

The Styer-Fitzgerald Program for Functional Academics

QUICK START GUIDE

Read all Information sheets for help with how to organize your materials (e.g., Program Masters, Flash Drive, Student Package, etc.). Follow the **TO-DO LIST** beginning on the back of this page.

Register on the Styer-Fitzgerald website (www.SDESworks.com) by selecting SIGN IN (in the top right-hand corner) → SHARED RESOURCES, and then enter your name, email address, and create a password. You will be approved within 24-48 hours. As a registered user, you will have access to 6 training videos and Shared Resources. The videos reflect the 2nd Edition Assessment and Curriculum but they are still valuable as a way to get familiar with the Assessment process and learn the instructional strategies used throughout the Curriculum.

QUICK START GUIDE TO THE ASSESSMENT

1. Assemble your Assessment Testing Kit (Instructions and Table of Contents found in cardboard box).
2. Read the Assessment Guide in the Assessment Teacher's Manual for an overview of how to administer the Assessment.
3. Watch **Training Session 3: The Assessment** found in Shared Resources.
4. Practice administering at least one of the Assessment Content Areas with a colleague (fellow teacher, paraeducator).
5. Begin assessing your students! **Hint:** Start with a student you know will be patient with you your first time through.

QUICK START GUIDE TO THE CURRICULUM

1. Read the Teacher's Guide and Implementation Tools sections of the Curriculum.
2. Read the Reproducible Materials Information Packet.
3. Become familiar with your Teaching Materials Kit or the contents of the Reproducible Materials flash drive.
4. If you do not have the Teaching Materials Kit (comes with the Deluxe Teaching Package), you will need to prepare your materials before teaching each content area. The materials are provided on the flash drive and are organized by content area.
5. Pick one content area in the Curriculum manual, read all Instructional Guidelines, lesson plans, and data sheets, and become familiar with the included teaching materials. Practice taking data on one lesson from that content area with one or two students (whose Assessment results placed them in that lesson) then train paraeducators to take data on that lesson. Once you are comfortable, begin to add other content areas as you, your team, and your students are ready.
6. Watch **Training Session 6: Teaching the Curriculum** found in Shared Resources.

QUICK START GUIDE TO THE PORTFOLIO

1. Read the Introduction to the Student Portfolio found on page 1 of the Portfolio Teacher's Manual.
2. Become familiar with the forms included in each section of the Portfolio Teacher's Manual (also found on your flash drive).
3. Begin with the forms included in the Portfolio section of the Student Assessment. Next, identify the most relevant forms for each student and continue from there.
4. Use this manual as a guide for gathering useful information in order to best serve your students over time. **Hint:** This component is designed to be built over the student's school career. Do not feel pressure to build the portfolio all at once.

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To-Do List

Below is a list of suggestions in order to best set up the Program so you're ready to go! When your materials shipped, your district received a form called "In Preparation for Your Styer-Fitzgerald Order." This document lists the additional items needed in order to accomplish this To-Do List. If these items have been purchased for you, you will want to make sure you have them handy. If not, you will need to purchase/gather the following:

FOR YOUR CLASSROOM:

- 1—2" View Binder
- 200—Hanging Files

FOR EACH STUDENT:

- 1—1" View Binder
- 1—2" View Binder

PROGRAM MASTERS

1. Find the **Program Masters** information sheet. It is shrink-wrapped with the Program Masters and includes labels for all of the Lesson Plans and Data Sheets.
 - Find or purchase a 2" binder to put the masters in.
 - Find where it talks about **Hanging Files** on the information sheet and set up the amount needed.
 - Locate the pre-printed labels and put the labels on the plastic tabs that come with the hanging files. The labels fit perfectly on the outside of the tabs to make it easy to assemble. The labels are also organized by content area and follow the order presented in the Program Masters.
 - Find where it says **Copies**. Make the recommended number of copies. If you have restrictions on how many copies you can make, cut the recommended number in half to get started. Don't forget to have the copy machine hole punch them!
 - Place the lesson plan copies into the matching titled hanging files and the data sheet copies into a labeled Data Sheet hanging file, and place directly behind the corresponding Lesson Plan. **NOTE:** Some lesson plans have two corresponding data sheets.
 - Look at the bottom of the information sheet to find out where to buy additional labels if desired.

STUDENT PACKAGE

2. Find the **Program Data and Student Portfolio Instructions and Reminders** sheets that are shrink-wrapped with the Program Data and Student Portfolio Cover, Spine, and Tabs within the Student Package.
 - Find or purchase one **1" View Binder** for each student's Program Data book and one **2" View Binder** for each student's Student Portfolio book.
 - Read and follow the instructions provided on those instructions and reminders sheets in order to set up each Student Package.

ASSESSMENT TESTING KIT

3. Find the **Assembly Instructions for your Assessment Testing Kit**. This sheet can be found in your Testing Kit box (small cardboard box included with Teaching Materials Kit or Teaching Package).
 - Assemble the Assessment Testing Kit according to the instructions.

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TEACHING MATERIALS KIT

4. Find the **Assembly Instructions for your Teaching Materials Kit**. This sheet can be found in the plastic pouch that came with your Teaching Materials Kit.
 - Assemble the Teaching Materials Kit according to the instructions.

FLASH DRIVE CONTENTS

5. Find the **Flash Drive Information Sheet** and **Teaching Materials that Require Preparation** sheet.
 - Read both sheets and become familiar with what is included on both.
 - Become familiar with the Teaching Materials Kit and print, prep, and duplicate whatever materials you see fit.

As you become more comfortable with the Assessment, Curriculum, and Portfolio, we hope you will see the versatility and adaptability of many of the materials included. Shared Resources is a great place to look for ideas from scheduling to organizing your classroom. If you ever want to share a resource or idea, please send us an email through the website Contact form. We want to build a collaborative relationship with our teachers.

As questions arise, don't hesitate to ask through the Contact form. Our support team is comprised of current and former special educators who have used the Styer-Fitzgerald Program over the years and are committed to helping you be successful!

GOOD LUCK!

The Styer-Fitzgerald Program for Functional Academics

WELCOME TO THE STYER-FITZGERALD PROGRAM COMMUNITY!

Dear Educators,

From the very beginning, our vision was to provide a program that allows you to assess your students, place them in an individualized program, track progress over time, provide consistency between content areas, and prepare your students with disabilities to be active and involved members of their community. Being teachers ourselves, we've worked diligently to develop a widely usable assessment and curriculum that retains the teacher, student, and classroom focus that was our original basis for the work.

Since 2009, when the Program was first published, we have been honored to train and work with hundreds of teachers across the nation. We have seen the Program being implemented in multiple classrooms in both urban and rural school districts and have been humbled to hear stories of success from parents, teachers, paras, and administrators. The response has been far beyond what we could have ever imagined.

The 3rd Edition Program you now hold in your hands is a result of listening to educators' suggestions and feedback through the years. We not only revamped existing content areas, we added new content and functionality to the Program in an effort to both keep up with the times and meet the needs of as many special educators and students as possible.

The true measure of the success of an assessment and curriculum is the effect it has on the teachers and students who use it. We are eager to hear feedback and suggestions related to the Program as a whole. Please share your experiences—challenges as well as successes. Our dream continues to be to reach students and help teachers like you provide the best possible education for each child that enters your program.

Thank you for helping to improve the lives of people with disabilities and for everything you do for education.

Sincerely,

S. Fitzgerald & Dr. Candice Styer

Suzanne Fitzgerald & Dr. Candice Styer

The Styer-Fitzgerald Program for Functional Academics

THE STYER-FITZGERALD PHILOSOPHY

We believe that everyone can learn. We believe in designing an individualized program that meets the unique needs of **every** child, is age-appropriate, and focuses on post-secondary outcomes. We believe that everything we teach in the classroom must transfer to life beyond school. We also believe that if our students are not learning, we are not teaching.

THE STYER-FITZGERALD PROGRAM GUIDELINES

- What skills do my students need in order to be as independent **AS POSSIBLE** both now and in the future?
- Is this skill functional and meaningful?
- Is this a skill that they will encounter on a regular basis and will be able to **learn, practice, and generalize**?
- Is this skill age-appropriate?
- How will this skill increase my student's quality of life?
- Am I evaluating and adjusting student programs frequently?

Get Connected

LIKE US ON FACEBOOK!



JOIN STYER-FITZGERALD CHANGEMAKERS FB GROUP!



www.SDESworks.com