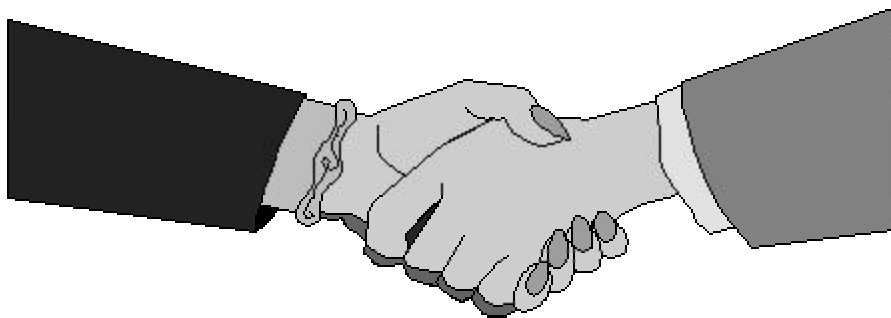
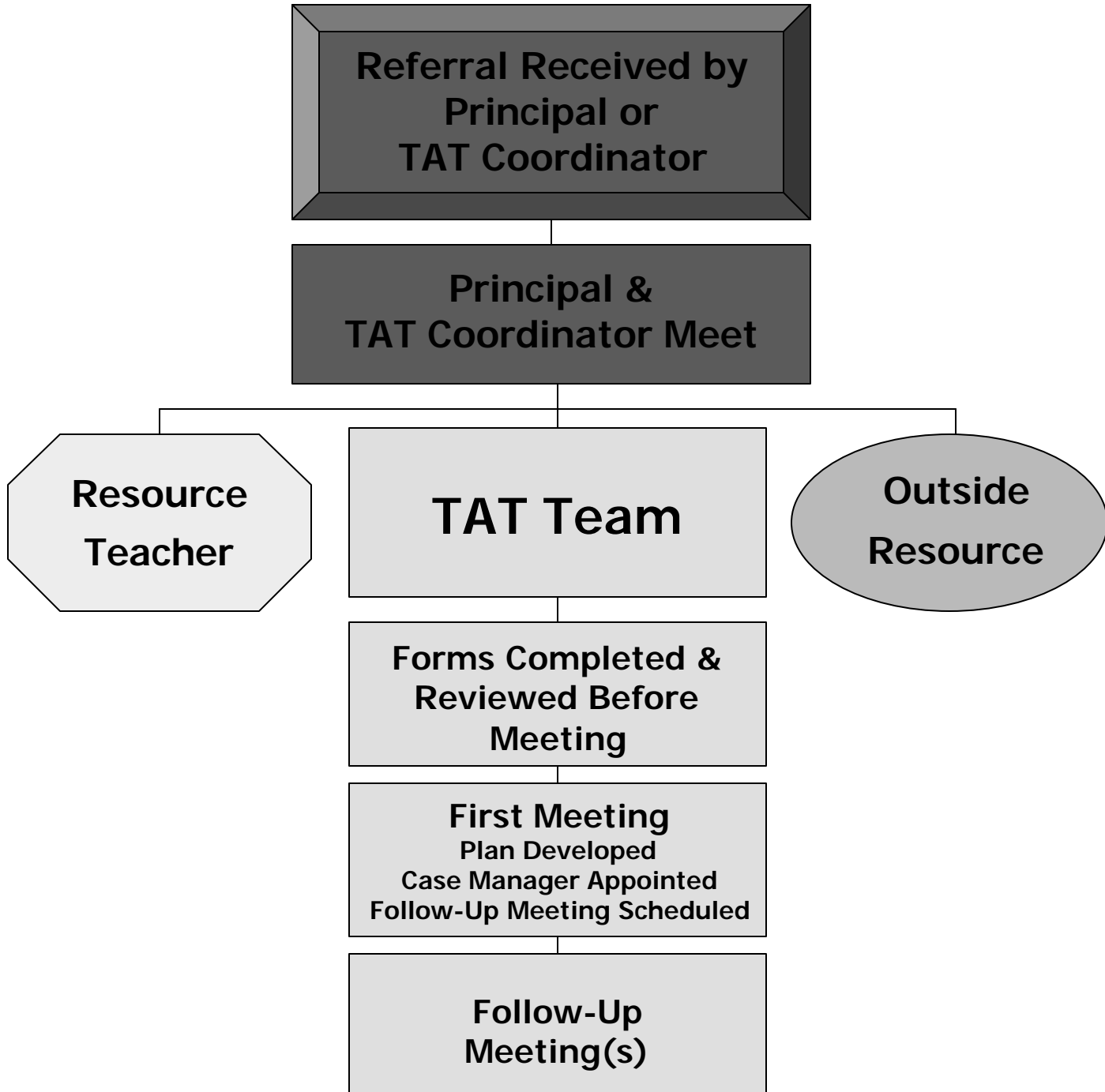


**TEACHERS**  
**ASSISTING**  
**TEACHERS**



# The TEACHERS ASSISTING TEACHERS Process



# TAT Team Membership

## Permanent Members

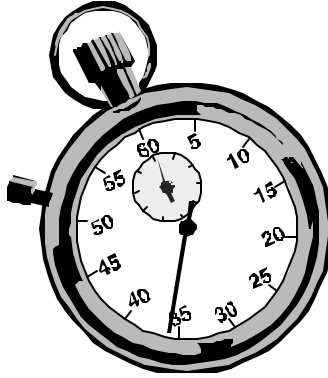
- **3 classroom teachers**
- **principal or designee**

## Rotating Members

- **classroom teacher**
- **parents**
- **individuals knowledgeable about student**



# TAT Meeting Schedule



5 minutes

**IDENTIFY THE PROBLEM(S)**

15 minutes

**ENUMERATE THE DETAILS**

15 minutes

**BRAINSTORM POSSIBLE SOLUTIONS**

10 minutes

**SELECT BEST SOLUTIONS (PLAN OF ACTION)**

**ASSIGN CASE MANAGER**

**SCHEDULE FOLLOW-UP MEETING**





# Follow-Up Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Concerns

Status

Solved

Improving

Insufficient Improvement

---

Solved

Improving

Insufficient Improvement

---

Solved

Improving

Insufficient Improvement

---

Solved

Improving

Insufficient Improvement

---

Solved

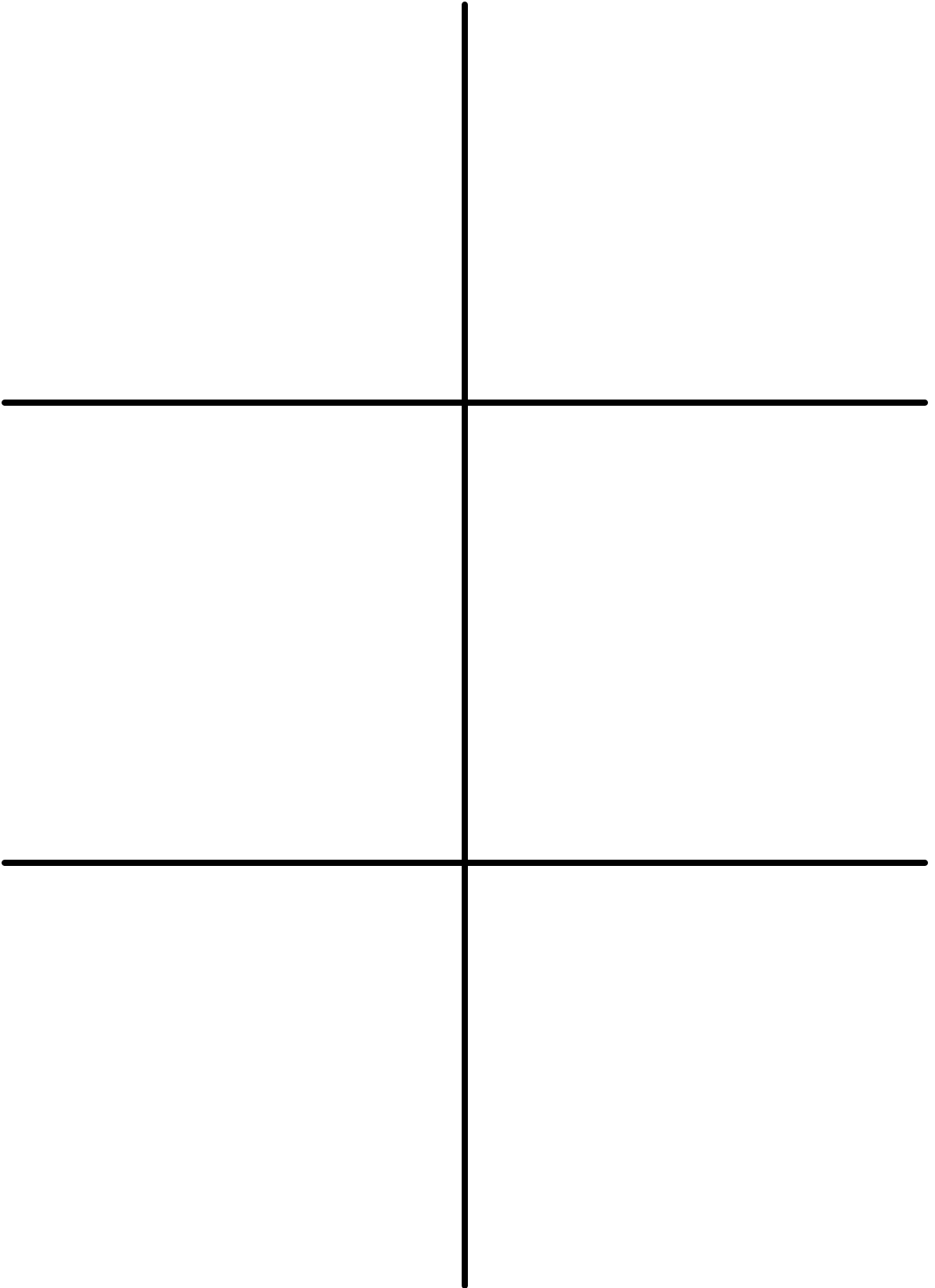
Improving

Insufficient Improvement



Details

Solutions



# Teachers Assisting Teachers

## Request for Assistance

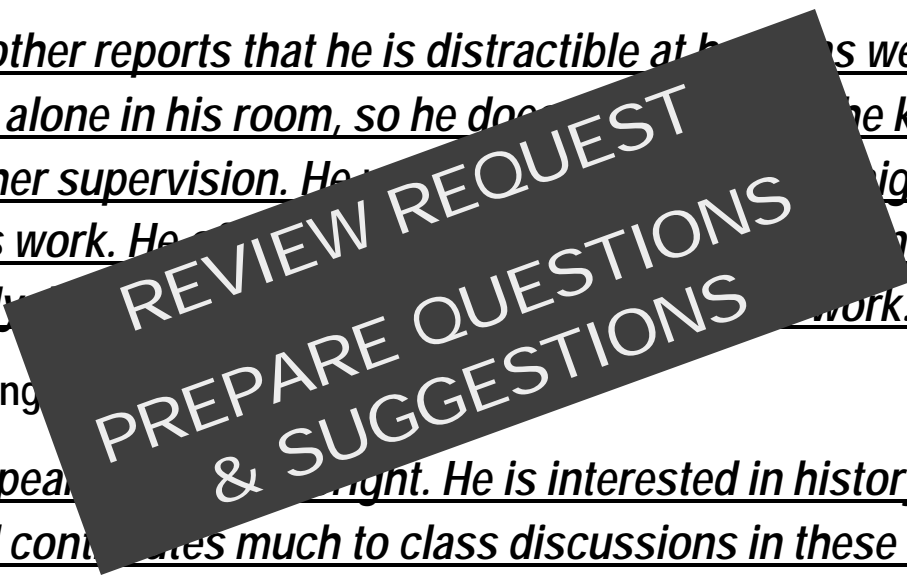
Name of Person Making Referral: \_\_\_\_\_ *Mrs. Cynthia Jones, teacher*

Student's Name: \_\_\_\_\_ *James Andrew Smith* Grade: \_\_\_\_\_ *4*

Reason for Referral:

*James is easily distracted in class. He stares out the window during instruction and when he works independently. As he completes seatwork, his concentration is disrupted by noises in the classroom and in the hall. He rarely finishes class assignments, so he takes them home to complete, in addition to his regular homework.*

*James mother reports that he is distractible at home as well. He cannot work alone in his room, so he does his homework at the kitchen table under her supervision. He has difficulty staying on task and completing his work. He has difficulty staying on task at school. Consequently, he has difficulty completing his work.*



Student's Strengths:

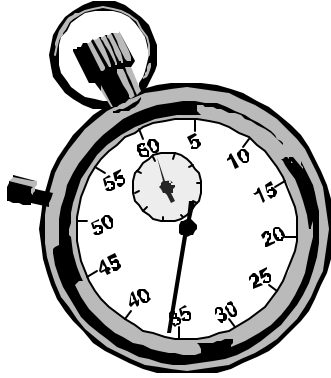
*James appears to be a bright student. He is interested in history and science, and contributes much to class discussions in these areas. His mother reports that he watches the History & Discovery channels frequently. He has good social skills and gets along well with peers.*

Strategies Used:

- 1. Teachers have agreed to sign his assignment pad, but he rarely brings it to them to sign.*
- 2. Incomplete classwork is completed at home.*
- 3. Extra time to complete classwork and tests is given during recess.*

Signed: \_\_\_\_\_ *Cynthia Jones* Date: \_\_\_\_\_ *4-23-02*

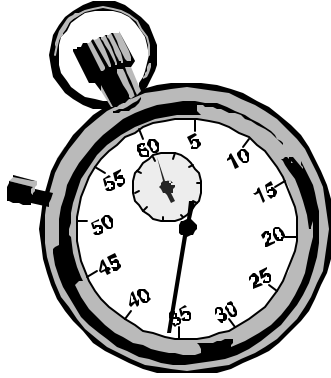
# TAT Meeting Schedule



5 minutes

**IDENTIFY THE PROBLEM(S)**

# TAT Meeting Schedule



5 minutes

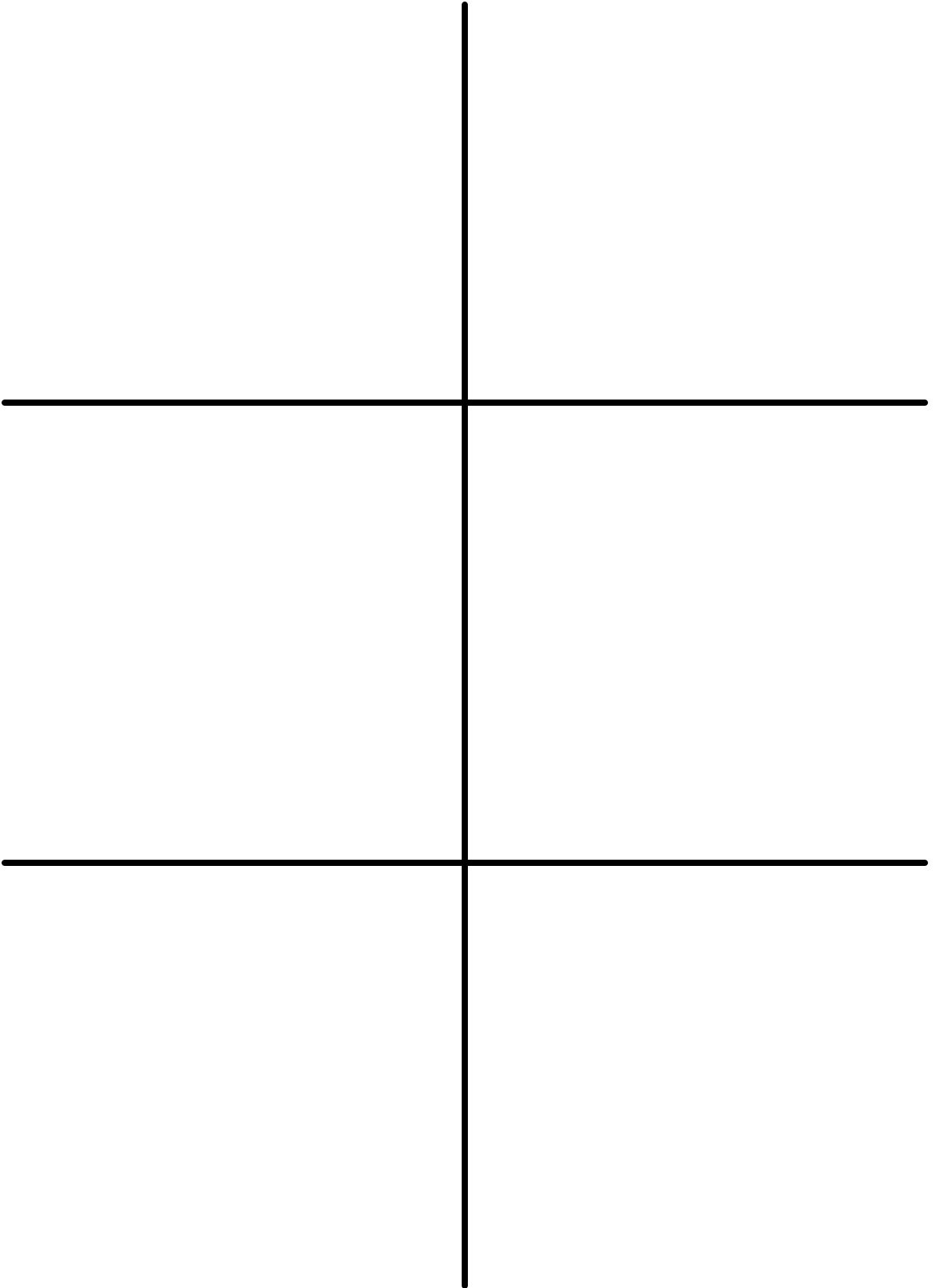
**IDENTIFY THE PROBLEM(S)**

15 minutes

**ENUMERATE THE DETAILS**

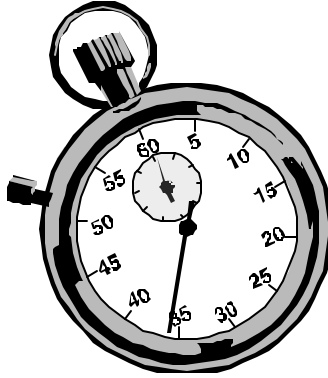
Details

Solutions





# TAT Meeting Schedule



5 minutes

**IDENTIFY THE PROBLEM(S)**

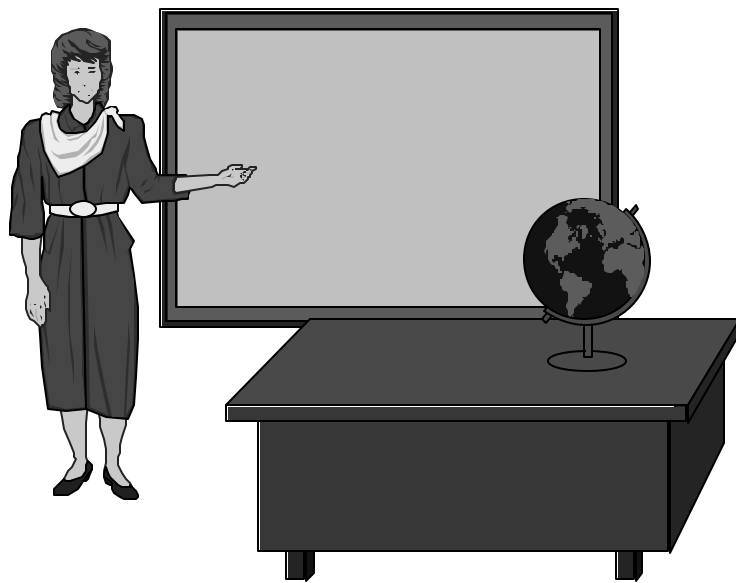
15 minutes

**ENUMERATE THE DETAILS**

15 minutes

**BRAINSTORM POSSIBLE SOLUTIONS**

# IDEAS TO BRAINSTORM



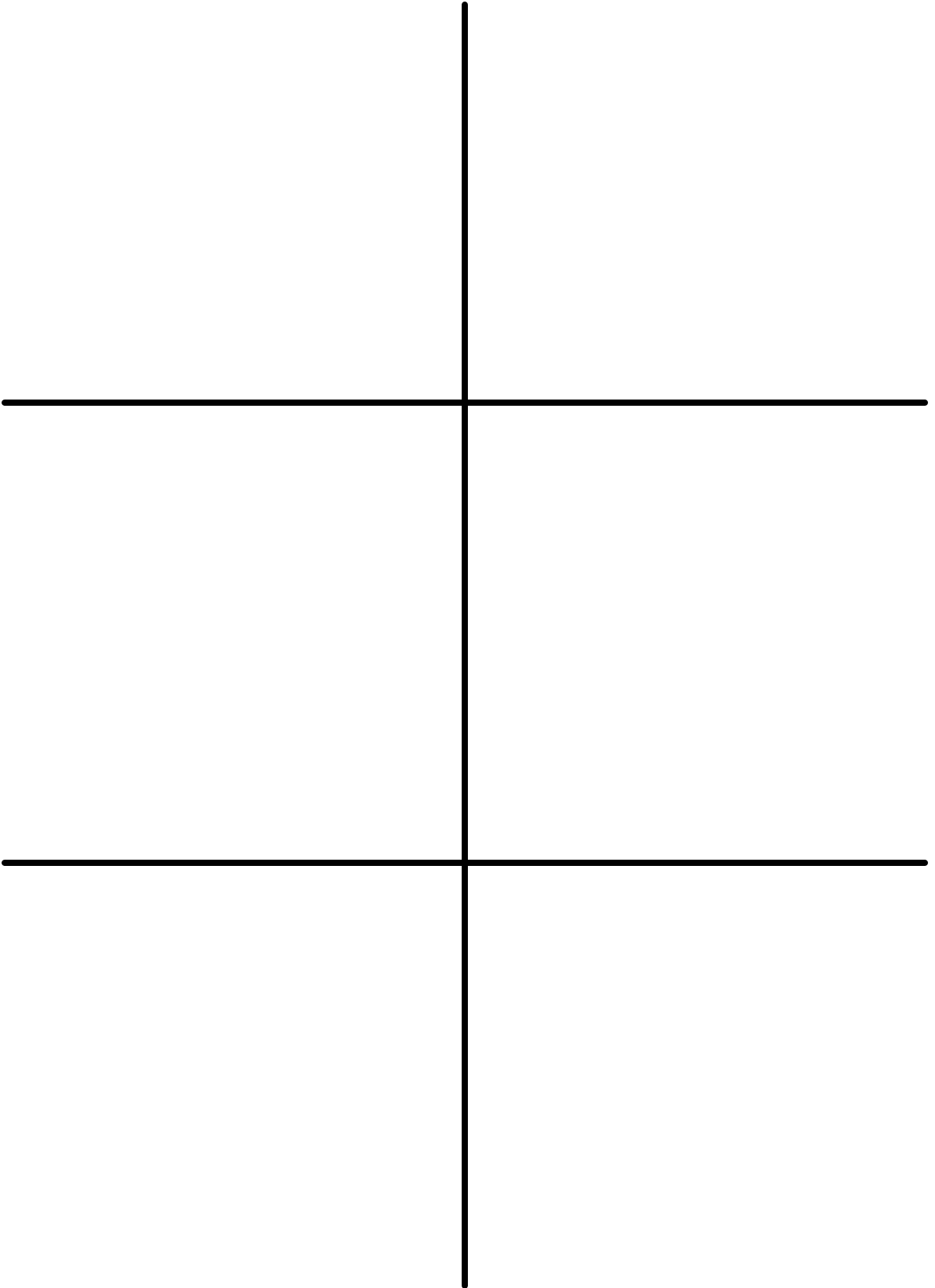
**Active Learning**

**Accommodations**

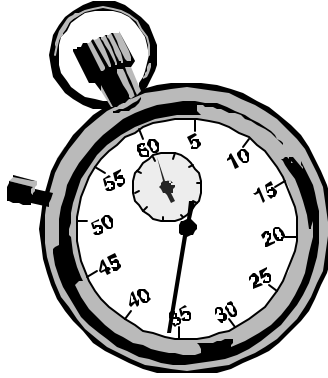
**Modifications**

Details

Solutions



# TAT Meeting Schedule



5 minutes

**IDENTIFY THE PROBLEM(S)**

15 minutes

**ENUMERATE THE DETAILS**

15 minutes

**BRAINSTORM POSSIBLE SOLUTIONS**

10 minutes

**SELECT BEST SOLUTIONS (PLAN OF ACTION)**

**ASSIGN CASE MANAGER**

**SCHEDULE FOLLOW-UP MEETING**



# Where will TAT information be stored?

- The coordinator of the team maintains a file with a folder for each case.
- The folder should be readily available to the Principal.
- *No TAT folder should be kept with legal student records.*

# How long will TAT records be kept?

- At the end of the school year, all folders should be reviewed.
- If the student is not continuing in the program, the folder should be kept for one year in the Coordinator's file.

# Who will have access to TAT folders?

- The folders are kept by the T.A.T. Team
  - to maintain a structure to team procedures
  - for follow-up by the team member assigned
- *Remember: These are organizational records only.*

# How often will the TAT team meet?

- At least once a month
  - to review status of students
  - to review future needs
- If there is a large number of requests, the Coordinator and Principal must set a priority list.
- *Since the team members are full time teachers, it is important to discern how much the team can handle effectively.*

# Who can make referrals to the TAT Team?

- Teachers are the primary source of requests.
  - If a parent seeks the help, the Principal must decide where the request will be assigned.
  - If a student seeks help, then the student's teacher can make the request for the student.
- *Please remember this team is set up to assist teachers.*

# What if an observation is necessary?

- The Coordinator and the Principal agree who will do an observation.
- A team member may be relieved of class duty for a half-hour to do an observation.
- A one-page report should be given to each team member after the observation for review before the TAT meeting.

# How are parents to be involved?

- Parents are partners in the educational process.
- Progress and improvements should be reported and possibly discussed with parents.
- Set up a special meeting to review the progress of a student plan.

**What is the official  
name of this team?**

**T.A.T. Team  
Teachers Assisting  
Teachers**

*No team should be titled a  
Child-Study Team!*

# Should standardized test results be discussed? YES

- Test results will provide an ability score, an expected score and an actual score.
- The team should review a student's test scores before the planned meeting.
- Discrepancies in scores, as well as strengths and weaknesses, should be noted.

# **Should the TAT process be explained to all parents? YES**

- The T.A.T. Team should use the PowerPoint Presentation to explain the program to the school community.
- This will serve a Public Relations Tool as well as a clarification of the program.

**Who should be  
contacted with  
procedural questions  
or concerns?**

Maureen McCabe

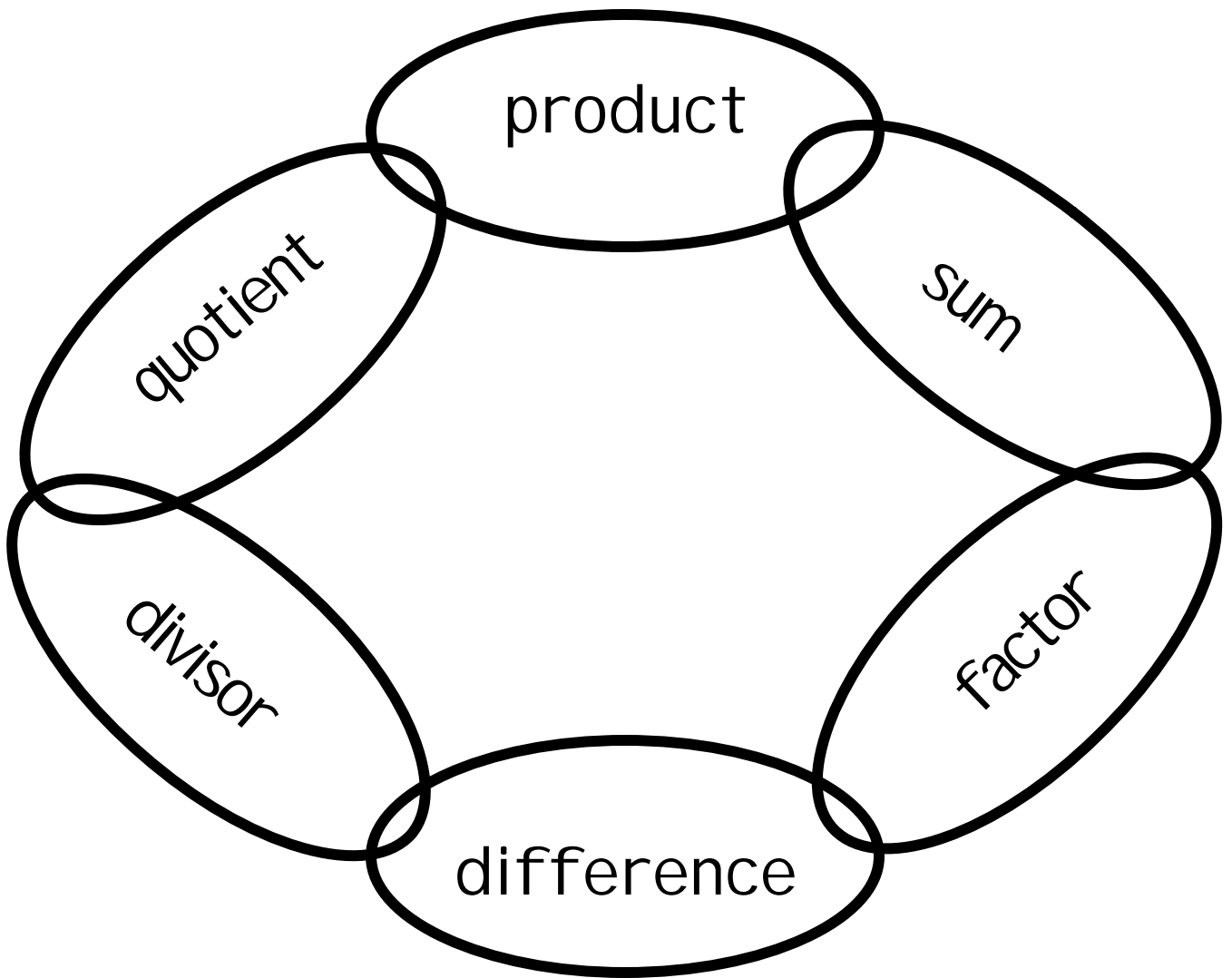
Office of Catholic Schools

804 - 359 - 5661 - ext. 119

[mmccabe@richmonddiocese.org](mailto:mmccabe@richmonddiocese.org)



# The Chain Game



# RECIPROCAL TEACHING



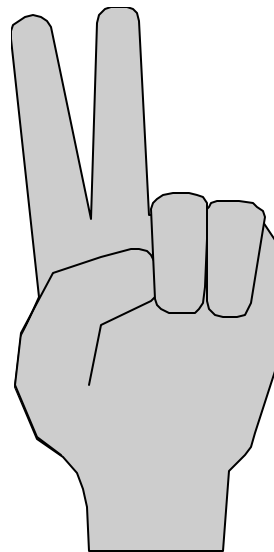
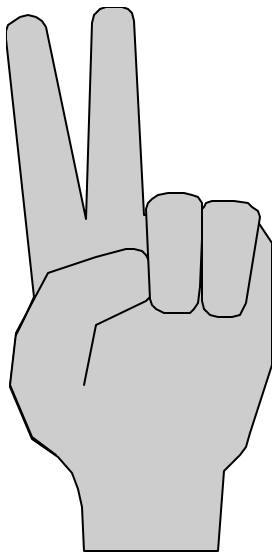
**CLARIFYING**

**QUESTIONING**

**SUMMARIZING**

**PREDICTING**

# FINGER MULTIPLICATION & DIVISION



**9's**

**6's, 7's, 8's**

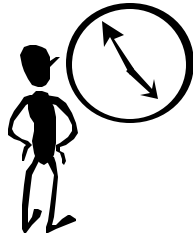
# EVENT FRAMES

## ***MY MOST EXCITING MEMORY***

ACTOR: Me



**I was so tired when I woke up that day.**



**Then I looked at the clock and realized I had to get moving.**



**I started off at the sound of the gun and ran as fast as I could.**



**I could hardly believe my eyes when the finish line was in sight!**



**I felt so great when the coach declared me the winner.**

# MY MOST EXCITING MEMORY

My most exciting memory is the day I won my first race.

I was so tired when I woke up that day. Then I looked at the clock and realized I

had to get moving. I

started off at the sound of the gun and ran as fast as I could. I could hardly

believe my eyes when the finish line was in sight! I

felt so great when the

coach declared me

the winner.



# EVENT FRAMES

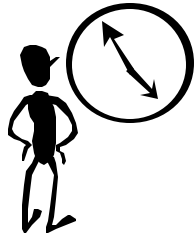
## ***MY MOST EXCITING MEMORY***

ACTOR: Me



**I was so tired when I woke up that day.**

**I splashed water in my face to wake up.**



**Then I looked at the clock and realized I had to get moving.**

**I was so afraid I would be late, I ran all the way.**



**I started off at the sound of the gun and ran as fast as I could.**

**I was surprised as I passed other runners.**



**I could hardly believe my eyes when the finish line was in sight!**

**I kept looking around for another winner.**



**I felt so great when the coach declared me the winner.**

**It was the most exciting day of my life!**

# EVENT FRAMES

ACTOR: Me

***Fact - Fiction***

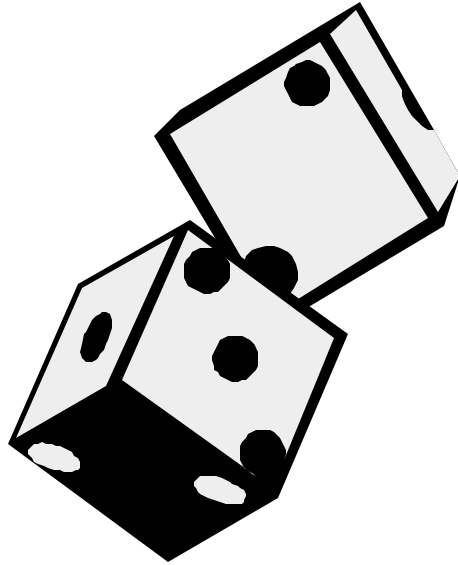


**I was so tired when I woke up the day of the race.**



**I shut off my alarm and went back to sleep.**

# CUBING



**DESCRIBE IT**

**COMPARE IT**

**ASSOCIATE IT**

**ANALYZE IT**

**APPLY IT**

**ARGUE FOR OR AGAINST IT**