind** (south of) the school. Park in designated parking spaces only! Failure to do so interferes with transportation for students and teachers, as well as compromises access to the school by emergency vehicles. Cars that are not parked in areas designated for parking will be *towed at your expense*. When in your car, DO NOT pass the school buses as they load at the end of the school day. When the buses are loading and the stop arms are out, it is illegal, and extremely dangerous to pass — even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

### **Communicating with school personnel**

Your primary school contact is the team coordinator for your grade level, whose name and email address is listed on page one of this document. In addition, you may contact the school counselor, Ms. Aplington, who is the site coordinator for the *Promise and Potential* program. If you have questions about your work with students, talk with the team coordinator. As the school day is usually hectic for everyone, teachers may prefer that you e-mail them. BJHS teachers want to be supportive, but remember that *they can't know what help you need unless you communicate with them*. After school is NOT a good time for Coaches to communicate with BJHS teachers. Try reaching them during the E&R period, or send them an email.

**Do not publicly contradict or challenge school personnel.** Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. *This is your opportunity to demonstrate your emerging professionalism.* If you have concerns about your participation, discuss them with your professor or the IWU partnership coordinator, Professor Leavitt. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program, and field placements for all IWU students.

### **Interacting with BJHS students**

BJHS students have been instructed to call you “Coach [your last name].” A simple “Coach” or “Coach [initial of last name]” is also allowed. Under no circumstances should BJHS students refer to you by your first name. This protocol has been established to help you and your BJHS students understand and maintain the professional boundaries expected in public schools.

Treat your students with respect and warmth but demonstrate *appropriate distance* from them. Do not divulge information of a personal nature (e.g., your love life, campus parties). Be conscious of the tone of your language as well as your choice of words. Learn the school's policy regarding touching students. Take advantage of class discussions to learn how to balance professional rapport with genuine warmth and affection towards students. If you are inappropriate in your interactions school personnel will let us know. Maintain a professional rapport and you will have a successful placement.

While coaches are permitted to take field notes while on site, tape recording during E&R sessions or classroom visits is prohibited.

We understand that you may develop relationships with your students, but **under no circumstances are you to communicate with your students by telephone or email outside of school during or after the semester.** Should a BJHS student phone or email you, inform your team coordinator, so she may talk with the student about appropriate boundaries. Similarly, let the teachers know if students are misbehaving, so that they may talk to the students and make sure they are getting what they need to out of the program. Sometimes students need to be removed from the program. Please do not hesitate to report problematic behavior. If the pair of students appears not to work well together, let the teacher know. These protocols have been established for your own protection, for the benefit of all BJHS students, and to ensure that no problems arise which may endanger the partnership.

School personnel must always be present when you are working with BJHS students. You are **never** to be in a room alone with a student, even when a BJHS teacher may ask this of you. You are also **never** to take a student outside. If your BJHS students are absent any one day, ask the team coordinator how you might help out for the hour. Note the student’s absence on the attendance record in the student’s folder.

### **Confidentiality and Incident Reporting**

**Maintain confidentiality** about individual students, teachers, and families connected with the school. Refrain from casual discussion about students in their presence, or the presence of other adults, including teachers and school personnel, when not warranted. Before you may start your field work, you must sign a *Confidentiality Agreement*.

The exception to confidentiality is if you believe that a student is in danger of harming him/herself or someone else, or if you suspect abuse or neglect. If a student shares information with you regarding an abusive situation, a drug problem, or a suicide attempt, it is your responsibility to report the information to the school counselor, Ms. Aplington, *immediately*. It is not your role to determine if there is actual danger or abuse. When there is some question as to what constitutes a critical incident, err on the side of caution. **Do not leave the school without contacting P&P site coordinator and counselor Ms.**

**Aplington.** If necessary, respectfully tell the school secretary that you have been instructed to interrupt the school counselor to report an incident. *You must follow BJHS protocols for reporting any concerns about a student.* Inform the student that you cannot maintain confidentiality under these circumstances.

You must also immediately complete an **Incident Report** form ([http://www.iwu.edu/edstudies/Promise/pp\\_coach\\_resources.shtml](http://www.iwu.edu/edstudies/Promise/pp_coach_resources.shtml)). Save the document then attach the document to an email to your professor, Ms. Aplington, and partnership coordinator Professor Leavitt without delay. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program. These confidential records are kept until deemed no longer necessary. Please ask your professor or Professor Leavitt for assistance in processing critical events. Refer to the Illinois Department of Children and Families website for a free on-line version of *A Manual for Mandated Reporters* <http://www.state.il.us/DCFS/docs/Mandated.pdf>.

<p><b>IWU Educational Studies Department</b> <b>Incident Report</b> (to be completed by IWU student)</p>
Your Name: _____ School site: BJHS
Date and time incident occurred: _____
Names of students and/or personnel involved: _____
School or IWU witness(es) to incident: _____
Location of incident (e.g., classroom, lunchroom...): _____
Brief description of incident. As accurately as possible, record what each person did and said. Discuss your own role in the event. Describe the actions you took to report this event to school personnel. (Use reverse side if necessary.)
Submit this form via email to your IWU professor, Professor Leavitt, and Ms. Aplington within 24 hours of an incident.

## PROGRAM SUPPORT

**BJHS team faculty coordinators.** In addition to the site orientations at the beginning of the semester, two meetings will be held during E&R sessions to provide coaches with an opportunity to meet and talk with BJHS teachers. The agenda for these meetings will primarily be guided by Coaches questions, concerns and observations. You are advised to bring your observation or field notes or some sort of “discussion starter.”

**Information** about Bloomington Junior High School and specific team and teacher activities can be accessed via the school website: <http://www.district87.org/BJHS/>. Click on “Team Links,” and then anyone of the 6th, 7th, or 8<sup>th</sup> H team links, and then individual teachers.

**Supplies.** There is a school *supply box* kept at BJHS for your convenience. Please speak with your team coordinator about any additional supplies you believe would support your work with students. Standard school supplies are available for any student unable to supply them due to a lack of financial resources. Please inform the team coordinator if your student is missing school supplies.

**Mentoring resources** which may help you establish relationships with your BJHS students and help them with their study skills and goal setting can be located on the *Promise and Potential* website: [http://www2.iwu.edu/edstudies/Promise/pp\\_coach\\_resources.shtml](http://www2.iwu.edu/edstudies/Promise/pp_coach_resources.shtml).

**On-Line access to students’ grades.** School personnel have made it possible for you to access students’ grades in order to help them understand their strengths and weakness and to set goals. Team coordinators will provide you with user names and passwords for access. Go to <http://www.district87.org/bjhs/>. Select “Grades” in the top left purple box. Select “**Student Log In To Check Grades**” in the lavender box, lower right. Log in using the student’s username and password. On the next screen Select “Gradebook” Clicking on the grade for each class will provide detailed assignment summary, including name, date, score as well as current standing. The system is not accessible towards the very end of a quarter, during the time in which final grades are being entered and verified.

**You may access the documents listed below from the Promise and Potential website:**

<http://www2.iwu.edu/edstudies/Promise/index.shtml>

- Promise and Potential Handbook
- IWU Field Log
- Coach – Parent Progress Report Form
- Incident Report Form
- Coach Resources to help you establish relationships and work effectively with BJHS students

Appendix I

*Promise and Potential*  
BJHS Student Self Referral  
Request and Commitment  
Fall 2009

Student Name \_\_\_\_\_ Grade/Team \_\_\_\_\_

I need to improve in the following areas: (You may check more than one skill.)

- \_\_\_\_\_ Organization (planner, binder)
- \_\_\_\_\_ Homework completion
- \_\_\_\_\_ Study skills
- \_\_\_\_\_ Asking for help
- \_\_\_\_\_ Attendance
- \_\_\_\_\_ Attentiveness while in class
- \_\_\_\_\_ Relationships with friends and classmates
- \_\_\_\_\_ Relationships with adults (teachers, parents)

I am having trouble in the following classes: (You may check more than one.)

- \_\_\_\_\_ English                      \_\_\_\_\_ Mathematics
- \_\_\_\_\_ Social Studies            \_\_\_\_\_ Reading
- \_\_\_\_\_ Science

Using the lists above **and** the referral form that my teacher filled out, I would like to work on the following three areas.

**Goal #1:** \_\_\_\_\_.

To achieve this goal, I need to ...

My Coach can help me with the goal by:

I also may need help from:

**Goal #2:** \_\_\_\_\_.

To achieve this goal, I need to ...

My Coach can help me with the goal by:

I also may need help from:

I agree to work on the skills and goals above and cooperate with all Promise and Potential people. *I understand that the above information will be shared with my coach, my teacher, and other Promise and Potential personnel.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix II**  
*Promise and Potential*  
 Team Referral Form

Student Name: \_\_\_\_\_ Grade/Team: \_\_\_\_\_

Roundtable Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

	Student needs significant support	Student needs some support	Student needs no improvement	No basis for judgment	Comments
<b>Academics</b>					
Math					
Reading					
Social Studies					
Science					
English					
<b>School Skills</b>					
Homework					
Class Participation					
Attendance					
Attentiveness					
Test Scores					
Creativity					
Grades					
<b>Study Habits &amp; Skills</b>					
Use of planner					
Help-seeking					
Organization					
<b>Emotional Health</b>					
Confidence					
Self Esteem					
Motivation					
School Attitude					
<b>Social Development</b>					
Classroom Behavior					
Peer Relations					
Adult Relations					

**Appendix III  
Coach to Parent/Guardian  
BJHS Student Progress Report**

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**Coach Name:**  
**BJHS Student Name:**

**Date:**  
**Grade/Team:**

**I am an Illinois Wesleyan University student working this semester as a Promise and Potential Coach at Bloomington Junior High School. I have been working with your child since the beginning of the year and we have enjoyed getting to know each other.**

**So far, I have learned that your child has the following strengths:**

*L is a very intelligent and polite student. Sometimes he has a hard time staying focused on his work, but once he settles down and concentrates, he does not need much help with his work. He keeps his work organized and uses his planner in order to keep track of homework, test/quiz days, etc. He also does a good job of looking through the textbooks for answers. He takes the time to read through the pages and can almost always find what he is looking for without help.*

**Since we've been working together, I also have observed the following improvements:**

*In the beginning, L seemed to want to socialize during E&R. I explained to him that we need to get work done during the time I am there and he has adjusted very well. He brings his homework to coaching sessions now and once we get started, he focuses and gets his homework/studying done.*

**Over the next few weeks, the areas of growth we plan to work on are:**

*Improving L's writing skills. Sometimes L needs to take more time and care to make sure he writes in complete sentences with correct punctuation. I also plan on helping L improve his study habits. He has the ability to succeed, he just needs that extra nudge to get going and stay focused. I look forward to further helping L with his schoolwork!*

I am very interested in anything you would like me to know about your child. Please feel free to write me a note and send it to me by enclosing it in your child's planner. Thank you.

## Appendix IV

### Coaches Program Assessment Survey completed by participating BJHS students

Grade:

Team:

**Please help us evaluate your Coach by responding the following questions:**

Never Sometimes Usually Always

My coach was present and on time for our E& R sessions.

My coach was respectful toward me.

My coach listened to me.

My coach was interested in my success.

**Please add any other comments about your coach:**

**Please indicate how you have benefited from participation in the Coaches program:**

Disagree Agree Strongly Agree

I improved my study habits.

I completed and turned in more homework with my Coach's help.

I pay more attention and participate more in my classes.

My school attendance has improved.

I improved my grades overall.

I have more interest in, and take more responsibility for, getting good grades.

I use my planner more to keep track of assignments.

I feel more comfortable asking for help.

I keep my locker and school supplies more organized than before.

I learned to set goals and to plan to reach them.

My attitude toward school and education is more positive than before.

I have more confidence in my abilities and myself.

I feel better about myself.

I feel capable of succeeding in school.

I learned about making friends.

I do not give up as easily as I once did.

I take more pride in my work.

I learned how to show more respect toward my teachers and other adults.

I don't get in as much trouble in school as I used to.

I learned how to get along better with my classmates.

**What was the best thing about participating in the Coaches program?**

**Please write any additional thoughts about the Coaches program.**