

➤ Teachers exhibiting difficulties: As needed

* All teachers will be observed via Classroom Walk-throughs continuously throughout the year.

** Self-evaluations and personal goals will be completed yearly by all staff.

Teachers should have records of the following available daily in their classrooms for any observation, scheduled or otherwise:

- Lesson plans
- Student grades
- Attendance information
- Student Portfolios

Formal teacher observations will be conducted as follows:

1. Evaluator enters. (Please do not acknowledge the evaluator but rather continue teaching as normal.)
2. Evaluator reviews lesson plans and the board in order to identify lesson objective.
3. Observation commences typically for 20 to 30 minutes but possibly longer if the evaluator desires.
 - During this time, continue to teach as usual - as if the observer is not present.
 - Remember that the observer will be looking for the following:
 - *Your objective to be written on the board
 - *Engaged and on-task student behavior
 - *Your instructional strategies, assessment techniques and behavior modification methods.
 - *Circulation and assistance to students
 - *Your ability to meet the needs of various learning styles and ability levels.
 - It is natural to be anxious during an observation. Please try your best to relax and remember that this is a time to identify your strengths and to help you improve and/or expand upon your skills – not to demean you.
4. Your evaluator will call you to review your evaluation after an observation has been conducted.

If you are testing, please put a sign on the door indicating this. Thank you!

Evaluation forms will be shared with staff in advance and any staff questions should be asked prior to the evaluation.

Note: As part of your overall evaluation, we also look for behavior that is exhibited outside the classroom. This includes punctuality, professionalism, ability to work cooperatively with others, attitude, adherence to the dress code, and attendance at meetings to name a few.

The FPMS, Marzano's iObservation Teacher Evaluation Platform, and the Somerset approved MAP plan are used to evaluate teachers along with a variety of other evaluation forms that we feel might assist both us and you. Evaluations may or may not be announced. If you have any questions about evaluations, please don't hesitate to contact us.

EXTRACURRICULAR ACTIVITIES

Numerous extracurricular activities occur throughout the year. Besides after care, tutoring and fee-based programs such as dance and karate, Middle School Athletics and After-school Clubs are among them. If you are a coach, a club sponsor or have students who participate in these programs, please work cooperatively with the activity's supervisory staff to ensure that all monies and forms are properly collected and handled and all academic requirements are met.

F

FACEBOOK, INSTAGRAM, TWITTER, ETC...

A professional separation *must* be maintained at all times. Technology has a big impact on that in this day and age. Please ensure that any of your personal internet pages have privacy settings intact in order to ensure students or others who are not your “friends” are not able to view the personal details of your life which may not always be appropriate for a public forum, especially among children. Furthermore, please do not accept “friend requests” from your current or former students. This creates a situation in which your professional relationship becomes more personal and this “friendship” increases the chances of an inappropriate exchange occurring. It is more prudent to simply ignore any such requests and, if necessary, ensure your students are aware of your position on this.

Staff members should be conscientious about sending friend requests to other colleagues as well. Unless you are sure that this type of invitation will be welcomed, it is advisable to refrain from sending such requests. These requests can make others feel uncomfortable. Please focus on maintaining a professional separation in your relationships with colleagues by minimizing these types of requests. Additionally, it is important not to send these requests to supervisors for the same reasons.

FACULTY LOUNGE

The faculty lounge is an area to be used to eat or plan during scheduled break times. Be sure to adhere to your break schedule to avoid abusing your time in the faculty lounge. At times, we have to use the Faculty Lounge for unexpected things. When this occurs, we will post a sign on the door. Students may NEVER enter the Faculty Lounge to use the vending machine or get something for the teacher. Staff children are also not permitted in the teacher’s lounge either.

Please keep in mind that Faculty Lounges are notorious places for “negative conversation.” Let’s break that stereotype by keeping this space a positive place, free from gripe sessions and gossip. Remember that students, staff and parents may be in the rooms next to you, so be conscientious about what you say and how loud you say it. Furthermore, please note that conversations about students, staff or parents should not occur while in the lounge since colleagues who should not be privy to such information may overhear what you are saying.

Please keep the Faculty Lounge clean. If you spill, wipe it up. Push in your chair. Wipe up any crumbs. Notify the custodial staff if there is an odd smell, an overflowing trash can or any other mess. Clean your items out of the refrigerator daily. In general, be a team player and considerate of others by picking up after yourself and keeping this area clean to avoid bugs and other ill effects.

FIELD TRIPS

The very first step in planning a field trip is to know how the trip will be funded. If it is a student funded trip, you will need to estimate how much each child will be asked to pay to cover admission and transportation. Always make sure sufficient funds are collected to cover both costs.

Under no circumstances should a teacher order his or her own transportation. This will be the job of the Activities Director or an administrator only.

It is of utmost importance that each child has Student Accident Insurance. Documentation of this is required in order to attend any field trip.

After you have the information listed above, the next step is to complete a field trip package, which can be found in the Activity Director's office. A field trip package consists of the following:

1. Field Trip Permission Request Form
2. Somerset Academy Requisition Form for Bus Transportation
3. Student Accident Insurance Information Form
4. Parent Permission Field Trip Form
5. Field Trip Attendance Roster
6. Field Trip Lunch Request Form
7. Student Refund Information Form

The Field Trip Permission Request form and the Field Trip Roster must be completed and turned in to the Activities Director for approval. The treasurer will maintain a cumulative log of monies collected from each class. If the amount collected is less than the amount required to cover the field trip costs, a check will not be issued, and the buses will be held up. Again, please make sure that you collect enough money from each student to cover all charges.

For any student who is unable to pay for a field trip, that student's parent or teacher may request financial assistance. A special fund has been established to provide such services; however, requests must be made in a timely manner to allow for the proper collection of monies and assigned deadlines.

A Parent Permission form must be completed for each child. Once the students return these forms, the teachers are to take them on the trip. Once you return to the school, these permission forms must be kept on file until the end of the school year for legal and auditing purposes.

A Field Trip Lunch Request form **MUST** also be completed and turned in to the cafeteria manager and to the Activities Director so that they can prepare lunches for the students on free or reduced lunch. This must be done a minimum of two weeks in advance of the field trip date.

Parents are always welcomed and invited to attend school field trips; however, parents should be informed when buses and field trip locations have a limited capacity (i.e., theatre seats); in these circumstances parent attendance will be predetermined based on available capacity. **Under no circumstances may a parent transport their child, or any other student to a field trip location.** If any parent wishes to excuse their child from school following a field trip, he/she must sign their child out with the Activities Director at the end of the trip by using the Early Dismissal Sign-Out Log. These requests must be made and approved at least 24 hours in advance.

Final checks for transportation and location entrance will be written a minimum of 48 hours before a field trip. Therefore, a total student count must be completed by each classroom teacher and must be brought to the Activities Director 48 hours prior to the field trip so the check can be written accurately. Any child who wishes to attend after that point must get authorization from the Activities Director and must bring cash to pay individually on the day of the field trip.

Once you have returned from the field trip, please submit a Student Refund Information form to the Activities Director. On this form, you will need to list all students who paid for the trip but were absent. A refund, if no charges were incurred for the absent student, will be provided for those students.

Please remember that when preparing for any field trip, you should do the following:

- Prepare activities for your students who are not attending.
- Secure an alternate classroom setting for those not attending.
- Prepare and bring your classroom attendance roster.

- Prepare and bring any Emergency Information and items needed for your students.
- Spirit Shirt must be worn for safety and identification by your students and parents.

Please note that staff members are required to attend field trips over the course of the year as dictated by administrators. This may, on occasion, involve an out of town field trip. We do expect for arrangements to be made in the event that you are required to attend an out of town field trip that may involve early or late hours.

Staff members are also required to submit any and all paperwork on time as required by the Activities Director. It should be submitted for each student and/or classroom in its entirety. Incomplete paperwork poses a legal and safety situation for both the student, the school and you. Failure to be thorough in reviewing and providing any required field trip documentation may result in disciplinary action. For everyone's best interest, please be diligent and timely when your assistance is needed with field trips.

FOOD SERVICES CAFETERIA PROCEDURES

Prices and menus are distributed monthly. The Cafeteria Manager should be seen regarding any concerns related to food, beverages, student lunch accounts and outstanding fees.

Free AND Reduced Meals

All families are to apply for free/reduced lunch. All students will be sent a form on the first day of school. Please notify the office if you need a form in a language other than English. Additional forms are available in the office. Students who qualify for free or reduced meals must report to the cafeteria to pick up their breakfast and lunch daily - even during field trips and even if they don't want it. If you are having a class pizza party or going on a field trip, this rule still applies. Again, even if the child does not want the school breakfast or lunch, send him/her to retrieve it. He/she then has the right to discard it. *If at any time this policy changes with regard to a new school lunch program, you will be informed in writing.*

At any time, teachers may allow students to eat in classrooms. This is at the teacher's discretion. However, students must still be given an opportunity to purchase lunch. Teachers cannot be alone with students at any time.

Since lunch is only 30 minutes in length, teachers may NOT leave campus during lunch time without an administrator's approval. Teachers must request to leave if there is an emergency or extreme need and must sign out and sign in again upon returning.

Ordering AND Paying

Children who prepay lunch are encouraged to bring money monthly in an envelope on the first day of the month during breakfast. The child's name and teacher's name should be on the envelope. If a check is given, the child's name and lunch number must be written on it and the check should be made out to Somerset Academy Village. This envelope should be given to the lunch cashier during breakfast or Morning Care hours.

Students will receive a student identification number to pay for lunch and must memorize this number. Whenever possible, the supervising teacher assistants must carry a class roster with student lunch numbers to the cafeteria daily and be present to assist in giving those numbers to the cashier if a student forgets their number. This helps to keep the lunch line moving so we stay on schedule. Classroom teachers will also assist with this during the first two weeks of school. Students may not share this number with their peers.

Lunch counts must be taken each morning for your classroom by entering the count in the grade book program (or by paper/pencil). These must be entered into no later than 9:00 a.m. This is subject to change due to the new lunch program. Lunches will not be unitized by compartments and previously frozen so an accurate count will need to be placed. When the correct timeframe is established, we will inform the staff. Please allow students to hold their own

money and give it to the cashier as they purchase lunches. Students must carry their own lunch cards each time they go through the line. This is essential to guarantee that the line moves forward efficiently. Students will be asked to go to the back of the line if they do not have their lunch card to scan/enter when they get to the front.

Students wishing to have breakfast must arrive to the cafeteria at least 10 minutes before class. Students arriving without enough time to eat or students who have not finished eating will have to take their breakfast to class. Teachers will have to ensure that no more than 10 minutes is permitted for students to finish their breakfast.

Students must maintain ample funds in their lunch accounts. If a student is running low and you are notified, please be sure our receptionist is notified so that she can call the parent and remind them to replenish the funds in their child's account. You will also need to write a note in the student's planner. Students who fail to replenish their lunch accounts after 24 hours should be sent to the office to call their parent for lunch money. At that point, the school will provide an alternative lunch or pay for that child's lunch and the cost will be applied to their school account. The money should be paid back within 24 hours.

Lunch Supervision

Teachers must drop off and pick up students from the cafeteria ON TIME. This is imperative as being just a few minutes early or late has a domino effect. It can cause a long line to build up and can back up every class for the remaining lunch periods. When it is time to retrieve your class, you need to enter the cafeteria to obtain your students. Please instruct your class to line up quietly daily and to wait *in line* for the teacher. Lunch boxes should not be swinging, there shouldn't be noise, and hands should be kept to self. Garbage should not be left on the table or surrounding area. If this behavior is not followed, consequences must ensue. It is each teacher's responsibility to enforce this. Teachers will be required to eat with their classes if their students fail to comply with behavior expectations.

Staff members assigned to be in the cafeteria must report there on time and stay at their post for the entirety of their assigned period of supervision. Everyone must help to be sure supervision in the cafeteria is adequate. Staff members in the cafeteria should be circulating as needed and assisting and/or redirecting students as needed. Please be aware that there may be times that teachers are expected to eat lunch with their students. This is done occasionally if there is a prevalence of absences or other special circumstances commencing during lunch times. In these cases, teachers will be required to comply and assist. In addition, there may be a cafeteria duty assignment schedule that will rotate staff members throughout each month. When scheduled, the staff member will be providing lunch supervision.

General Lunch Procedures and Expectations

- Be sure that students enter and exit through the designated doors. This system is designed to avoid congestion and promote safety during lunch change times.
- Adhere strictly to your class's assigned tables/locations. Students will be escorted back to class by the teacher.
- Sharing meals is discouraged. Certain families may be kosher or may be attempting to reduce sugar intake for their child, children may have food allergies of which we or they are unaware or be diabetic, and students may even be getting bullied to give up their food. Therefore, it is our policy to inform students that sharing lunches is not allowed.
- Encourage children to visit the restroom before or after your lunch period. Students are NOT permitted to use the bathroom during lunch unless it is an emergency.
- No child is to be out of his/her seat without permission for any reason. Students should remain seated at all times unless they are being dismissed, they have been given permission to get a drink of water or an eating utensil, or they are cleaning up a spill.
- Students may ONLY THROW OUT TRASH WHEN EXITING THE CAFETERIA WITH THE REST OF THE CLASS AT THE END OF THE LUNCH PERIOD. This will help to control behavior and minimize spills and accidents.
- Cafeteria workers and aides should be treated with courtesy and respect. We expect teachers to emphasize this frequently and to expect it from your students.

- *If you have a complaint regarding the service or food, please contact an administrator and follow-up by submitting your concern in writing.*
- Children are to walk - not run - in the cafeteria as well as everywhere in the building.
- Encourage students to talk in quiet voices in the cafeteria. If the noise level gets too loud, silent lunch will occur.
- Encourage good table manners. Coughing on others, staring, banging, kicking, food fighting or opening one's mouth while eating should be discouraged
- Encourage cleanliness from your students. Classes are not to leave the cafeteria until each child cleans up his/her own area (floor and table) from everything from bags to straw paper to food items.
- Students are not to bring their backpacks to the cafeteria.

Elementary: If your class establishes a pattern or receives multiple complaints of poor behavior or etiquette in the cafeteria, you will be required to eat with them.

FAILURE NOTICES

If a student is in danger of failing at anytime or has demonstrated a drop of two or more letter grades, an Academic Deficiency Notice must be sent home. A child may not be issued a failing grade if this notice was not sent home. It is also important to keep, in writing and signed by a parent, a notice or conference form clearly indicating the student is in danger of failing and what you are doing to provide assistance to that student. An attached Progress Monitoring Plan should also be sent home and a copy kept on file with a parent signature showing that they have receive and understand this plan.

FINANCIAL OBLIGATIONS

Financial obligations are recorded any time a student and/or his/her family owes a financial or material debt to the school. Such obligations may stem from missing, overdue or damaged textbooks or library books, returned checks, athletic fees, restitution, late pick-up fees, etc.... In such cases, students will be restricted from extracurricular activities, field trips, or even re-registration until the entire obligation has been satisfied or a payment plan has been established between the student's family and the school. Please be sure to report any financial obligations to the treasurer and be conscientious of this during re-registration and scheduled field trip days in particular.

G

GRADING GUIDELINES

Elementary

Somerset uses the following grading scale. It is mandatory that every teacher use the same scale. Teachers should enter the percentile, not the letter grade. The scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59-BELOW	F

Middle School

Grading system used in the Middle/High school will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida's State University System, or the NCAA Clearinghouse.

WEIGHTED QUALITY POINTS FOR CLASS RANKING

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points. These additional quality points are called, "weighted" points.

YOU MUST LOG AT LEAST TWO GRADES PER SUBJECT PER WEEK. By the end of each 9 week period, you must have at least **18** grades for all of the core areas for each student. Parents and students must be notified in writing in advance if grades are missing so that ample time can be given for make-up assignments. Students have 2 class days to make-up the work they missed while they were absent. This does not include the day they return. However, previously assigned work is due the day of return. A sampling of assignments from all areas (class work, tests, and projects) must be maintained in portfolios by each core subject area teacher in order to ensure a good representation of the student's progress. Gradebooks must also updated on a weekly basis since it is not only good practice but also because parents access your grade book online; most importantly, if it is not up to date we cannot successfully assist struggling students and school-to-home communication becomes that much less effective.

Secondary electives should be graded in the same fashion as the core subject areas – two grades per week per course. At the elementary level, grading specification will be shared with special area teachers during Preplanning Week.

While Pinnacle will assist you, below is a good guide to use for assessing students. These percentages will be set for you and are NOT to be altered without a discussion with an administrator.

Class work	40%
Tests	40%
Homework completion and classroom participation	5%
Projects (individual or group)	15%
Total	100%

CONDUCT GRADING

In the conduct portion of the report card you will find social-emotional behaviors. Every teacher must fill in a conduct grade for every subject area. Here the grading scale is as follows:

1 =	Has mastered skill independently
2 =	Is learning skill with assistance
3 =	Area of concern

Kindergarten use unique report cards and grading scales that will be reviewed with the Kindergarten Team.

Parents/guardians of all students should be notified at any time during a grading period when it is apparent that the student may fail the course or is doing unsatisfactory work. Please see the "Failure Notice" section of this manual. If a formal failure notice in writing is not sent home by the end of the sixth week of any given grading period, it is assumed that the student is passing the course. It is understood that there are those rare cases when a student stops work entirely or is excessively absent after the six-week deadline. Parents/guardians should be informed immediately of the pending failure, and the notice should be recorded. If no documentation has been provided, (1) the grade may be required to be changed or (2) the student may be required to have an opportunity to do make-up work to improve the grade if a parent requests it. NO FAILING GRADE CAN BE ISSUED UNLESS THERE IS A RECORD OF NOTIFICATION.

Progress (Interim) Reports are an integral part of the instructional program. The purpose of issuing progress reports is to notify both students and parents regarding the academic and behavioral performance of students.

All students will receive progress reports midway through each quarter. Various other progress reports may be issued during the grading period at the teacher's discretion. Additionally, teachers may be called upon to issue daily or weekly progress reports in order to accurately assess and improve the progress of students during the grading period.

If at any time you are having difficulty assessing and ESE or ELL student, please contact the ESE Specialist and/or the ESOL Coordinator for assistance.

If a student has not been in attendance for a significant portion of the quarter, please see an administrator for assistance in issuing grades, Interim Reports and/or Report Cards.

Preparing Interim Progress Reports and Report Cards

All teachers will use Pinnacle to generate Interim Progress Reports and Report Cards. These documents are to be issued to all students, K-8, four times a year, as designated on the BCSD Calendar. These must be completed and ready to print approximately one week prior to the issue date at the set deadlines provided, so that administration can review them before their distribution.

In conjunction with the aforementioned requirements, the following guidelines should be adhered to:

1. Report card grades are to provide the student and/or student's parent(s)/guardian(s) with an objective evaluation of the student's scholastic and behavioral achievement and progress.
2. Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their Report Cards can be assumed to be working within a range acceptable for the grade or course. Standardized Test data should support this.
3. PMPs (Progress Monitoring Plans) must be completed for children who qualify and who are performing below grade level. These must be generated by the end of the first quarter. More information will be provided about PMPs during the first quarter of the school year.
4. Be sure to clearly indicate that a student is working above or below grade level in the comments section of the Report Card.
5. If a child is ESE or ESOL and is working below grade level, modified work should be given and grades should reflect the performance on the modified work. This should be noted in the comments section of the Report Card.
6. Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parent(s)/guardian(s) are also to be advised of district-wide standards for promotion and graduation as applied to the student's grade level and classifications. This can be found in Policy 6000.1.

7. Students are to receive grades in all content areas (excluding specials in the elementary school). If a student has not been enrolled in a program for a sufficient length of time needed for the teacher to evaluate the student's performance, this should be clearly noted in the comment section on the Report Card, and no grade should be issued. Please speak to an administrator if such a circumstance arises.
8. If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade. This is an extremely rare occurrence and will only be done in extenuating circumstances after consulting with both the teacher and the parent.
9. In an effort to exhibit a high degree professionalism, be sure to have grades up to date weekly. Parents can and do view grades from home at any time through Pinnacle.
10. Please be sure to proofread Interim Progress Reports and Report Cards for completeness and accuracy before turning them in to administration. We are always here to assist you with any difficulties you may be having and will help you to get it right!

It is entirely unacceptable for a student's Interim Progress Report or Report Card to be delayed or sent home early. These **MUST** go home on the dates set forth on the BCSD school year calendar. Please adhere to your professional responsibilities by having papers, grades, and information entered on time to ensure such a situation does not occur. If you are going to be absent for an extended period of time, please make provisions to have your gradebook and/or student work given to your team leader to ensure that your students continue to be evaluated and assessed as needed.

HONOR ROLLS

The following qualifications are necessary to achieve honor status at Somerset Academy Village:

1. Principal's Honor Roll
 - Academic Grades - All A's
 - Effort/Behavior/Conduct/Specials Grades - All 1's
 - Social growth and study skills - All 1's
 - No behavior issues/referrals
2. A/B Honor Roll
 - Academic Grades - All A's and B's (or all B's)
 - Effort/Behavior/Conduct/Specials Grades - All 1's and 2's (Majority 1's)
 - Social growth and study skills - All 1's and 2's (Majority 1's)
 - No behavior issues/referrals
3. Sweet Rewards
 - Academic Grades - All A's, B's, and C's (Majority A's and B's)
 - Effort/Behavior/Conduct/Specials Grades - All 1's and 2's (Majority 1's)
 - Social growth and study skills - All 1's and 2's (Majority 1's)
 - No behavior issues/referrals
 - *The Sweet Rewards Award is given **ONLY** to select students who have shown extraordinary effort, improvement, and achievement above and beyond his or her assessed capabilities.*

GREET STUDENTS

All teachers are expected to greet EVERY student EVERY day at their doors during their morning post. This is not a time to sit at your desk or make last minute copies. Teachers will diminish classroom disruptions and promote positive student behavior just by showing the children you are glad they are there and want to start the day with a smile. It will also help you to identify any students who may have had a bad morning and who may need to be monitored more closely to minimize any potentially disruptive incidents. A hug, high-five or handshake (as age and gender appropriate) are always appreciated by students and help to set a positive tone. At this time, it is required that the teacher have the

students complete their morning routine which includes the bell ringer. The first fifteen minutes of the day should be used as additional time for work and not time for students to talk with their friends.

GUEST SPEAKERS

All guest speakers must be approved by administration in advance of making arrangements with the guest speaker. Guest speakers should be invited in for academically-relevant purposes. All guest speakers must sign in at the main office and receive a Visitor's Pass.

H

HALL PASSES

All students are required to have a Hall Pass anytime they are out of their classrooms. Elementary and Middle School teachers should have Bathroom Passes, Office Passes, Library Passes and/or a general Hall Pass. Office staff should ensure students arriving late to school do not go to class without a Late Pass. Teachers should not permit students who are late to enter their classrooms without a Late Pass/Tardy Slip. Our goal is to keep students in class as much as possible, so please be conscientious of the number of passes you issue daily.

HANDLING HEALTH

As a teacher, you know that you are often required to wear many "hats." One of those "hats" is the role of health care monitor.

Follow these guidelines for handling health concerns:

1. Never administer medication or health care to a child other than water, Band-Aids and ice. *You can never know how a child's body may react or what he/she may be allergic to.*
2. Never let a child's health needs go unattended. Administer the same care and compassion that you would if he/she were your own child.
3. **Always fill out an Accident Report when handling even the most minor injury. Before the end of the day, parental contact must be made. When you are available, call the parent to inform them what happened. If you are unable to call, please ask the front office to do so. After parental contact has been made, submit both copies to the office so it can be signed by an administrator. Once the document is signed, it will be returned to your mailbox. At this time, send a copy to the parent and place the original in the child's "Personal" folder in your classroom's student files. Please notify administration if the injury will require professional care or hospital treatment.**
4. Call a parent to notify him/her of any incidents that may shock or startle a parent (i.e., large lump on the head, a pencil puncture wound, etc.). Parents should be notified immediately when any type of head or facial injury occurs.
5. Call a parent if a child is repeatedly complaining of headaches, stomachaches, or other common illness. Do not immediately allow a child to call a parent for these concerns. Often, eating a small snack, getting a drink, going to the bathroom, getting out of the sun, talking about a problem with you or a friend, or simply resting for a while will clear up these ill feelings. Use your judgment. (Suggestion: You may want to keep crackers and juice on hand in your classroom for situation such as these).

6. Follow all rules and regulations for handling blood safely. Keep rubber gloves in your classrooms and dispose of blood soiled materials properly. (Review Broward County's Blood Born Pathogens video.)
7. No medication of any kind may be administered or taken in the classroom. If a parent approaches you regarding this, please state the rule on this and refer him/her to the office. If you discover a child taking medication, take the medication away and give it to an administrator immediately. Broward County Policy requires that all medication must be pre-approved through the completion of a Medication Authorization Form.
8. If you are on a field trip and an accident occurs, notify a member of the field trip location's staff, notify the Activities Director, and call the school to notify an administrator.
9. Use common sense.

Accident Reports

When a child is injured, Accident Reports are a must. Be sure they are signed and returned by the parent and provide a copy for them to keep, as well. Be sure an administrator signs this document before it is sent home. Most Accident Reports should be given to your Assistant Principal. However, if a serious injury occurs, the Principal should be notified to sign the report and to check on the child. Please be sure to use appropriate verbiage on the Accident Report. No student names should be listed other than the student that is receiving the report. Additionally, no language should be used that would reflect a specific person, class, or situation in a negative light. For instance, a teacher shouldn't write "Johnny was pushed on purpose at recess by two other classmates from an older grade level." If you are having difficulty with wording, please see an administrator. Keep in mind that your wording could bring on legal repercussions if not carefully written. Please be sure that the staff member who witnessed the accident completes the report.

If a staff member is injured at any time, he or she must notify the Human Resources Liaison or an administrator so that an Accident Report can be completed and appropriate procedures can be followed.

Common Health Problems.

Below are some tips on some common health problems that your students may experience:

RING WORM: Must be covered. Must have a doctor's note. It appears as a perfect reddish circle – usually on hands, head, arms, and legs.

PINK EYE: Highly contagious. Must be sent to the office immediately. Parent should be called and child should be taken home. May return with a doctor's note when infection has dissipated.

COLD: Tissues should be kept in classroom at all times. Allow child use of bathroom to blow nose or wash hands frequently. Allow child use of water fountain as needed. Cough drops or medication can be dispensed through the office ONLY with appropriate forms completed and signed by the parent.

FLU: This is contagious. Students running a fever or vomiting should be sent to the office immediately and parents should be called to pick up students. For students recovering from this, be sensitive by allowing him/her to rest or use the bathroom as needed. If a child is falling asleep in class, call the parent to pick him/her up from school.

LICE: This can be embarrassing for a student. Notify a member of our office staff immediately if you notice a child scratching his/her head repeatedly or if a child complains of an itchy head.

BUG BITES/RASHES: Immediately identify whether or not a child is allergic to the source of the bite. Never give or apply Benadryl or other anti-itch medications. Apply cold water, ice, and/or cold, damp cloth to relieve irritation. Call parent if irritation and discomfort are extreme. Parent may bring and apply medication.

SEVERE BUMPS, BRUISES, CUTS, ABRASIONS, SPRAINS, And BROKEN BONES: Notify office and security staff immediately. Only an administrator can make the decision as to whether or not 9-1-1 should be called.

BLEEDING/PENCIL-LEAD PUNCTURES AND SCRATCHES: Clean wound immediately. If you see anything foreign inside of the wound, notify office staff. Apply covering wearing rubber gloves. If bleeding or puncture is severe, notify office and security immediately.

CHICKEN POX/MEASLES: Red, itchy bumps all over body – contagious. Send child to office immediately. Wash hands immediately if you have touched the child and see a doctor if you have never been vaccinated or had the Measles or Chicken Pox.

If you are ever concerned or unsure about any type of illness or injury, always contact an administrator. We can refer to our Health Guidelines and Procedures Manual, and if necessary, we can contact the BCSD Health Department Directly. It is also better to be cautious and get clarification as quickly as possible on any type of illness or injury.

HOLIDAY AND PARTY GUIDELINES

We encourage the celebration and recognition of holidays at Somerset Academy Village. Teachers may create activities, classroom parties, and other celebrations during recognized annual holidays. Please remember that for some of the most popular holidays, we host school-wide activities and events so always check with the Activities Director before planning independent activities within just your classroom or grade level. Elementary classroom parties may be planned for Valentine's Day only with approval from an administrator. All other holiday celebrations should commence with fun activities that have educational value, such as social studies lessons, projects, and arts and crafts activities.

It is very important to carry out holiday education, recognition and celebration with both a historical and a multicultural approach. Remember to include activities that reflect the holidays celebrated by all of the cultures within our school and around the world. Some examples of these are Hanukah, Christmas, Ramadan, Kwanzaa, Easter, Thanksgiving, Valentine's Day, Chinese New Year, St. Patrick's Day, Mother's Day, Cinco de Mayo, Arbor Day, Earth Day, and Father's Day.

One important note: Because of the very strong and differing feelings toward Halloween, we choose to celebrate this event as a "Fall Festival." Students may dress up for our "Storybook Parade" as a character related to a book or story of their choice and within your "Storybook Parade Book Report Guidelines." Also remember that we do not allow scary or gory costumes. Students coming to school in inappropriate costumes must be sent to the office to call their parents and request a change of clothing. With all holidays, please respect those who do not wish for their children to participate in celebrations and plan an alternate activity or assignment for those students as needed.

Please speak to an administrator for written approval if you wish to celebrate an uncommon holiday that might be considered controversial. Please do so also if you wish to teach or celebrate any holiday in a manner that might be considered offensive, unorthodox, or controversial in any way.

If any parties occur, please schedule these activities to ensure that no more than 45 minutes is allotted for the event.

Please contact an administrator at any time if you wish to receive clarification regarding any upcoming holiday.

Birthdays

At the elementary level, birthday parties are permitted within certain parameters. Birthday parties should only be held at the request of the parent. **Birthday parties must be held only during lunch time.** Birthday parties may not be more than 30 minutes in length. Additionally, birthday party invitations may not be passed out to the class unless invitations are being given to every child. If every child is not being invited to a birthday party, parents need to make provisions to distribute their invitations off school campus.

HOME LEARNING HOMEWORK POLICY

It is a school-wide policy to assign homework Monday through Thursday. Homework should be a **review** of what was previously taught within the class. Homework should not be the time to introduce a **NEW** concept. The homework assigned should be something that can be completed at home, alone, by the child. The amount of homework each teacher assigns should not exceed the following guidelines:

Kindergarten - 2 nd Grade	15-30 minutes per night
3 rd Grade – 5 th Grade	30 minutes – 1 hour per night
6 th – 8 th Grade	1 hour – 1.5 hours per night

*These amounts should be the total time a child should spend nightly,
not the amount of time per teacher.*

On Fridays and holidays, homework should be limited to only long term projects/reports, make-up work, incomplete work, or study at the discretion of the teacher. Homework should NOT be graded for anything other than participation. Please provide a modified amount of homework for ESE students or those that have attention issues or other learning difficulties. It is not the quantity of the homework that is completed, but rather the quality.

Nightly Reading Logs are strongly suggested to be given as a part of any child's nightly homework. These can be in addition to Homework allotments above and should be in alignment with AR whenever possible.

HOURS OF OPERATION

K – 3rd Grade School Hours:

Instructional Day:	8:30 a.m. – 3:00 p.m.
Drop Off Time:	8:15 a.m. – 8:30 a.m.
Morning Care Hours:	6:45 a.m. – 8:15 a.m.
Breakfast:	8:15 a.m. – 8:30 a.m.
Pick-up Time:	3:00 p.m. – 3:15 p.m.
After Care Hours:	3:00 p.m. – 6:00 p.m.
Sibling After Care:	3:00 p.m. – 3:15 p.m.

4th - 8th Grade School Hours:

Instructional Day:	8:15 a.m. – 3:15 p.m.
Drop Off Time:	8:00 a.m. – 8:15 a.m.
Morning Care Hours:	6:45 a.m. – 8:00 a.m.
Breakfast:	8:00 a.m. – 8:15 a.m.
Pick-up Time:	3:15 p.m. – 3:30 p.m.
After Care Hours:	3:15 p.m. – 6:00 p.m.

*No students will be permitted to be picked up early starting at 2:30 p.m. until the end of the school day. Exceptions will be made only for parents who provided prior notification in writing or in cases where an emergency arises.

**Designated teachers must wait with students at carpool until it ends; remaining students must be escorted to the office.

***Students not picked up within the Pick-Up Time will be assessed fees immediately upon pick-up by the office staff at \$1.00 per minute late; after 15 minutes late, a maximum of \$25 will be applied for aftercare supervision.

****Students who have siblings that are to be dismissed at different times must sign-up for sibling care. No student should be wandering around the school waiting for their sibling to be dismissed as this is a safety issue. Teachers must ensure that siblings enroll and report to sibling care if needed. Fourth through eighth grade teachers must ensure that students report to sibling care location immediately after dismissal.

EXCEPTIONS TO THESE TIMES will only be made during the first week of school and in cases of extreme emergency.

Staff Hours:

Instructional Staff Hours:	7:45 a.m. – 3:30 p.m.
Teacher Assistant Hours:	7:45 a.m. – 3:30 p.m.
Office Staff Hours:	7:15 a.m. – 3:30 p.m. (sub coordinator)
	7:45 a.m. – 3:45 p.m. (all other office personnel)
Security Staff Hours:	7:00 a.m. – 3:45 p.m. (times may be staggered)

*Please remember that you will need to use the time clock to punch in and out each day. Please be sure to make this a priority each morning and at the end of every day.

**Hourly Staff: If you will be working beyond your normal hours, you must first request permission in writing from the Principal using the appropriate form. Then, you must submit a signed Overtime Approval Form to our Human Resources Liaison. Failing to comply with this procedure is grounds for disciplinary action and/or termination.

I, J, K

INSURANCE

In order to participate in any off campus, after school activities, recess, field days, etc... students must have evidence of up to date Accident Insurance. Please ensure that a copy is kept on file. The Registrar and/or Activities Director can assist you with providing information regarding Student Accident Insurance.

INTERVENTIONS

Interventions are legally required for students performing below proficiency levels. Be sure to thoroughly read the requirements of teachers in Broward County's policy on pupil progression – Policy 6000.1.

Somerset and Broward County require all students who have significant academic deficiencies to:

- Receive a P.M.P. – Progress Monitoring Plan
- Receive the interventions listed on the P.M.P.
- Receive intensive academic assistance
- Receive additional scheduled academic instructional time in the deficient subject-area
- Attend Afterschool Tutoring
- Begin documented Response To Intervention (RTI) as appropriate

PMPs are done within Virtual Counselor and must be printed, dated and signed by parents. This form should be completed by the end of the first quarter for any student who meets the criteria outlined in Policy 6000.1. It should also be completed for any student who you feel HAS THE MERE POSSIBILITY of being retained. Additional PMPs can be completed at later points in the year at any time a student begins to be performing below proficiency levels.

Students who are performing below grade level in any subject area should be provided with interventions that are documented. If documented interventions are not working, teachers should contact the ESE Department for suggestions. The ESE Department should also be notified if any child is experiencing severe learning, physical or behavioral difficulties and/or is working more two years or more below grade level. This child should be referred for RTI. Please be sure you get all necessary paperwork and keep documentation and Anecdotal Records as needed for that child.

Any child with an IEP must, BY LAW, receive all accommodations listed on that IEP. Please be sure that you thoroughly read the IEP of any student you are instructing and implement it as required. You must also release ESE students to ESE teachers as scheduled. All ESE documentation must be completed as requested by the ESE Specialist and be sure it is completed in a timely manner. If you have any questions regarding your responsibilities on the IEP or need suggestions on how to work with any ESE student you are assigned, please schedule to meet with the ESE Specialist.

Interventions are also required for ELL students. ELL students can be accommodated by using the ESOL strategies and by pairing them with another student of the same native language. If you have a student in your class who speaks little or no English, please speak to the ESOL Coordinator for assistance with interventions and grading.

IT SUPPORT

Our school is filled with technology that we expect you to utilize in order to maximize student learning and prepare them for the 21st century. IT support staff can be contacted to assist you with this. They can not only show you how to use the technology that you have, but they can also assist you with any technology that may be malfunctioning. An IT Request Form can and must be completed as soon as you are aware that a problem has occurred with your hardware or software. Also, contact our IT support staff via email from the SYMBITS icon on your laptop.

KEYS

Every staff member will be issued keys. Please keep your keys in a safe place and refrain from giving students your keys. You will receive keys for the bathrooms, your classroom, your desk, your cabinets and possibly the building. You will sign for all keys you have received prior to the start of the school year. If you lose the keys that you have been issued you will be responsible for fees related to replacing them. If a classroom key is lost, it will have to be given a new barrel and new key altogether from a locksmith. You will be responsible for those fees, as well.

L

LESSON PLANS

Lesson Plans should be completed each week for each subject area that you teach using the school-wide lesson plan template. Remember to show what students will be learning and doing...not what teachers will be doing and teaching.

All daily assessments must be documented appropriately and entered into in a timely manner. At least twice per week per subject (on all graded work), a formal assessment must be included in lesson plans that documents measurable achievement. These formal assessments should be written by indicating the percent of students who will master the content and the percent score that is the proficiency goal (i.e., 80% of students will score 85% or better on the "multiplication by 10's" quiz). All recorded grades must be dated and titled. ***Keep in mind that 80% of your students***

achieving 80% or higher is a good benchmark for you to follow as a teacher to know whether your lessons were successful.

All abbreviations must be identified and understood by administration and/or a substitute teacher.

All teachers must use the Lesson Plan template provided by administration. They can be typed or neatly hand written, but they must be printed out weekly (ahead of time) and submitted electronically no later than 8:00 a.m. Monday morning of that work week in order for them to be reviewed by administrators whenever necessary. Once printed, they should be put in the lesson plan binder provided. Lesson plans must be out and available to the principal or designee during classroom visits or immediately prior to and during an official observation in a visible spot on your desk. Never leave lesson plans at home as these are considered official legal documents.

Lesson plan books should contain the following information:

1. Daily schedule of classes, procedures, and duties that occur
2. Daily lesson plans
3. Subject grouping list of students (i.e., who is in what reading group, if applicable)
4. Class list of students and seating chart
5. Health, safety, and emergency information and procedures
6. Pertinent documents regarding ESE AND ESOL children and related classroom activities
7. Arrival and Dismissal procedures

M

MEDICINE

All medications will be administered through the office by personnel who have completed the Health and Medicine training course. Only medications that are supplied in the original container, unopened, and authorized by a physician with the proper accompanying paperwork may be administered. Water, Band-Aids, and ice are the only items that may be administered by someone other than office personnel. If you see a student holding or taking any medication, it must be confiscated and taken to the office for safe keeping. Students taking medicine without the school's knowledge can result in a safety issue for both the student and others in the school. See "Handling Health" for additional information.

MEETINGS

Staff meetings and team meetings are important times where staff comes together to discuss upcoming events, learn new information, share best-practices, problem-solve school-wide concerns, gain direction regarding student assessment, recognize achievements and grow together as a learning community.

It is very important that all staff attend scheduled meetings. Attendance is taken at each meeting. However, if you do miss a scheduled meeting, it will be your responsibility to contact a colleague or support staff member to make sure you are updated on the information that was presented.

Generally, ample notice is given for scheduled meetings, so unless there is an unexpected emergency, we expect everyone to attend. Taking university courses is not an approved reason for missing meetings unless these began prior to the start of the school year. Likewise, a doctor's appointment is not approved reasons for missing meetings unless there is an EXTREME emergency or special procedure scheduled. If you do have to miss a meeting, please be sure to request permission from an administrator in writing in advance. If you know you are going to be absent in advance,

please complete an Absence Request Form. Upon your return, it is your responsibility to get any information you missed.

- Team Meetings will be held weekly. Team Leaders will first meet with you to come up with days and times that work best for everyone on your team. They will then present you with your team's meeting schedule. Whenever it is available, meetings are expected to be held in the conference room and/or during planning times or before or after school. Meeting minutes will be required to be taken during each meeting and must be turned in to administration weekly.
- Staff Meetings will be held on the first Tuesday of each month in the Media Center. If the first Tuesday is a holiday or day off, these meetings will be held on the second Tuesday.
- Committee Meetings are held on the third Tuesday of every month.
- Leadership Team Meetings are held bi-monthly on the second and fourth Tuesday of every month.
- SAC Meetings are held every other month (This is subject to change).

**Again, if you are taking continuing education courses or workshops, please be sure to schedule them around Staff Meeting dates. Too much important information is covered at these meetings for you to miss regularly.*

MONEY COLLECTION

Below are the required procedures for collecting monies, preparing for field trips and requesting reimbursements. Please adhere to these very important procedures to ensure compliance with all requirements. **If money is to be collected for any reason, the principal must first approve the event, activity or fundraiser in writing in advance.** The Activities Director should be contacted for any type of activity that involves money collection. She will work closely with the Treasurer on all transactions. **The Principal is the ONLY PERSON who may approve contracts, school-placed orders, activities, and money collection for any reason.**

Cash, checks and money orders will be accepted. If cash is collected, a record of this must be recorded on a Money Recap form. If a parent requests it, the treasurer will write a receipt. Please note that once a parent receives notification that checks for payment have bounced on two (2) separate occasions, only cash or money orders will be accepted from that parent. Checks may not be written for amounts under \$20.00.

COLLECTING MONIES

The principal must approve all activities requiring the collection of monies from students or parents (including collection of money for field trips or holiday events). Once the activity has been approved in writing using all appropriate forms and money is being collected, a RECAP (of money collection) Form must be completed for each day's collection. Separate Recap Forms should be completed for separate activities. When turning in a RECAP Form with the money you have collected in your blue zipper pouch, please make sure the following information is completed and process is followed: (Recap Forms will be sent back to you if information is incomplete.)

1. Current date
2. Account Name (i.e., Field Trip, United Way, etc.)
3. List each student's name individually (First and Last name must be listed), the form of payment (i.e., cash, check, money order) and the amount paid. If a check is written, the check number needs to be noted.
4. Total the RECAP Form at the bottom. Please be accurate!
5. All cash should be facing the same side and direction when turned in.

6. Sign the RECAP Form.
7. The form must be completed in pen and all mistakes on this form must be initialed.
8. **Money must be turned in no later than 1:00 p.m. and may never be held overnight or taken home.** This is grounds for termination. Additionally, if money is lost or stolen, you will be held responsible to pay it.
9. If you are not finished completing your Recap Form and it is almost 1:00 p.m., simply turn in the form with a green slip which indicates that you are not yet ready for this money to be counted. The Treasurer will return your bag to you the following day just as you turned it in so that you can complete the Recap process.

Important Points of Emphasis:

- A separate RECAP Form must be filled out for each activity you are collecting money for.
- It is the teacher's responsibility to make sure that the money is given in designated money bags to the Treasurer only. The school is not responsible for money turned in to anyone else or money that is lost or stolen.
- Never send students to the office with money bags.
- If money is held overnight or taken home for any reason, this is grounds for immediate disciplinary consequences and possible termination.
- Money may NEVER be collected or spent without the Principal's authorization in writing.
- Do not purchase anything that you expect to get a reimbursement for without discussing it with an administrator prior to the transaction. If something is purchase and a reimbursement requested is submitted, it is possible the individual will not receive payment for the item(s).

MORNING CARE

All students will remain in room 100 until the morning care staff releases them to their classroom no earlier than 15 minutes before the start of the scheduled school day. No student is allowed on campus before 7:45 am unless he/she is in morning care. If a child is found on campus more than 15 minutes before the start of the school day, he/she will be placed in Morning Care/ Sibling Care, and a fee will be issued of \$10.00 per day. If a child should knowingly be in Morning Care, and they are found in a place other than Morning Care, a detention must be issued.

MORNING SHOW (WSAV)

The morning show provides important daily information that needs to be shared with both students and teachers. It also provides us with the motivators, character education, lunch updates, etc.... Therefore, it is **mandatory** that the morning news show be viewed in a quiet setting daily in every classroom.

MOVIES

Movies to be viewed in class must be rated approved by an administrator before being viewed. They must serve an educational purpose and should not be used as a time-filler on hectic days, holidays, or testing without notification to and approval by an administrator. The relationship of the video to what is being taught in class must be documented in lesson plans in advance.

If you wish to show a video that is rated above "G", it must be previewed and/or approved by an administrator in advance. **Approval must also be obtained by the parents of the students in your classroom via a permission slip typed by the teacher and initialed by an administrator.** The permission slip must include movie title, rating, why it received rating, purpose of showing movie, and relation to State Standards. Students who are not permitted to view the

video must be given an alternative related assignment during the video showing. Movie title rating that are rated "R" may never be viewed in school. Please complete the appropriate request form for DVD/VHS authorization when needed. A DVD/VHS player is available for use.

Discovery Education/Safari Montage videos may be viewed at any time as long as they are related to the content being taught in your classroom and are used in balanced conjunction with teacher instruction. These are shown via the internet by logging into BEEP for Discovery or typing "safari" in your internet address box. They are viewed through your laptop and LCD projector.

N

NEW EDUCATOR SUPPORT SYSTEM (NESS)

As each school year commences, we do our best to support our new teachers as they start their beginning years as educators. We feel that the best way to support these teachers is through a well-rounded, structured program that trains our new educators in specific domains of teaching.

Some of these domains include the following:

- Instructional Organization and Development
- Presentation of Subject Matter
- Verbal and Nonverbal Communication
- Management of Student Conduct.

We encourage our new educators to attend the monthly NESS meetings scheduled so that they have an opportunity to share their successes, challenges, and learning experiences. We also use these meetings as training sessions based on our NESS needs assessments and observations. We also request that all of new educators attend the New Teacher Academy. (Reimbursement for attendance to NTA workshops is based upon yearly budget and will be approved by the Principal as requested). A variety of mentoring strategies will be available to you along with the assistance of our NESS Coordinator and your grade-level team leader. You will receive a NESS binder with helpful tips and information for these things and much more! Remember that our entire staff is a family and we are all a resource to you. After all, we were all beginning teachers once ourselves!

NOTIFICATION

It is important that the school always be able to get in touch with a parent or guardian during school hours. Please make sure to update the office and DPC, Mrs. Smith, if a parent gives you up to date phones numbers.

O

OPENING EXERCISES

Primary Responsibilities:

1. Take Attendance
2. Take lunch count and turn it in by 9:00 a.m.

3. Students complete their morning routine and bell ringer
4. View/Listen to the Morning Announcements
 - Recite the Pledge of Allegiance
 - Recite the Gator Oath
 - Visually check for and correct uniform violations
5. Collect and recap any money collected

Attendance

Attendance data must be submitted electronically by 9:00 a.m. daily through the electronic gradebook, using the codes provided in the Teacher's Guide. If the electronic gradebook is down, please send your attendance to the front office with a student. Any student not in his/her seat by the time the morning bell rings must be marked tardy or absent. He/she must also have a pass from the office to enter your classroom after the bell rings. Attendance entries should be corrected if you have been notified that an absence was excused. Parents are required to notify you in writing within 48 hours following their child's absence from school in order for an absence to be changed.

- If you notice that a child is absent or tardy beyond the acceptable Attendance Policy 5.5 parameters, even for illness, or if a child exhibits a pattern on nonattendance, notify administration immediately via email.
- If a child is absent for more than two consecutive days, you should contact the parent to identify the status of the student and find out when he or she will be returning to school. Prepare any make-up work for the student, as well. Students will also be notified through Parentlink if they were not marked present for school.
- If any parent wishes to remove their child from school for an extended period of time (2 weeks or longer), they must have permission from an administrator.
- Students who are suspended will be marked as unexcused. Administration will notify you as to whether or not homework and class work can be made up for credit.

Attendance must be taken during the first 10 minutes of every period for grades 6th – 8th.

Morning Announcements:

Ensure your class remains quiet during morning announcements. Important information is shared during this time. In addition, please be sure that your students stand to recite the Pledge of Allegiance and the Gator Oath. We expect all students to have these memorized shortly after the start of the school year.

OBSERVATIONS

Observations will be conducted by the Leadership Team members throughout the school year. These can be both formal and informal and announced or unannounced. These may also be non-evaluative (such as information-gathering Classroom Walk-throughs) or evaluative (such as those done through using the FPMS SSOI form). See "Evaluations" for more information.

P

PARENT COMMUNICATION

Requirements:

- ✓ **Minimum of two in person conferences per year;** parents must be issued a Conference Pass by their child's teacher. Parents will need to submit the Conference Pass to the receptionist in the front desk prior to meeting with the teacher.
- ✓ **Weekly School to Home Folder check;** School communication folders are to be purchased by the students and should be sent home every Thursday for all students. Inside should be checked work and homework for the week, and any school issued papers that need to go home.
- ✓ **Daily use of the Student Planner;** notes and homework should be written in the planner at least weekly for ALL students or more frequently as necessary and parent signatures should be evident to ensure planner notes have been reviewed
- ✓ **Email can be used if it is a parent's preferred method for communication**
- ✓ A weekly updated schoolnotes.com page (Please print this and send it home with students who may not have a computer or internet access)
- ✓ **Interims** for every child mid-quarter
- ✓ **Academic Deficiency Failure Notices** should be issued as frequently as needed when I student has dropped two or more grade levels in one marking period or has a D or F in a subject area during a marking period
- ✓ **Weekly grades** (2 minimum) in the electronic gradebook for each subject
- ✓ **Report Cards** quarterly
- ✓ **Email and phone call response within 24 hours** or sooner if urgent or needed
- ✓ All teachers are required to keep a **parent contact log**. This will be beneficial for you to maintain.
- ✓ Phone calls should be conducted periodically to report both good information/positive progress and to report any academic or behavioral concerns.

Tips for Conferencing with Parents

- Complete the conference form ahead of time whenever possible to keep the conference focused and on track.
- ALWAYS start with a positive comment about the child.
- Never discuss too many "problems" with the parent during one meeting. Try to keep it to no more than three focus areas.
- If a parent is yelling, calmly listen until he/she is finished. Then repeat "the facts" of what you feel the parent is concerned about (eliminating the emotional comments). Ask the parent if you have it correct. Then begin to problem-solve to remedy or improve the problem or concern.
- If a parent is too hostile, request politely that you would be more comfortable speaking with him/her at another time or in the presence of a team leader or administrator.
- Have suggestions and strategies to remedy any problems on hand. Parents are looking to you, the expert, for answers to academic and behavioral concerns. If you feel that you cannot fix the problem yourself or provide the proper suggestions, consult an administrator or ESE specialist to set up a child study.
- Have dated documentation to back up your evaluations, grades, and observations of the child. Include Anecdotal Records when necessary. This should be located in each student's portfolio.
- Allow parents to view student portfolios at conferences. Bring it out immediately.
- Always document parent input and actions he/she is expected to take to help the child. It is a team effort after all!
- BE SURE THE CONFERENCE FORM IS SIGNED BY ALL PARTIES PRESENT AND GIVE COPIES TO THE CHILD'S PARENT/GUARDIAN. FILE THE ORIGINAL IN THE PORTFOLIO.

- NEVER discuss a student's problems in front of the child without first speaking privately to the parent. Ask the child to step outside before the discussion begins. Then, call the student back inside to review his/her responsibilities for trying to do better.
- Be realistic. Don't promise to do things that you know you can't keep. For instance, don't promise to send home daily behavior reports with hourly feedback unless you feel that you can manage that task.
- Keep your word. If a parent asks you to send home extra enrichment work, for instance, send it within a reasonable time. If you know you are very busy, give the parent a realistic time for when you will send extra work home. Also suggest ways the parent can find the materials on their own.
- Stick to the agreement of the accommodations and/or strategies that you promised to implement for the student, even if the parent doesn't.
- Schedule follow-up conferences as necessary.
- Be sure to document, document, document – in writing - everything discussed and planned.
- Clearly document if a child is in danger of failing a subject or grade level. Do this early on with enough advance notice to give the parent and child a chance to correct the problem. Be sure you have documentation that the parent has been notified. Get a signature from the parent/guardian, as well.
- Do not rely on planners for documentation as these can sometimes disappear at very inopportune times. If you have a concern that needs to be documented, make a photocopy of the planner pages, if necessary.
- File all conference forms in the student's portfolio.

PARENTLINK

Parents are often called through a system we used called Parentlink. This system sends out mass messages with reminders about school events, paperwork due, and safety and emergency reminders. Please check with the Registrar to ensure that students have the correct telephone numbers entered into TERMS so that they are receiving the Parentlink messages sent. This is extremely important for school to home communication.

PHOTOCOPYING GUIDELINES

Copies will be made for you this year. Staff members will complete a copy request form located in the front office and submit it to the front office, Mrs. Ross, at least 48 hours in advance for a timely response. Therefore, no staff member is to make copies unless there was previously approval. If you are making copies without prior authorization, this will lead to administrative actions. A few things to remember:

- Remember to adhere to copyright laws and cost considerations. Copying entire textbooks, for example, is illegal. Also, remember that copying is not free; therefore, use good judgment in copying only what is essential.
- Our copying is monitored. If excessive copying is conducted, we will have to ration everyone's copy privileges. Please avoid this by being a conservative copier.
- Be a good steward of copying.
- Take all copied papers with you.
- DO NOT LEAVE COPIES LYING AROUND.
- Throw away trash. Use the recyclable bins when appropriate.
- Please notify administration when any large packets or mass copies are being made.. These should be made before or after school.

PHYSICAL CONTACT

It is very important to be conscientious when interacting with students, parents and colleagues and to respect their personal space. Be sure to never touch a student in any way that could be misinterpreted. Never be alone with a student. Never enter student bathrooms. Ensure that you never touch a student when you are angry or otherwise upset. Moreover, ensure that a professional relationship between you and your students, parents and colleagues is always maintained. The perception of impropriety or any actual impropriety of any kind must be addressed through progressive disciplinary action and can lead to possible termination and legal action against you.

POLICY 6000.1 PUPIL PROGRESSION PLAN

Somerset Academy Village maintains BCSD's Policy 6000.1 regarding Pupil Progression. Students who have not achieved the required performance measures will be retained. Early identification, timely intervention and a record of services are a must. Document, document, document. It is extremely important that each classroom teacher meet with the administration and parents as soon as possible at the first "red flag" of concern that you see for any student. If a student is experiencing academic difficulties, a documented plan must be effectuated as soon as possible, and P.M.P. (Progress Monitoring Plan) must be generated and parents must be notified. It is extremely important that every teacher read Policy 6000.1 (it is updated each year) to identify what documentation, interventions, and student progression requirements are his/her professional responsibility. The following activities must occur prior to retention:

1. Teacher - Student and Parent – Teacher Conference (documented)
2. Guidance - Teacher – Administrator Conference
3. Classroom Interventions dated and logged (with the assistance of the ESE Specialist if needed)
4. Progress Monitoring Plan and additional interventions as well as Academic Deficiency Notices dated and logged
5. Guidance Parent Conference - Contact parents in person and in writing concerning possible retention (documented)
6. RTI/Cooperative Consultation when appropriate

Typically, a student may only be retained one time in the primary grades and one time in the middle grades unless he/she is in 3rd grade and fails to meet the criterion outlined in Policy 6000.1. *Note: Parents may request retention at any time. All of the above actions must be documented and include the necessary signatures from all parties involved.*

PORTFOLIOS AND CUMULATIVE FOLDERS

Please note that procedural guidelines may be made to this section during the course of the year.

Student information can be found in TWO places: First is the portfolio folder which contains samples of student assessments and work with dates. This work should be kept in individual hanging files in your file cabinet for each student that you teach for the core subject areas of reading, language arts, science, social science and mathematics. The second place that information can be found is in the Cumulative (CUM) Folders which contain official information and formal assessment results. When a child exits the school both folders will follow the student. DO NOT PUT ANY PERSONAL NOTES IN EITHER THE CUM OR THE PORTFOLIO FOLDER.

Student Portfolio

In order for parents and school staff member to be able to quickly obtain a picture of where students are academically, student portfolios need to be set up EXACTLY as follows:

1. One hanging folder for each student in the classroom.
2. A completed Portfolio Cover Sheet.
3. Within the hanging folder you should have 3 manila file folders: one left, one center, and one right justified.

The left justified tab is labeled: **"Academic"**. In this folder you will maintain records of:

- Writing Samples from August, January, and May (Clearly Dated on each sample) scored with a school rubric. (At the end of the year, only place a beginning and end of year sample in the portfolio.)
- Any Failing Tests (Parents should have been notified of the grade).
- Any samples of work you may need to justify RTI or support a Report Card grade.
- Dated work samples representative of the student's overall progress.

The center justified tab is labeled: **"Assessments/Evaluations"**. In this folder, maintain records of:

- Reading, Math, AND Science (if available) Beginning of Year Tests and End of Year Tests.
- Reading AND Math Benchmark Assessments (BAT 1 AND BAT 2).
- Reading, Math, Science, AND Writing FCAT results.
- FAIRS
- PMP's/IEP's (if applicable).
- Interim and Report Cards.
- Formal Tests (DAR, Voyager, etc.)
- Pre and Post Test Results

The right justified tab is labeled: **"Personal"**. In this folder you will maintain records of:

- Parent-Teacher Conference Forms.
 - Accident Reports.
 - Absence/Tardy notices from the parent/doctor.
 - Behavioral Referrals/Incidents or Contracts.
 - Student Textbook Contract.
 - Anecdotal Records.
4. Please use the labels provided to you.
 5. Be sure to date EVERYTHING that goes into the portfolio.
 6. Only maintain two year's worth of student information for your students in the portfolios.

Student Cumulative Record Folder (CUM)

If a student is transferring and/or graduating, the following documents will need to be removed from the student portfolio at the end of the school year and be placed in the CUM folder. *Clip the items and place in the "Assessments/Evaluations" folder in the student CUM:*

1. All Standardized Test Scores (FCAT, SAT, BAT 1 AND 2, Voyager, STAR etc.)
2. Copy of any and all Final Report Cards from every grade level
3. Formal Evaluation Reports (DAR, Aptitude or intelligence tests, Psychological reports, etc.)
4. Intervention Records (PMPs, RTI documentation)

Clip these items and place in the "Personal" folder in the student CUM:

5. Major Accident Reports (give these to the front office)
6. Disciplinary Records (Suspensions)
7. Parent/Teacher Conference Forms
8. Formal Teacher or Counselor Observations (if available)

9. Verified Reports of Recurrent Behavior Patterns (if available)

* It is very important that you follow these guidelines specifically and clip the documents accordingly, so that each year's materials are easily discernible.

Cumulative Folders (CUMS) Categories

CUM folders will be maintained by office personnel. If you wish to review a child's CUM folder, please see the DPC. She will provide you with a CUM Sign-Out Log.

Registration (Re-registration Yellow / New registration White / Sibling Pink)

Registration applications with the most recent application will be placed in the front.

- Authorized Pick-Up Form (duplicated in the Authorized Pick-Up Binder)
- Birth certificate
- Proof of Broward County residency
- Original Health and Immunization forms

Assessments/Evaluations (Blue)

Per Grade Level (Paper clipped by grade with the most recent grade placed in the front).

- DAR/Voyager Assessments
- All Standardized test scores
- Final Report Card
- PMP's/IEP's
- Formal Evaluation Reports (Aptitude or intelligence tests, Psychological reports, etc.)

Personal (Green)

Per Grade Level (Paper clipped by grade with the most recent grade placed in the front).

- Absence and Tardy notes
- Major Accident Reports
- Parent/Teacher Conference Forms

Critical/Medical (Red)**Academic**

- Grade level retention notification
- Emotional label (ADD, ADHD, EH, etc.)
- Child Study paperwork
- Failing/Flagged FCAT scores

Medical

- Notification/Paperwork on any serious medical condition
- Child Study paperwork (IEP or 504 plan)
- Severe allergies, diabetes, etc.

Behavioral

- RTI or ESE Paperwork
- Suspension paperwork and/or Behavior Contracts

POSTS

Every staff member has a morning and afternoon duty assignment. Each morning, teachers are required to be standing at their doors monitoring hallway behavior and greeting students walking into the classrooms. Select Support Staff and Teachers are assigned carpool duty and should be opening doors for students each morning. Homeroom teachers should be standing at their doors during arrival to the start of the school day where they can view both the hallway and their students. All staff are required to assist during dismissal as well. For more information, see "Drop Off and Dismissal Procedures" and thoroughly review the Posts Maps distributed during Preplanning week. If you have to use the restroom or have another unexpected reason which will prevent you from being at your morning post, it is imperative that you contact the office so that coverage can be arranged. Due to the safety factor involved, this should only be done for extreme, unavoidable extenuating circumstances (aside from having to use the restroom).

PROFESSIONAL DEVELOPMENT

If you wish to attend BCSD workshops and trainings to improve our teaching or to obtain points for re-certification, you can find information by accessing the BRITE portal. This is located on our school website, under **Teacher Links**. For more information regarding the BRITE portal and how to register for classes, see our Technology Information section. Before registering for a professional development activity that will occur during school hours, be sure to fill out an Absence Request Form to ensure that the school can obtain coverage for your absence. (This is not necessary if the school elects to send you to a training activity.) The Principal will determine whether or not an absence will be considered personal leave. Workshops will not be considered personal days if the school elects to send a teacher to the workshop for the benefit of the school or for the benefit of the individual teachers for a noticed area needing improvement. Please speak to our In-service Facilitator or an administrator if you need any assistance or have questions about registering for a professional development event.

PROGRESS MONITORING PLANS (PMP)

Broward Schools' Progress Monitoring Plans are a required document designed to document the interventions being applied to assist each child academically in meeting state and district expectations for proficiency in mathematics, reading, writing, and science. PMP's are issued early in the school year and are generated by grade level and subject area. Once these documents have been generated for students identified as academically deficient, a parent-teacher-student conference needs to be held to review the plan and ensure the parent understands what is being done to help his or her child. PMPs may be issued for any student at any time a teacher feels it is needed. Teachers may also add additional strategies and interventions being used to assist any of their students.

Q

QUESTIONS & CONCERNS

We encourage questions for clarification. We have an open door policy. Please feel comfortable to come to speak with administration about anything at any time. Office and instructional support staff are also excellent resources for getting procedural and school-related questions answered.

If for any reason you are going through something personal that you wish to be kept confidential, we encourage you to please speak to the administrator with whom you are most comfortable. However, please know that almost all such discussions will be confidentially shared with the Principal if the issue may potentially affect students, school policies or operations or if the issue may need HR-related assistance in any way. We will sensitively discuss any such issues with you in a closed setting if necessary.

If you have a question about a school policy or procedure or any other issue that you feel is not in the best interest of the school and/or should be changed, please first speak to an administrator about this in a private setting rather than making this a group discussion. If appropriate, we will address it on a larger scale in a group forum. We work collaboratively at Somerset Academy Village and believe in thoroughly hearing and reviewing all options to make the best decision for everyone. We are not opposed to change and welcome staff members to question any issue if they feel it will be constructive and lead to school improvement. Please be sure to maintain your professionalism when addressing any such issues.

R

RAINY DAY PROCEDURES

On rainy days different procedures must be conducted in lieu of traditional morning and afternoon dismissal procedures for the safety of the students.

Rainy Day Morning Drop Off: All staff must be at their posts assisting with drop off and student safety regardless of whether or not they may get wet. We advise you keep a rain coat and/or umbrella, along with an extra pair of slacks and shoes in your car when the weather is predicted to be especially rainy. Opening and closing the car doors in the carpool line is a must. All students arriving early to the walker and biker entrance should be encouraged to immediately come to wait under the covered area by the main entrance. If the rain is angling in and causing students to get wet, students should be directed to wait inside of the cafeteria. Bikes must remain outside. Please remind students to walk. Walkways can get slippery when wet, and we want to prevent potential accidents from occurring.

Rainy Day Afternoon Dismissal: All staff members should wait for an announcement that we are instituting Rainy Day Dismissal Procedures. If this announcement occurs, carpool students should be dismissed by waiting in the cafeteria. Teachers should use portable radios to communicate, going to car windows to get student names and calling them back to staff inside to send students outside only when their car is there. Walkers and bikers should be held if there is lightning, in the Media Center and/or designated classrooms. They may also wait inside of the main entryway corridor. No recess, athletics or aftercare recreation time is permitted if there is rain and/or lightening present.

RECESS

In an effort to promote better health among American children and to fight childhood obesity, legislation requires that all elementary students (K-5) receive 30 minutes of exercise daily. Since this is mandatory, students may never be punished with loss of recess unless a parent requests this or an administrator authorizes this.

Recess Regulations

- Entire classes may never miss recess.
- Teachers wishing to take away recess as a way to implement consequences to poor behavior or find make-up time for incomplete work must come up with an alternative actions due to the new legislation.
- Students who “lose recess” due to behavioral consequences or failure to complete homework must be permitted to walk or jog outside in a rectangle or straight line to ensure they are receiving some sort of physical exercise. If this is being done as a consequence, students should not be permitted to interact with other students while exercising.
- Middle school students (6th, 7th and 8th grade) do not receive recess.
- Recess must be conducted during allotted times unless administrative approval is given for an alternate time. No teacher may ever schedule recess in lieu of instructional time without administrative approval.
- Students should never be permitted to leave the play area to retrieve a ball that has gone over the fence. Whenever there are multiple staff members outside, one staff member can retrieve the ball. Otherwise, it will have to be retrieved by security or at another time.
- Only equipment that is age-appropriate for your grade-level may be used. The playground structure is for ages 2-12; however the Fitness Equipment is for use only for students ages 5-12.
- Students should never be left unsupervised in the classroom while you are outside at recess.
- Rainy days warrant inside recreation/game time. Obviously, no ball throwing or running should occur indoors at any time.
- **You must continuously supervise your class by walking around. Do not cluster with other teachers.** You should be spaced out for more effective supervision. Do not bring out chairs to sit down during recess. Most behavior incidents and accidents occur during this time. If one does occur, notify another teacher, a security officer or send two responsible students to the office to get help immediately.
- **Take even light injuries seriously.** You never know when an ache or a bump may be more serious than you think. Accident Reports must be filled out and parents called when necessary. It is always best to air on the side of caution and be overly concerned rather than nonchalant. This may prevent a future lawsuit.
- No water fountain or bathroom use should occur during recess. This should be conducted as a class before or after the scheduled recess time to ensure students are being adequately supervised.
- Somerset does not tolerate any recess behavior deemed dangerous or characteristic of bullying. Any signs of roughhousing, pulling clothing, fighting, wrestling, etc. should be stopped immediately through teacher intervention. Students should never tackle, violently push, pinch, punch, or roll on the ground during game playing. If a student comes to you with accusations of being treated inappropriately, please take these concerns seriously.
- Use weather sense. If it's muddy, play on a dry surface or inside. If it's excessively hot and humid, conduct indoor recess or work with other teachers outside to supervise water breaks.
- Be considerate of the P.E. teacher(s) who may also be sharing a space close by.
- If you have an issue with regard to sun exposure on your skin, we encourage you to wear sunscreen and a hat during recess time. If there is an extreme, documented medical issue, please see administration.

RECORDING STUDENT ATTENDANCE

Teachers are responsible for keeping both a hard copy and an electronic copy (via the electronic gradebook) daily with student attendance. Attendance should be updated with corrections when and if notes come in from parents explaining

whether or not an absence can be considered excused. Middle school teachers should be taking and recording attendance every period for every class. Please see Attendance Policy 5.5 for specifications on what is considered an excused absence. Generally, illness, religious events and doctor's appointments are approved absences. Vacations and parties are generally not approved as excused absences.

Unless a medical issue has occurred, any student who is going to be absent for more than a week and knows this in advance should bring a note signed by the parent explaining the reason for the absence. This should be presented to the DPC. The DPC will consult with administration to determine whether or not the absence will be excused and whether or not make up class work and tests can be given.

See "Opening Exercises" for more information on student attendance.

REPORT CARDS AND PROGRESS REPORTS

Progress Reports are issued at the halfway mark of each quarter and Report Cards are issued at the end of each quarter. Please refer to your staff calendar for dates that comments and grades are to be updated and posted in your grade book. All grades and comments should be up to date, edited, and ready for printing on the dates specified. Ensure these documents are turned in early for proofreading by administrators; we want to ensure you have ample time to make any corrections necessary and to reprint any reports. See "Grading" for more information on this.

RESOURCE REQUEST PROCEDURES

Teachers requesting any specific supplies must write-up requests/orders and submit them to the Principal. This includes any books, media materials, manipulatives, or other resource suggestions. Each request will be considered in regard to its necessity, cost, and ranking of importance. Considered requests may or may not be granted and will be determined by the Principal.

If approved for reimbursement prior to purchase, reimbursement and requisition forms must be submitted to the school treasurer for the appropriate approvals. Purchases that go through the school will be placed by administrators. You may be required to complete additional paperwork. Somerset Academy is a not-for-profit organization and cannot reimburse for tax fees assessed. Therefore, be sure to use our Tax-Exempt form or number if you are expecting reimbursement.

At NO TIME should a teacher place his or her own order under the school name without written approval from the Principal. This is grounds for termination. Any materials you order without authorization will become your financial responsibility.

At NO TIME should a teacher purchase materials without written authorization and expect to be reimbursed.

All merchandise will be received by a designated member of our office staff. This person will notify you when your order arrives so that you can come and check in the items from the delivery/packing invoice. Office staff will also make arrangements to have the items delivered to your classrooms. At NO TIME should you remove a box from the office, even if your name is on it. When the merchandise is delivered to you, you will receive a copy of the invoice for your records. It is of interest to you to keep a file of all invoices you have received for your records.

RESPONSIBILITY TO KNOW AND INFORM

Every teacher has the responsibility to know general background information about our school. There will be many times throughout the year that parents will ask you about charter schools, registration, school policies, and other information. You have a responsibility to know that information and to accurately share that information to others.

To assist you, we have compiled a list of Frequently Asked Questions. Please review these so that you are an informed informer!

QUESTION: What is a Charter School?

ANSWER: A Charter School is a public school of choice that is state-funded but privately operated. Charter Schools have the freedom to set their own policies related to such things as discipline policies, philosophy, teaching methods, curriculum, human resources management and staff development.

QUESTION: Who is eligible to attend Somerset?

ANSWER: Any Kindergarten through 8th grade children of school age residing in Broward County selected by open and/or lottery enrollment.

QUESTION: Is your school accredited and have you received any special recognition?

ANSWER: Yes, we are SACS CASI Accredited both as an individual school and as a district. Somerset was the first charter school organization to ever be District Accredited. We have also received the Gold Seal of Excellence award for several of our schools; this award is given to charter schools demonstrating academic, fiscal and overall success as a school organization and is issued for charter schools pioneering innovative strategies that can be a model schools and mentors for other charter schools.

QUESTION: When can I register?

ANSWER: Re-registration for existing students occurs in February and open registration begins in March. Registration dates and times are posted on our website annually as registration approaches at www.somersetwm.com.

If enrollment surpasses the available number of seats in any particular class/grade level, all new students registering will be placed on a wait list and enrolled through a lottery selection process. Students thereafter will be put on an ordered wait list and enrolled as openings become available. *Please note that all documentation specified on the registration form must be submitted in order to be considered for lottery registration.*

QUESTION: What grades does the school register?

ANSWER: For 2014-15, we will be registering students in K – 8th grade.

QUESTION: Do you have a lottery? If so, how does it work?

ANSWER: Yes, we are required to use a lottery process for enrollment and/or any time that a grade level has more applicants than there are seats available. A lottery is a random selection of students. Here's how it works:

1. When you register and submit a completed registration packet, you will be given a lottery number.
2. We then put all of the lottery number slips into a container and randomly select them. We select them until the number of seats available in the grade level is full. Please note that siblings, faculty children, neighborhood students and military families do get preference. Also, please note that students are selected based on specific class and grade level availability. For instance, if the 8th grade gifted class is full, there will be a wait list for that class. If an intensive class is full, the same procedure applies.
3. We continue to select the remainder of the lottery slips and place them on a wait list in the order they were randomly selected.
4. We then post all selected numbers on our website. You can log onto the website to see if your lottery number was pulled. *If selected, you will be required to contact us within three (3) school days of the lottery posting to confirm and reserve your child's seat.* If you do not have access to the Internet, you can call the school to find out the lottery results for your child.

5. If your child was placed on a wait list, we will call you when there is an opening in your child's grade level. Please be aware that the wait list is created through the lottery process.

QUESTION: When can I re-register and when will I know if my child has been accepted?

ANSWER: Re-registration begins in February for current students, siblings and Somerset Academy student transfers and students will be accepted as long as volunteer and any outstanding financial obligations have been met, and there are no scheduling conflicts (applicable to transfer student only). New students to Somerset begin registering in March of the current school year, and the lottery is typically posted in April. We post the lottery results on our website, www.somersetacademycm.com by 5:00 p.m. on the listed lottery posting date(s) selected annually. As long as you confirm acceptance within three (3) business days, your child will be accepted. Please note that all documentation specified on the registration form must be submitted prior to the lottery in order to be considered for lottery registration.

QUESTION: How do I confirm my child's acceptance?

ANSWER: You may confirm your child's registration using any of the following methods:

- Call us at 954-390-0971. Be sure to tell us you are accepting and list your child's name and grade.
- Fax us at 954-390-0972. Be sure to tell us you are accepting and list your child's name and grade.

IMPORTANT: If we do not hear you within three (3) business days, we will assume you are NOT accepting your child's seat, and we will remove your registration application from our files.

QUESTION: What do I need in order to register?

ANSWER: In order to register, you will need to have completed and submitted the following documents to the school:

- A completed registration packet
- A copy of your child's birth certificate
- Two forms proving that you are a Broward County residence (such as a driver's license and utility bill)
- Up to date health and immunization forms (the originals – one is blue and the other is yellow)
- Previous reports cards and academic transcripts including standardized test reports
- A copy of your child's current health insurance coverage (for the required student accident insurance documentation).
- A copy of your child's final report card no later than June 30th, 2014 or the as soon as possible.

If your child is coming from a Broward County public school, we will request these records for you, and you will need only to fill out the completed registration form. Please remember that we must have *ALL* required documents in order for your registration application to be considered complete.

QUESTION: Are there any contracts or other special requirements to be a part of your school?

ANSWER: Yes, we do require all parents and students to sign the following:

- The Somerset Code of Conduct
- The Broward County Code of Conduct (distributed on the first day of school)
- A Parent Volunteer Application and Contract (A minimum of 30 and a maximum of 40 volunteer hours are required per family. Please see contract for more details.)
- All agreements and Parent Compacts outlined in the Registration Packet.
- An agreement to follow the guidelines listed in our school Handbook. (To read a copy of our current Handbook, please go to our website and click on the link for our Parent/Student Handbook.)

QUESTION: What is the difference between a charter school and a public school?

ANSWER: Charter schools are public schools. However, we are both publicly and privately managed and funded. We follow the same calendar as the public school system. We abide by most of Broward County's policies, but we also have our own individual policies and procedures in place.

QUESTION: What is the difference between different charter schools?

ANSWER: All charter schools are public schools; however, some are municipally run and funded while others are privately run and funded. Each also has its own philosophy and vision. For example, some charter schools focus on technology or performing arts while others do longitudinal studies on different ethnic groups of students and how they respond to certain educational programs. Others are run almost exactly like a public school.

QUESTION: How is *your* charter school different?

ANSWER: Our school has a strong academic focus and believes that each child should learn at his or her own pace, so we try to individualize our program to meet each child's level and learning needs. Our educational philosophy is based on some of the principles listed below:

- Somerset Academy believes that a school should be a place where students love to learn, teachers love to teach, and parents are a key part of the educational process.
- We believe that students work "up" to standards that are set for them and so we set high expectations for all of our students.
- We believe in a "teaching by doing" approach to instruction and incorporate "hands on" activities in all of our instruction.
- We believe that all students can and will learn.
- We believe that each learner is unique; therefore we structure our academic program to meet the needs of each individual learner. We also allow learners to work at their own pace and engage in activities that meet different learning styles and levels simultaneously.
- We believe learning should be relevant and fun.

QUESTION: Do you provide transportation?

ANSWER: We work with our parents to facilitate and contract carpool transportation. Students may also walk, ride their bikes, or elect to contract with private bus companies of their choice. When you register, we can also provide you with the names of some licensed private bus companies that can transport your child to and from our school; however we are in no way affiliated with these companies and cannot recommend one particular company to you.

QUESTION: Will my child get preference if transferring from another Somerset Academy school?

ANSWER: Yes, we are all a part of Somerset Academy, Inc. Students do get preference if your child or a sibling attends any of our campuses. Somerset makes every attempt to allow students to transfer between campuses providing (1) space is available and (2) the transfer is initiated during the re-registration period. However, we cannot guarantee that this transfer will be granted. Be sure to note that you are transferring from one of our other campuses on page one of the re-registration form.

QUESTION: How old does my child have to be to register?

ANSWER: In order to register for Kindergarten, your child has to be 5-years-old by September 1st of the current school year. If your child is coming from another country or a private school and is in a grade above their age-level grade, you will have to show proof of promotion to the next grade level on a final Report Card signed by the principal or headmaster of the accredited school. Additional testing may also be required. Final authorization of this grade placement is determined by the Principal.

QUESTION: My child has an IEP or EP and requires special services. Can he/she attend your school?

ANSWER: Yes, as a public charter school, we provide ESE services as necessary under the guidelines of the IEP. We ask that you bring a copy of your child's current IEP prior to registration and meet with our ESE specialist and/or administrative team to discuss our ESE program and your child's IEP in order to be sure that our school is the best possible placement for your child.

QUESTION: Do you have a gifted program?

ANSWER: Yes. While we do not have self-contained gifted classes, we follow goals and objectives specified on each student's EP. Students labeled "Gifted" receive instruction with a gifted-focused curriculum. We also offer gifted, Pre-AP and accelerated classes for both our gifted and our high achieving students. For more information about this, please contact our ESE and Guidance Departments.

QUESTION: Does your school get graded? What is your grade?

ANSWER: Yes, all charter schools get graded the same as all public schools get graded. Each year, our school grade can be viewed by looking on our school website, www.somersetwn.com, on the Broward County Schools website at www.browardschools.com or by going to the Florida Department of Education website at www.fldoe.org. We are in Broward County and our graded schools are Somerset Village Academy (school number 5004) and Somerset Academy Village (school number 5002).

QUESTION: Do you offer special area classes and electives?

ANSWER: Yes, we offer a variety of special areas classes such as Spanish, Physical Education/Health, Art, Music, Drama, Library and Computers. A full list of electives for our middle school can be found on our school website by clicking on the link to our Curriculum Guide.

QUESTION: What extracurricular programs will you offer?

ANSWER: We offer a variety of clubs, competitive middle school sports, and even some fee-based academic and athletic activities conducted on campus by private organizations. Information can be obtained through the office, our Activities Director and our website. Generally, programs such as martial arts, musical theatre, art, cheerleading, and dance are offered after school and run through private companies on our campus. These are determined on a year to year basis. Middle School athletics are done in conjunction with Broward County Public Schools' Middle School athletics program and/or our own charter school athletics league. Sports typically offered include boy's and girl's soccer, boy's and girl's basketball, boy's and girl's volleyball, and boy's and girl's flag football, cheerleading, and cross country. These may change year to year depending on availability and interest. Clubs are determined on a year to year basis based on student interest and faculty sponsorship.

QUESTION: What are your school hours, drop off, and pick up times?**ANSWER:****K – 3rd Grade School Hours:**

Instructional Day:	8:30 a.m. – 3:00 p.m.
Drop Off Time:	8:15 a.m. - 8:30 a.m.
Morning Care Hours:	6:45 a.m. – 8:15 a.m.
Breakfast	8:15 a.m. – 8:30 a.m.
Pick-up Time:	3:00 p.m. - 3:15 p.m.
After Care Hours:	3:00 p.m. – 6:00 p.m.
Sibling After Care:	3:00 p.m. – 3:15 p.m.

4th - 8th Grade School Hours:

Instructional Day:	8:15 a.m. – 3:15 p.m.
Drop Off Time:	8:00 a.m. - 8:15 a.m.
Morning Care Hours:	6:45 a.m. – 8:00 a.m.
Breakfast:	8:00 a.m. – 8:15 a.m.
Pick-up Time:	3:15 p.m. - 3:30 p.m.
After Care Hours:	3:15 p.m. – 6:00 p.m.

QUESTION: Do you provide before and after school care? If so, what are the hours?

ANSWER: Yes, we offer a fee-based program for before and after school care. This program enrolls students on a first-come, first-serve basis. Our morning care program begins at 6:45 a.m. and continues until 15 minutes before our school start time. Our aftercare program begins at dismissal time and ends at 6:00 p.m. These programs provide homework assistance, recreation, snacks, and other academic activities for students.

QUESTION: How much does it cost to register to attend your school or to participate in your special programs?

ANSWER: As a Broward County Public Charter School, we are tuition free for anyone residing in Broward County. Tuition and fees for special programs can be found on our website or can be obtained from the main office. In order to get your child off to a good start, please note that you will be required to purchase school uniforms, a student planner, and classroom school supplies for your child listed on the "School Supply Lists," and you may be required to enroll your child in Sibling Care, if applicable, for a nominal fee.

QUESTION: If I have one primary elementary child and one upper elementary and/or a middle school child enrolled at your school, can I get a discount on childcare between dismissal times?

ANSWER: Within this program we supervise younger until their older siblings are able to come and pick them up at dismissal time. We also offer this childcare program in the morning so that parents can make one convenient trip to school. Here is how it works:

- If you have a child or children in K – 3rd grade and an older sibling in 4th - 8th grade, Sibling Care is available for grades K-3 from 3:00p.m. to 3:15 p.m.. At this time, the older sibling will pick up their younger sibling

QUESTION: What are the costs of your Pre-K program?

ANSWER: Currently, Somerset Academy Village does not have a Pre-K program.

QUESTION: Do you participate in the VPK program?

ANSWER: No, we do not participate in the VPK program.

QUESTION: Can you explain the school's curriculum?

ANSWER: The primary goal of any school is to educate the children. In order to do that, the school must have a strong, structured, and spiraling curriculum that meets the needs of students at different academic levels and with different learning styles. Somerset Academy's Village Campus has this very type of program and includes both traditional and alternative approaches for instructing our students. It is based on State Standards. Our program includes the core academic classes of language arts, science, social science and mathematics. It includes special area and electives courses to ensure we are offering a program that will create well-rounded students.

Please see our Curriculum Guide on our website for detailed course information and requirements for middle school.

We also believe in conducting 21st Century Learning. Therefore, all students work with interactive Promethean Boards, Document Imaging Cameras, personal computers throughout the day. Such software programs as Accelerated Reader, Safari Montage and Carnegie Cognitive Math Tutor are used to reinforce and advance student learning.

All of our curriculum materials are aligned to meet the goals of No Child Left Behind, to meet the requirements of Broward County Pupil Progression Plan (Policy 6000.1), and to meet the grade level proficiency expectations of Florida's Next Generation Sunshine State Standards. By incorporating multiple learning systems at Somerset, we believe that we can create the best possible program for each individual learner while also making learning an exciting and enjoyable experience!

For more information on our academic programs, please contact your child's teacher or the school's Guidance Department.

QUESTION: Where can I get more information on your school?

ANSWER: Continue to check our website, www.somersetwm.com where you will find a document entitled "Key Information Bulletin" that provides updated information about our school. Our Parent-Student Handbook is also a great source for information and is also available online. You can always email us any questions that you might have; our email addresses are on our website. Our office personnel can be reached between the hours of 7:45 a.m. – 3:45 p.m. (summer hours are 7:00 a.m. – 4:00 p.m. Monday-Thursday) at 954-390-0971. We are always happy to do our best to answer any questions you may have.

QUESTION: Am I able to take a tour of the school?

ANSWER: Yes, but these must be prescheduled to ensure there is a staff member available to conduct the tour and to ensure instructional time or testing is not interrupted. Please call the office if you would like to arrange a tour. This may be delayed during certain times of the year if the building is undergoing renovations.

RETENTION

Retention can only be carried out under the guidelines of Policy 6000.1. Students must meet minimum mandatory requirements. In Middle School, students must pass all four core subject area courses, Science, Math, Social Studies, and Language Arts, in order to be promoted. In Elementary School, each student must meet minimum mandatory testing requirements on initial or alternative standardized tests or the student must meet the alternative promotion criterion outlined for special populations if applicable. Due to the detailed nature of Middle School progression requirements, please review "Policy 6000.1" for more information.

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SCHEDULES

Schedules will be provided to you at the beginning of the year. Please adhere to them. If you wish to change your schedule, you may request to do so with the Principal. In this case you will be required to provide an electronic copy of your schedule and obtain approval prior to making any changes. Please keep in mind that you will not be able to adjust recess, lunch, or Specials times. If there are interpersonal conflicts for which it might be beneficial to change a student's schedule, please speak to administration about this and/or guidance. For middle school students, electives cannot be changed. See the school Guidance Counselor if you need assistance in this area.

SIBLING CARE

Within this program we supervise younger until their older siblings are able to come and pick them up at dismissal time. We also offer this childcare program in the afternoon so that parents can make one convenient trip to school.

If you have a child or children in K – 3rd grade and an older sibling in 4th - 8th grade, Sibling Care is available for grades K-3 from 3:00p.m. to 3:15 p.m.. At this time, the older sibling will pick up their younger sibling. Older siblings must pick up younger siblings no later than 10 minutes after their dismissal time.

Students who are both dismissed during the same dismissal time with no siblings in other dismissal times should dismiss together with the older sibling's class.

If siblings are in after care, they should go straight to after care as scheduled.

SOLICITATION

It is against Somerset Academy's policy to allow anyone to advertise, promote, sell or in any other way market or solicit information for others or for personal gain without written authorization from an administrator. This includes placing business cards in mailboxes, selling make-up products, promoting parties, or passing out fliers advertising businesses to name a few. There are many legal ramifications and procedural requirements that surround equitable and appropriate solicitation on school grounds. Therefore, any violation of this policy can put you in a position where you may be held liable for possible consequences that could ensue. It is also grounds for immediate disciplinary action and it may create a situation that violates our Conflict of Interest Policy. Moreover, it is a good general rule to maintain to let your private business ventures and activities to stay just that – private.

STANDARDIZED TESTING

Standardized Tests are required by BCSD. Teachers are expected to attend trainings and carry out all directions explicitly for each standardized test administration. As many big changes are being made within the state, we will keep updating you when they are announced.

SUPERVISION AND CONFIDENTIALITY

Student supervision and confidentiality is of utmost importance at Somerset. Here are some basic principles to keep in mind regarding supervision and confidentiality as it pertains to students:

Supervision

- Students may never be left alone or unsupervised in the classroom, lunchroom, playground, or dismissal areas.
- Students out of the classroom should always have a pass unless they are going to lunch. Those in 2nd grade and below should have a partner when needed.
- Students must be watched closely, especially during transition times (drop-off, dismissal, recess and lunch). It is during these times and other down time that most behavior incidents and accidents occur.
- Circulation is essential for effective supervision.
- Teachers and the school can be held legally liable if they are negligent in adequately supervising students.

Confidentiality

- Never discuss a student in the presence of other staff, parents or students.
- Never discuss a student off campus, with or without the parent.
- Never discuss a student during drop-off or dismissal.
- Never discuss a student in the office area unless you are in a private room making a phone call.
- Do not discuss employment or job-related dissatisfactions and concerns with your students or parents. *This is grounds for termination.*
- Handle behavior with confidentiality by discussing infractions and consequences privately with the student. It is never appropriate to discuss a student's poor behavior in the presence of the entire class.
- Avoid repeatedly yelling a child's name over and over as a means of correcting behavior.
- Do not discuss your personal issues with your students or parents.

- *Broward County confidentiality guidelines forbid teachers to display any graded student work in the classroom. If the grade is on the back or hidden, then it may be displayed. It also forbids students from grading another classmate's work.*

See "Conflict of Interest" for additional information.

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TECHNOLOGY INFORMATION

There are various technology resources available to you which you need to familiarize yourself with.

- **School website:** <http://www.somersetwm.com/wordpress/> Our school website has a wealth of information available to you. Here you will find online textbook links, school calendars, FAQ's, lunch information, and general school updates.
- **Email:** Your Outlook email can be accessed from any computer, school or home. Your log in information is the same as your lap top log in information.
- **Teacher Links:** Accessible from our school website, has pertinent information regarding curriculum, forms, and access to student data. Use the teacher links site to access virtually all of our school technology resources.
- **Virtual Counselor:** a tool created by Broward County Schools to assist teachers with easy access to student achievement data. Data from past and current years is posted continuously as new data becomes available. Use this website to review your students' test scores and to help with creating effective differentiated instruction. Student Progress Monitoring Plans (PMP's) are also completed through Virtual Counselor. To access Virtual Counselor, simply click on the icon from our TEACHER LINKS site via our school website and enter your UserID and Password. New teachers will have to create a new account by selecting the: **FOR CHARTER SCHOOLS ONLY: CLICK [HERE](#) TO APPLY FOR A VIRTUAL COUNSELOR ID.**
- **B.E.E.P:** Broward Enterprise Education Portal (BEEP) is the major resource for distributing instructional and curriculum resources. It is necessary for teachers to be able to use the Portal effectively. Teachers need this resource for teaching and learning. It is the expectation that all teachers will be proficient in the use of BEEP in the instructional process as it includes pacing guide resources, subject area lesson plans and activities, benchmark mini-assessments, online textbook resources, and other valuable information that facilitates instruction and mastery of the Next Generation Standards. The Learning Village is accessible through BEEP as well. It is a vault of standards-based teaching plans to assist elementary and secondary teachers in meeting the goals and objectives of their courses, as well as meeting individual student needs. FREE access to web based videos on Discovery Education is accessible here as well. To access BEEP, simply click on the icon from our TEACHER LINKS site via our school website and enter the TEACHER PORTAL. See the Curriculum Coach for more information on access.
- **School Notes:** A vital part of the home-school connection, this is a requirement of Somerset Academy Village. This site is the Web's leading FREE school-to-home communications tool. Teachers register and create School Notes Pages to post homework, project guidelines, due dates, and share other information with parents and

students. This should be set up prior to school starting and should be updated weekly/bi-weekly for effective communication between home and school. *If this website is changed at any time to another website that allows you to create a classroom home page, we will notify you the site and directions to set up that site in writing.* Alternative websites that can be utilized for this same purpose include www.teacherweb.com and www.schoolrack.com.

To access your School Notes page for the first time:

- Select the SCHOOLNOTES icon from our TEACHER LINKS site via our school website.
- Click on REGISTER FOR FREE ACCOUNT
- Enter a personal account name (usually your first and last name- no spaces), create a password, and enter your school email address.
- You will receive an email to activate the account. Click on the link they send you and then log in using your account name as your user ID, and then enter the password you created for this account.
- You will need to set up your page using the Manage / Edit Pages, Manage Favorite Links, My Files, Flashcards, Calendar, Notification, Lists, and Account Management pages.
- We suggest the following for your School Notes page:
 - i. Each quarter highlight the Standards you will be teaching for each subject area you teach.
 - ii. Include weekly spelling lists and/or vocabulary lists that students are expected to learn.
 - iii. Include your class wish list so parents have an idea of how to use volunteer hours.
 - iv. Post project rubrics, due dates, and upcoming testing dates.
 - v. Post your class letter for parents to read the latest and greatest in your classroom.
 - vi. Keep it easy to read and avoid educational jargon.
 - vii. Be professional and always check your spelling and grammar.
 - viii. Place various links to online resources pertinent to the subject area you are teaching and be sure to include our school website.
 - ix. Be POSITIVE and never post information that could be interpreted as a negative for our school or Somerset, Inc.
 - x. Please do not write any personal or confidential student information, including grades of students.
- **BRITE/ESS Portal:** This is where you register for Professional Development Activities through Broward County Schools. In-service Points are given through these courses which assist with the certification/recertification process. To access the BRITE portal, simply click on the BRITE icon from the TEACHER LINKS site via our school website.

Directions for registering on BRITE:

- Select blue colored oval ERP Login Outside
- Put in your login and password
- Select External Self-service
- Select "Professional Development"
- Under the "Navigation" section, scroll down for the list of courses and click on the courses you may want.
- You can select during specific date ranges, as well.
- "My Training Activities" will tell you what you are registered for and the dates, times and locations.
- Select "Course Appraisals" to complete end of activity paperwork to ensure your professional development points are awarded.
- Select "In-Service Report" and search to find out how many points you have toward your recertification. 120 points are required. If you need help, call 754-321-8120.
- If you do not have a log in or password, go to <http://broward.gosignmeup.com/> and fill in the

information requested to get your login and password.

- **LCD Projectors, Document Imaging Cameras and Promethean Boards:** Each classroom is equipped with a Promethean Board, activpen, a document imaging camera and an LCD Projector. Training will be provided for you to learn to effectively use the interactive white board and LCD Projector. Be sure to NEVER write on your Promethean Board with a dry erase marker. It is an electromagnetic board so avoid cleaning it with any liquid cleaners as well. The board and projector have remote controls to easily turn on/off the units. Use the Projector to view announcements, BECON TV, computer websites, and video/live streaming.
 - i. **Instructions to hook up the computer to the projector:** First you have to make sure the projector and the black TV tuner box is on. Secondly, make sure that the projector is set to the computer 1 "source" (it's just like an input). Next, plug in the grey cable with blue ends into the wall (that silver port for the projector); plug the other end into your computer. On the black remote, there is an input button. The black TV tuner box has four different inputs. You have to press the input button until it comes to a screen that says "Computer 1 No Input". There are two that say Computer 1. It is the first one. If you still have trouble finding it, you could try projecting one by one. In order for the computer to display you have to tell it to do so. The way to do this is to press and hold down the "fn" key that is located on the bottom left of your keyboard. While holding the button down, if you have a dell laptop you have to press "F8". If you have a HP Laptop you have to press "F4". That should solve any problem you are having with connecting to your projector.
- **Promethean Planet:** Promethean Planet's main content is flipcharts - interactive presentations designed for use with Promethean's Active Studio software for use on Promethean's Activeboard Interactive Whiteboard. Registration is free and allows you to download over 8,000 lessons and resources to use in your classroom. The software already installed on your laptop (Active Studio) also has many pre-designed flip charts for you to use in class to enhance your lessons. To access Promethean Planet, select the Promethean Planet icon from our TEACHER LINKS site via our school website. To register for your free account, choose "REGISTER" from the homepage, complete the registration page creating your username and password.
- **Safari Montage, Discovery Education, and United Streaming:** These are programs networked at our school that offers teachers access to live stream videos, quizzes, and standards based resources on every topic imaginable. Safari Montage and United Streaming videos are a wonderful way to incorporate technology into your daily instruction and can be viewed at any time using your LCD projector. Both programs works best in balanced conjunction with teacher instruction. To access Safari, click on the Safari icon from the TEACHER LINKS site via our school website. Username and passwords will be available from IT the first weeks of school. You can obtain access to United Streaming once you log in to BEEP.
- **Pinnacle GradeBook:** This is our electronic grade book. You will take attendance, enter grades/assignments in both weighted/non-weighted categories, generate reports and assessments, input grade comments, and create traditional and standards-based interim reports and report cards automatically. Professional Development/training on the Pinnacle system is provided at the start of the school year. To access the Pinnacle Grade book, simply click on the link on our school webpage. It is also available from the TEACHER LINKS site via our school website. UserID and Passwords will be forthcoming during pre-planning week. For more information, see our Pinnacle Gradebook Manager.
- **Accelerated Reader:** Accelerated Reader is an online reading management and assessment software. Students read books and take tests on the books. Data from the tests provide teachers will a way to track reading progress in all forms of guided reading. Tests can be taken in the media center, in the classroom, as well as from home. To access this program, click on the Accelerated Reader icon from our TEACHER LINKS site via our school website. Username and passwords will be available the first weeks of school from the Librarian.

- **I-Ready:** Overall, this tool provides individualized student instruction with focus on students' unique areas of need. I-Ready combines valid and reliable growth measure and individualized instruction. Initial diagnostics for reading and math identify individual student need and continuous progress monitoring demonstrates student growth or areas of concern. I-Ready also provides on student grade level instruction and practice with supplemental lessons that are useful for differentiation.
- **FCAT EXPLORER:** FCAT Explorer is a web-based educational program for Florida students that reinforces reading, math, and science skills outlined in the Sunshine State Standards. Students follow individual learning tracks including interactive activities and assessments with immediate feedback to reinforce FCAT skills. Teachers use the management system to review data and use the data to modify classroom instruction and differentiate to their students' needs. To access FCAT Explorer, click the icon on our TEACHER LINKS site via our school website, or click on the FCAT EXPLORER LINK from our homepage. Username and passwords are issued at the beginning of each school year.
- **Destiny/Follett System:**
 - i. **Destiny Library Manager** combines circulation, cataloging, searching, reporting and management in one centrally installed library software system. You and your students access the system through any workstation with a supported web browser, through the Internet. Destiny Library Manager is an easy-to-use, web-based library automation and management solution that offers: Integrated circulation, cataloging, searching, reporting and library management to help us work more efficiently. You can search our library for books by author, topic, etc. with a simple click on your computer. Destiny is also linked to our SAFARI MONTAGE PROGRAM. By clicking on a SAFARI MONTAGE topic/video you want your students to learn, it will pull up all of our resources here at school that correspond to that topic-easily allowing you to pull resources necessary to promote understanding!
 - ii. **Destiny Textbook Manager** is also available here at Somerset Academy Village. This manager is computer based and helps you make certain students have access to the textbooks they need to achieve critical learning goals. This program will allow all textbooks to be bar coded and by scanning the books in and out you can keep track of which students have books or owe books at the end of the year.
 - iii. **Destiny Asset Manager** is designed to manage valuable assets here at school: fixed and portable assets such as laptops, sports equipment, maintenance equipment, software licenses and more. To access DESTINY simply click on the desktop icon from any computer, or from our school website.
- **Successmaker:** This is a program installed in all of our computers that enables differentiated instruction in Math, Science, and Reading. It's a comprehensive curriculum that's on call all the time to help you teach to every student's level. Reading reinforces concepts and skills to address a variety of instructional needs within the five major components of reading for K-5 students. The mathematics course enables teachers to give one-to-one support to a wide spectrum of K-8 students who have difficulty with grade-level math concepts. Behind it all, the powerful Learning Management System provides on-demand reports for quickly assessing progress by classroom or student. Click on the SuccessMaker icon on the computer and enter your username and password. Here you can begin to enter your students' names, assign them log in and passwords, and select technology component lessons that correlate to your students' individual needs.

If you have any technology questions that aren't included in this manual, please email the school based IT Specialist, or complete a REQUEST FOR TECHNICIAN ASSISTANCE Form and place in the IT mailbox.

TELEPHONE USE

School Telephone

- Students should only use the office telephone for any calls that need to be made while on campus.
- All calls must be made under the supervision of a school staff member.
- Students must have a pass from their classroom teacher to use the office phone during school hours. This should be reserved for emergencies only.
- Staff may use the school telephone at their convenience. Calls should be local and school-related.

Student Cell Phone Policies

- Never allow your students to use their cell phones during instructional hours.
- Confiscate any cell phones visible or ringing during school hours. Turn them in to an administrator before the end of the school day. Phones will only be returned to a parent when they come in to retrieve it.
- Students are not permitted to take cell phones to the bathroom. Please observe students pockets before allowing them to use restroom facilities. Please do not permit students to take bags to the bathrooms. In cases where girls need to carry a small purse, please ensure that their cell phone has been removed and remains in the classroom on your desk during their absence.

Staff Cell Phone Policies

- Cell phones should not be used during school hours. Cell phones should remain off during school hours. They shouldn't be on vibrate or on in any other way that could distract you. This is non-negotiable. It is strongly recommended that all phones and other personal belongings remained locked up daily.
- In emergency situations, cell phones may be used if an administrator approves their use. Approved cell phone use should never occur in front of students, parents, or colleagues. Making calls, sending emails, or texting for personal reasons should NOT be a common occurrence.
- Planning time should be used for instructional planning of lessons and for grading paperwork and this time should not be considered a cell phone break. If you *MUST* use your cell phone during planning time, please keep it brief and reserved for emergency situations only. Also, notify an administrator in advance regarding the reason you will be on the phone.
- In almost all situations (sick child or relative, house or car repair, etc...), a phone call can be placed to the school office in order to get in touch with you. In such cases, the office staff will ask the caller to remain on hold for a moment, and we will quickly call you down to take the call. If you are uncomfortable with this method, you can always instruct family members, child care providers, or others to leave a message on your cell phone so that you may call them back during your planning time or after school whenever there is an emergency.
- Cell phones must remain out of sight. This means they should not be strapped to your waist or lying on your desk. They should be in a bag, desk drawer or your pocket.
- Texting is considered the same as cell phone use.
- Calls to parents should be made from school phones. Please return calls to parents using a private area such as the conference room. We strongly discourage using personal cell phones to call parents. If you do choose to use your personal phone to call a parent, do not conduct these calls or answer these calls during class time or around students, other parents, or colleagues.
- Just to reiterate, students should never see a staff member using a cell phone. Cell phones should be used in private only. When walking through the halls, on the playground, in your classroom or in the cafeteria, cell phones should NOT be used. The policies we set for students must also be modeled by staff.

Please note that our cell phone policy will be strictly enforced. Excessive cell phone use or any violation of these policies is grounds for formal disciplinary action and/or termination.

TEXTBOOK DISTRIBUTION

Somerset Academy's textbook procedures will be:

- Specific information will be provided regarding textbook distribution procedures.
- If a student loses or damages (beyond use) his/her workbook/consumable or textbook, you must notify both the student/parent and the school treasurer by filling out a Lost/Damaged Textbook form. Students are responsible for paying for replacement of the lost/damaged item.
- Each quarter, it is recommended that teachers require a student inventory of books. Students should have all books present to present to teachers to ensure the book has not been lost or damaged. Each team leader/department chair should ensure that this process takes place.
- At the end of the school year, students must present/return all issued books to the Media Tech.
- ***BE SURE TO COLLECT BOOKS FROM STUDENTS WHO WITHDRAW FROM THE SCHOOL. IF A STUDENT JUST STOPS COMING TO SCHOOL OR NOTIFIES YOU THAT THEY ARE WITHDRAWING, ATTEMPT TO COLLECT THE BOOKS AND BE SURE TO NOTIFY THE REGISTRAR THAT TEXTBOOKS ARE OWED TO THE SCHOOL SO THAT THESE CAN BE COLLECTED BEFORE RECORDS ARE RELEASED.***

TUTORING

Somerset's tutoring program is held in sessions yearly in order to effectively prepare students for state testing. We offer tutoring for all of our students who are performing below grade level and, when we can, we offer tutoring to any students who are interested. However, staffing shortages often impact the ability of the school to provide tutoring for all. Tutoring is offered to students K-8 at various times throughout the year. The program covers basic skills and standardized test-taking strategies for the areas of reading, mathematics, writing, and science. Tutoring is offered free whenever possible to at-risk students. It is also offered to all interested students when staffing permits. Fees required are generally only for tutoring materials. Tutoring will be held before and/or after school throughout the school year.

Private student tutoring is not allowed on school property unless it occurs through our school tutoring program. This is a liability issue, an insurance issue, and a funding issue as it relates to facilities usage. Additionally, there is a no-compete clause for our aftercare program and our afterschool tutoring program. If you wish to tutor students on campus, you must participate through our program.

Private tutoring requests may be made to the Principal in writing. Private arrangements for tutoring should be done off campus and on your own time. Some parents wish to have teachers tutor their children off campus and often call our office for names of staff we can suggest that may be interested in doing this. If you are interested in having your name recommended, please notify administration via email and specify the range of grade levels and subject areas for which you are willing to tutor.

We strongly encourage all teachers to help as much as possible with Somerset's supplemental tutoring program. This program helps us toward earning our school grade and toward remediating students and putting them on the path to success. Hourly rate and times vary from person to person and year to year. You will be contacted by administration regarding participation in Somerset's tutoring program.

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UNIFORM POLICY

Student Dress Code:

All school clothing, (tops, winter wear, jackets) must be purchased from the Somerset Academy Village – Official Uniform vendor. The 2014-2015 Official Uniform vendor is All Uniform Wear. The uniform policy at Somerset Academy Village states that every student must be dressed in the proper school uniform each school day. Uniforms are mandatory and will be strictly enforced at our school to ensure student safety. It is important that the uniform is clean, in good condition, and has the correct embroidery on it. Cover-ups (jackets, sweaters, sweatshirts, etc.) must be uniform solid-colored. Belts are also required for all students.

Uniform shirts are tucked into the bottoms and that the waist band of the bottoms is not worn any lower than the child's waist line. Shirts must be tucked in at all times while students are on campus including during dismissal and in the carpool lane. Socks must also be worn. Parents will be notified to bring their child a change of clothing immediately if this policy is not upheld. If repeated infractions of the Uniform Policy occur, consequences for the student will ensue, including a formal conference with parents and possible dismissal from the school.

P.E. Shirts and Spirit Shirts are available to be purchased only at the school and must be preordered. Order forms will be sent home the first week of school. Spirit shirts are required to be worn on fieldtrips by students and staff. Until P.E. Shirts come in, students should wear a plain gray t-shirt for Physical Education. Uniform bottoms and PE shorts must be purchased at the uniform store. P.E. shorts must be embroidered. P.E. and Spirit Shirts do not need to be tucked in. All uniform clothing must be purchased from the Somerset Academy Official Uniform vendor:

All Uniform Wear, 4379 West Sunrise Blvd., Plantation, FL 33313. Their contact numbers are (954) 446-0077.

It is every staff member's policy to enforce the uniform policy for every child and to write Uniform Violations as they occur. *You will be held accountable in part if your students are not abiding by the uniform policy and will be required to submit an explanation to administration. Uniform checks should occur daily immediately after the Gator Oath recitation.*

Staff Dress Code:

Somerset Academy Village staff members are required to wear uniforms. These shirts can be obtained from **All Uniform Wear, 4379 W. Sunrise Blvd., Sunrise, FL, 33313.** Their contact number is 954-318-3591

Tops: The official school staff polo or logo button down shirt must be worn. The school will purchase one shirt at no cost to you. If you go directly to the uniform store, they will have a list of colors and sizes available. Staff members who are full-time staff must have the logo. Please refrain from wearing shirts that are too short, too tight, or too small.

Bottoms: Staff bottoms should be solid black, gray, brown, khaki, white or navy pants, capris or skirts (knee-length or longer). Bottoms may not be spandex, terrycloth or denim material. Bottoms **MUST** be the colors indicated and not purple, light blue, patterned, or any other variation. **Leggings may not be worn.**

Shoes: You may choose whatever professional shoes, not athletic sneakers, that you feel are comfortable. However, please avoid shoes that may be unsafe when working around children such as strappy stilettos. If open toe shoes are selected, please be sure your feet are properly groomed. **CROCS and flip-flops are not allowed.**

Hygiene: Please be sure to maintain an appropriate level of hygiene. Clothes should be pressed, all attire should be clean, deodorant should be worn, and hair should be brushed and neat. This will allow you to give an immediate impression of competence, confidence, organization, and professionalism to both parents and colleagues. All visible tattoos must be covered at all times.

Spirit Days (alternating every other Friday): Sneakers, Spirit T-shirts and blue jeans are allowed. Please be sure jeans conform to the following criteria. Jeans should be clean, solid-colored, fade-free, free of excessively bedazzling designs, in good condition (no holes, significant fraying or stains), and should not be excessively tight or low-rise jeans.

Formal Dress Days: On designated days, staff will be required to dress in business casual attire, long or short sleeved buttoned down shirts with appropriate logo. More information will be forthcoming on this new topic.

Staff IDs and lanyards are required to be worn daily on all school days when students are present.

We realize that body types are all different but excessively tight or small clothing is never appropriate. Please be sure underwear do not show when you bend over and mid-riffs don't show when arms are raised.)

Spirit Shirts will be ordered the first week of school and are given to staff at no charge.

Student uniforms are as follows (students must wear uniforms which are correctly and appropriately sized for the student or they will be considered out of uniform):

Elementary School Dress Code:

- **Tops:** Official uniform polo with official embroidered school logo (royal blue, orange, or white)
- **Bottoms:** Official uniform shorts, pants, skorts, or jumpers (navy blue, khaki, or black) — tight fitted pants, very loose pants **ARE NOT allowed**. Official uniform shorts, skorts, and jumpers may be no shorter than 3 inches above the knee. **AT NO TIME ARE CARGO SHORTS OR PANTS TO BE WORN**. This includes dress down and spirit days.
- **Shoes:** Closed Toe/full coverage comfortable shoes and socks
- **Cold Weather Days:** Solid color jacket or sweater identical to the school color uniform shirts
- **P.E. Days:** Official P.E. uniform shirt AND official PE uniform shorts/sweatpants only on P.E. days (P.E. shirts will be sold at Somerset Academy Village)
- **Spirit Days:** Spirit Shirt and Jeans only allowed on scheduled days (Spirit shirts will be sold at Somerset Academy Village)
- **Dress Down Days:** Students are allowed to dress casually for the cost of \$2.00. Attire still must remain school appropriate.
- **Belts:** Plain/solid belts must be worn with all bottoms that have belt loops. All bottoms must be worn at the waist (not below). All shirts must be neatly tucked into bottoms at all times (excluding P.E. attire).

Middle School Dress Code:

- **Tops:** Official uniform polo OR button down collard short sleeve OR button down collard long sleeve with official embroidered school logo (royal blue, orange, or white)
- **Bottoms:** Official uniform shorts or pants (navy blue, khaki, or black) — tight fitted pants, very loose pants **ARE NOT allowed**. Official uniform shorts may be no shorter than 3 inches above the knee. **AT NO TIME ARE CARGO SHORTS OR PANTS TO BE WORN**. This includes dress down and spirit days.
- **Shoes:** Closed Toe/full coverage comfortable shoes and socks
- **Cold Weather Days:** Solid color jacket or sweater identical to the school color uniform shirts
- **P.E. Days:** Official P.E. uniform shirt AND official PE uniform shorts/sweatpants only on P.E. days (P.E. shirts will be sold at Somerset Academy Village)
- **Spirit Days:** Spirit Shirt and Jeans only allowed on scheduled days (Spirit shirts will be sold at Somerset Academy Village)

- **Dress Down Days:** Students are allowed to dress casually for the cost of \$2.00. Attire still must remain school appropriate.
- **Belts:** Plain/solid belts must be worn with all bottoms that have belt loops. All bottoms must be worn at the waist (not below). All shirts must be neatly tucked into bottoms at all times (excluding P.E. attire).

Students may not wear the following (in addition to other consequences, parents will be called to pick-up their child who is not in compliance with the uniform policy) and any other apparel which administrations deems inappropriate:

- Jean/Denim shorts, skirts, pants, jackets (except on Dress Down Days)
- Skirts or Shorts shorter than 3 inches above the knee
- Sandals, shoes which do not contain a back, shoes containing pop-out rollers, lights or sounds, no "Heelies"
- Cargo pants, Leggings/tights, sweats pants
- Bandanas
- Hats
- Sunglasses
- Visible tattoos
- Visible body piercing other than on ears
- Removable gold tooth coverings or caps
- Jewelry worn outside clothing (the following earrings are acceptable: small post earrings, small hoops not to exceed 1/4 inch)

****Somerset is not responsible for any jewelry lost at school**

Dress Down Days (alternating every other Friday): You may wear casual attire. However, please be sure that it is appropriate for working with children. Please adhere to the student Dress Down Day guidelines since they apply to staff as well. Jeans and sneakers may be worn. Flip-flops are not allowed. Casual, professional attire should be worn. Casual, professional attire does not include shorts, t-shirts, sweatpants, tank tops, or short skirts. Off the shoulder or strappy shirts should not be worn and undergarments should not be visible. Cleavage should be concealed and low-cut or clingy and sheer shirts should be avoided. If you are questioning your attire before you leave your house, you are probably not dressed appropriately. Please air on the side of conservatism regardless of your age.

Spirit Days (alternating every other Friday): You are encouraged to wear your spirit shirt and jeans.

Teacher Work Days: You may dress comfortably and casually, as long as no parent-teacher conferences are being conducted. This does not include wearing pajamas.

Holidays and Special Events: We occasionally allow special attire to be worn for holiday and special events. We will notify you when this is the case. Please do not dress in such attire without prior approval. Spirit Shirts must be worn on all field trips unless otherwise specified by administration.

Other attire not permitted includes jumpers, dresses worn over uniform shirts, vests, mesh, off the shoulder, sweatpants, leggings, spandex of any kind, belly shirts, sweat suits (tops or bottoms), animal prints and fluorescent attire (except for special events).

Please be aware that failure to abide by the dress code may result in disciplinary consequences. Additionally, if you are out of uniform, we will require you to go home to change. You will need to clock out upon leaving and your personal time will be docked. If you have no remaining personal time, your income may be docked as well. Please do your best to refrain from modifying the dress code to be more stylish if it creates a questionable look that may be in violation of the outlined requirements or if it hides your uniform logo in any way.

Pregnancy: We understand that it is difficult for female staff members to comply with the dress code when they reach a certain point in their pregnancy term. Therefore, when it is no longer possible to wear your school uniform, maternity clothing may be worn. Maternity clothing should still be appropriate for an educational setting and should be business casual in style. Jeans can only be worn on dress down days. Certain shoes may be worn if medical conditions make this necessary. Please speak to an administrator in advance regarding such issues.

Uniform infractions should be issued to any students who fail to follow the Uniform Code. Three Uniform Infractions will result in a detention. Continuing violations will result in further disciplinary action and require a parent-teacher conference.

V

VENDING MACHINES

Vending machines are permitted to be used by staff at any appropriate break time or before and after school. Vending machines for students may only be used during designated times, which are before and after school. If vending machine trash is prevalent throughout the school, vending machines will be turned off until students can learn to put trash in the appropriate receptacles and stop littering.

If vending machines are not working or money is lost, please notify the office. If students need change, they can ask the Treasurer if she is available.

Students may NEVER enter the teacher's lounge to use the vending machine or get something for the teacher. Staff children are also not permitted in the teacher's lounge.

VOLUNTEERS

It is mandatory that all families complete the volunteer requirement of **30** volunteer hours per school year in order to be eligible to re-register their child for the following school year. If a family has a child in middle school and in elementary school, parents must complete **40** volunteer hours. A maximum of 40 volunteer hours per family per year is required.

All volunteer hours will be tracked by the parent using the Volunteer Record Form. Forms must have authorized signatures for approval in order for hours to be counted. Once 15 hours or the Volunteer Record Form is filled, the parent must submit the entire form to the teacher. The teacher will then submit the sheet to the office for hours to be recorded. The yellow copy will need to be returned to the parents for their records. Forms are available in the office at any time. One form should be sent home with each child on the first day of school.

Parents should be provided with frequent opportunities to volunteer at the school. Some of these include:

- Assisting with fundraisers
- Assisting with cafeteria or carpool duty
- Chaperoning field trips
- Assisting with art projects
- Assisting with special holiday events or parties
- Cutting out materials for projects
- Organizing or passing out materials for projects

- Speaking during Career Day
- Assisting during Field Day
- Donating food or paper goods for parties
- Donating materials for special projects
- Attending Parent Universities (3 volunteer hours per family can be earned for each Parent University attended)
- Donating classroom supplies

Parents DO NOT receive volunteer hours for being a part of our Somerset Parent Association, our School Advisory Council (SAC) or for attending Parent-Teacher Conferences.

Administration, Activities Coordinators, and teachers alike need to work together to communicate these opportunities through phone trees, email blasts, our website, schoolnotes.com pages, planners, Communication Folders, personal phone calls from staff, and flyers. Homeroom teachers should make an effort to contact parents directly if they do not have many volunteer hours, or if they have access to assist in an area of need (i.e. if we need a graduation cake, a parent who works at Publix may be able to assist us with this).

Procedures for volunteering in the classroom:

- Volunteer opportunities must be pre-arranged with the teacher or Activities Director.
- Volunteers must first sign in on the visitor's log in the office, present a valid photo ID, and receive a Visitor's Badge before entering the classroom. ***Any unidentified person found on campus will be escorted off the premises immediately. It is everyone's responsibility to stop anyone without a Visitor's Badge.***
- After volunteering, volunteers must sign out on the visitor's log, hand in their Visitor's Badge, and collect their license before leaving.
- As part of the Jessica Lunsford Act, volunteers may never be left alone with children without a member of school personnel present. All parents volunteering to regularly work with children must be screened through Broward County School District and should contact our office staff for information on this process.
- Volunteers behaving inappropriately or using inappropriate language should be corrected gently. If the behavior repeats itself, please seek administrative assistance and/or politely ask the volunteer to leave.
- Volunteers may not smoke, drink or wear inappropriate clothing while on campus.
- Volunteers must never have access to confidential information (i.e., don't leave graded work lying on your desk for a parent to see). Volunteers may never grade work, file student paperwork, or have access to any child's information (not even their own child's) while volunteering.
- Volunteer time in your classroom should never be a time to conference about their child's specific progress. Equal attention must be given to all children in the class. Parents who volunteer regularly may not volunteer in their child's classroom repeatedly.

Procedures for Donating Items to the Classroom

- ✓ All donations to the classroom are to be used for classroom purposes and are the property of Somerset Academy Village.
- ✓ Financial donations to the school, classroom, or gift cards must go through the school treasurer. Gift cards and monetary donations are allowed but must also be accompanied by a valid receipt. If volunteer hours are issued for donations, be sure to attach a completed volunteer form. Gift Cards must go to the treasurer to be recorded before they can be used.
- ✓ All donations to the classroom or school must be accompanied by a valid receipt where applicable and must be dropped off in the main office. Teachers should accept donations for their classroom issued by the school personnel only.
- ✓ If a parent would like a gift certificate or funds used for a specific purpose, they must write a note to accompany the donated gift or utilize the volunteer form.
- ✓ If a parent decides to make a monetary donation, he/she must make the check or money order payable to Somerset Academy. Receipts with the child's full name must be kept by the teacher.

- ✓ Following these procedures is extremely important because parents claim these donations on their income taxes, and we must have a record of them at school. Many parents request tax documentation for their donations. We are unable to show this documentation if we do not have a record of it. So that teachers will not be held responsible for the amount of the card or check if a donation is not reported, we ask that **ALL** money or gift card donations be given directly to the treasurer.
- ✓ Donations will be given credit on a \$4 for every 1 hour basis. For example, if an item costs \$8, 2 volunteer hours will be credited. Donations of supplies listed on teacher "Wish Lists" or for special events may earn volunteer hours if accompanied by a receipt. Used items are generally not accepted; however, if you have a question about a used item that you feel would benefit the school (i.e., a fairly new computer or good condition library books), please speak to an administrator for authorization of acceptance.

At least 15 Volunteer Hours are required prior to re-registration in order for siblings to be able to re-register for the coming school year. This typically occurs in February or March. All hours must be completed by the last day of school.

W

WEBSITE

Somerset Academy has two websites that contain important information for parents and community members. Our district website, www.somersetacademyschools.com, shares our philosophy and school contact information for each of our Somerset campuses.

Our Somerset Academy Village website, <http://www.somersetwm.com>, has information specific to our school. Please utilize this website and share it as a valuable resource for both parents and student.

XYZ

YEARBOOK

Somerset produces an annual yearbook. The Yearbook Committee heads this project each year. It is a great project and a great fundraiser for the school. If you take pictures throughout the school year, please save them or share them with the Yearbook Coordinator. Pre-sales and full-priced sales will begin after December. The Yearbook also allows for personal messages and ads to be included for a fee to cover yearbook production costs and reduce the price for students so any assistance you can provide with promoting sales would be greatly appreciated.

OPERATIONS MANUAL SUMMARY:

We hope that the information in this manual has been helpful to you. If you have any questions or concerns regarding any topics contained in this Operations Manual, it is your responsibility to seek clarification from your supervisors. Once you sign the Staff Acknowledgement Form - indicating that you understand and agree to comply with the policies and procedures herein, you will be held accountable for carrying them out as outlined. We are here to help you and to clarify information anytime you need it, so when in doubt, please don't hesitate to ask for assistance.

Somerset Academy Village

Acknowledgement Form

I hereby acknowledge receipt of the 2014-2015 Operations Manual and affirm my commitment to abide by the policies, procedures, rules, and regulations of Somerset Academy Village and Somerset Academy Inc..

Print Name of Staff Member

Signature of Staff Member

Date

Organizational Performance

Appendix NN: **Blank** copy of teacher and administrator
evaluation tools

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Copyright Robert J. Marzano

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success
Student Interview

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom
Student Interview

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning
Student Interview

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge
Student Interview

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Noticing when Students are not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information
Student Interview

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures
Student Interview

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control
Student Interview

23. Providing Resources and Guidance
Student Interview

DQ9: Communicating High Expectations for All Students

- 39. Communicating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students
Student Interview

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Evidence:

Teacher Evidence:

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence:

- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Resources:

[Scale \(/resource/show/4e2d9a2b5d17508eb1089db47?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Scale\)](/resource/show/4e2d9a2b5d17508eb1089db47?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5b5d17508eb1089e1b?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Reflection+Questions\)](/resource/show/4e2d9a5b5d17508eb1089e1b?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99fd5d17508eb1089d99?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Video\)](/resource/show/4e2d99fd5d17508eb1089d99?popup=true&lookforId=4e2d9b125d17508eb1089ec8&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Evidence:**Teacher Evidence:**

- ☐ Teacher helps student track their individual progress on the learning goal
- ☐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ☐ Teacher charts the progress of the entire class on the learning goal

Student Evidence:

- ☐ When asked, students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students systematically update their status on the learning goal

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089dd6?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Scale\)](/resource/show/4e2d9a2f5d17508eb1089dd6?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a565d17508eb1089def?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Reflection+Questions\)](/resource/show/4e2d9a565d17508eb1089def?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99e45d17508eb1089d56?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Video\)](/resource/show/4e2d99e45d17508eb1089d56?popup=true&lookforId=4e2d9b135d17508eb1089ed2&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Evidence:

Teacher Evidence:

- ☐ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ☐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ☐ Teacher acknowledges and celebrates the final status and progress of the entire class
- ☐ Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence:

- ☐ Students show signs of pride regarding their accomplishments in the class
- ☐ When asked, students say they want to continue to make progress

Resources:

[Scale \(/resource/show/4e2d9a295d17508eb1089da6?popup=true&lookforId=4e2d9b135d17508eb1089ed9&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5f5d17508eb1089e39?popup=true&lookforId=4e2d9b135d17508eb1089ed9&title=Reflection+Questions\)](#)
 | [Video \(/resource/show/4e2d99f85d17508eb1089d89?popup=true&lookforId=4e2d9b135d17508eb1089ed9&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

What learning goal did today's lesson focus on?

How well are you doing on that learning goal?

Describe the different levels you can be at on the learning goal.

DQ6: Establishing Rules and Procedures

Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Evidence:

Teacher Evidence:

- ☐ Teacher involves students in designing classroom routines
- ☐ Teacher uses classroom meetings to review and process rules and procedures
- ☐ Teacher reminds students of rules and procedures
- ☐ Teacher asks students to restate or explain rules and procedures
- ☐ Teacher provides cues or signals when a rule or procedure should be used

Student Evidence:

- ☐ Students follow clear routines during class
- ☐ When asked, students can describe established rules and procedures
- ☐ When asked, students describe the classroom as an orderly place
- ☐ Students recognize cues and signals by the teacher
- ☐ Students regulate their own behavior

Resources:

[Scale \(/resource/show/4e2d9a2c5d17508eb1089db8?popup=true&lookforId=4e2d9b145d17508eb1089ee5&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5f5d17508eb1089e3b?popup=true&lookforId=4e2d9b145d17508eb1089ee5&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99e65d17508eb1089d5e?popup=true&lookforId=4e2d9b145d17508eb1089ee5&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Evidence:**Teacher Evidence:**

- ☐ The physical layout of the classroom has clear traffic patterns
- ☐ The physical layout of the classroom provides easy access to material and centers
- ☐ The classroom is decorated in a way that enhances student learning:
- Bulletin boards relate to current content
 - Students work is displayed

Student Evidence:

- ☐ Students move easily about the classroom
- ☐ Students make use of materials and learning centers
- ☐ Students attend to examples of their work that are displayed
- ☐ Students attend to information on the bulletin boards
- ☐ Students can easily focus on instruction

Resources:

[Scale \(/resource/show/4e2d9a2c5d17508eb1089dbc?popup=true&lookforId=4e2d9b155d17508eb1089ef1&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a565d17508eb1089df3?popup=true&lookforId=4e2d9b155d17508eb1089ef1&title=Reflection+Questions\)](#)
 | [Video \(/resource/show/4e2d99e55d17508eb1089d5a?popup=true&lookforId=4e2d9b155d17508eb1089ef1&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

What are the regular rules and procedures you are expected to follow in class?

How well do you do at following the rules and procedures and why?

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Evidence:

Teacher Evidence:

- ☐ Teacher begins the lesson by explaining why upcoming content is important
- ☐ Teacher tells students to get ready for some important information
- ☐ Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence:

- ☐ When asked, students can describe the level of importance of the information addressed in class
- ☐ When asked, students can explain why the content is important to pay attention to
- ☐ Students visibly adjust their level of engagement

Resources:

[Scale \(/resource/show/4e2d9a2b5d17508eb1089db2?popup=true&lookforId=4e2d9b155d17508eb1089efe&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089e01?popup=true&lookforId=4e2d9b155d17508eb1089efe&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99e15d17508eb1089d52?popup=true&lookforId=4e2d9b155d17508eb1089efe&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Evidence:**Teacher Evidence:**

- ☐ Teacher has established routines for student grouping and student interaction in groups
- ☐ Teacher organizes students into ad hoc groups for the lesson
- Diads
 - Triads
 - Small groups up to about 5

Student Evidence:

- ☐ Students move to groups in an orderly fashion
- ☐ Students appear to understand expectations about appropriate behavior in groups
- Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089dde?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Scale\)](/resource/show/4e2d9a2f5d17508eb1089dde?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a565d17508eb1089df1?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Reflection+Questions\)](/resource/show/4e2d9a565d17508eb1089df1?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99f95d17508eb1089d8d?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Video\)](/resource/show/4e2d99f95d17508eb1089d8d?popup=true&lookforId=4e2d9b155d17508eb1089f06&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Evidence:**Teacher Evidence:**

- ☐ Teacher uses preview question before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher asks or reminds students what they already know about the topic
- ☐ Teacher provides an advanced organizer
- Outline
 - Graphic organizer

Student Evidence:

- ☐ When asked, student can explain linkages with prior knowledge
- ☐ When asked, students make predictions about upcoming content
- ☐ When asked, students can provide a purpose for what they are about to learn
- ☐ Students actively engage in previewing activities

- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
- Anecdotes
 - Short selection from video
- ☐ Teacher uses word splash activity to connect vocabulary to upcoming content

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089dd8?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Scale\)](/resource/show/4e2d9a2f5d17508eb1089dd8?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e31?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Reflection+Questions\)](/resource/show/4e2d9a5e5d17508eb1089e31?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99ec5d17508eb1089d6c?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Video\)](/resource/show/4e2d99ec5d17508eb1089d6c?popup=true&lookforId=4e2d9b155d17508eb1089f0c&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Chunking Content into "Digestible Bites"

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Evidence:

Teacher Evidence:

- ☐ Teacher stops at strategic points in a verbal presentation
- ☐ While playing a video tape, the teacher turns the tape off at key junctures
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence:

- ☐ When asked, students can explain why the teacher is stopping at various points
- ☐ Students appear to know what is expected of them when the teacher stops at strategic points

Resources:

[Scale \(/resource/show/4e2d9a295d17508eb1089da0?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Scale\)](/resource/show/4e2d9a295d17508eb1089da0?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a595d17508eb1089e0b?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Reflection+Questions\)](/resource/show/4e2d9a595d17508eb1089e0b?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99e95d17508eb1089d66?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Video\)](/resource/show/4e2d99e95d17508eb1089d66?popup=true&lookforId=4e2d9b185d17508eb1089f1a&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Evidence:**Teacher Evidence:**

- ☐ Teacher has group members summarize new information
- ☐ Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence:

- ☐ When asked, students can explain what they have just learned
- ☐ Students volunteer predictions
- ☐ Students voluntarily ask clarification questions
- ☐ Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dcc?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Scale\)](/resource/show/4e2d9a2d5d17508eb1089dcc?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e21?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Reflection+Questions\)](/resource/show/4e2d9a5c5d17508eb1089e21?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99ef5d17508eb1089d74?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Video\)](/resource/show/4e2d99ef5d17508eb1089d74?popup=true&lookforId=4e2d9b185d17508eb1089f22&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Elaborating on New Information

The teacher asks question or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Evidence:

Teacher Evidence:

- ☐ Teacher asks explicit questions that require students to make elaborative inferences about the content
- ☐ Teacher asks students to explain and defend their inferences
- ☐ Teacher presents situations or problems that require inferences

Student Evidence:

- ☐ Students volunteer answers to inferential questions
- ☐ Students provide explanations and "proofs" for inferences

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089dd4?popup=true&lookforId=4e2d9b185d17508eb1089f2a&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a575d17508eb1089df5?popup=true&lookforId=4e2d9b185d17508eb1089f2a&title=Reflection+Questions\)](#)
| [Video \(/resource/show/4e2d99e65d17508eb1089d5c?popup=true&lookforId=4e2d9b185d17508eb1089f2a&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Evidence:

Teacher Evidence:

- ☐ Teacher asks students to summarize the information they have learned

Student Evidence:

- ☐ Students' summaries and notes include critical content
- ☐ Students' nonlinguistic representation include critical content

☐ Teacher asks students to generate notes that identify critical information in the content

☐ When asked, students can explain main points of the lesson

☐ Teacher asks students to create nonlinguistic representations for new content

- Graphic organizers
- Pictures
- Pictographs
- Flow charts

☐ Teacher asks students to create mnemonics that organize the content

Resources:

[Scale \(/resource/show/4e2d9a2a5d17508eb1089dac?popup=true&lookforId=4e2d9b185d17508eb1089f31&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a575d17508eb1089dfb?popup=true&lookforId=4e2d9b185d17508eb1089f31&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99f65d17508eb1089d85?popup=true&lookforId=4e2d9b185d17508eb1089f31&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Evidence:

Teacher Evidence:

☐ Teacher asks students to state or record what they are clear about and what they are confused about

☐ Teacher asks students to state or record how hard they tried

☐ Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence:

☐ When asked, students can explain what they are clear about and what they are confused about

☐ When asked, students can describe how hard they tried

☐ When asked, students can explain what they could have done to enhance their learning

Resources:

[Scale \(/resource/show/4e2d9a615d17508eb1089e41?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Scale\)](/resource/show/4e2d9a615d17508eb1089e41?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a575d17508eb1089df7?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Reflection+Questions\)](/resource/show/4e2d9a575d17508eb1089df7?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Reflection+Questions) | [Video \(/resource/show/4e2d99ee5d17508eb1089d72?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Video\)](/resource/show/4e2d99ee5d17508eb1089d72?popup=true&lookforId=4e2d9b185d17508eb1089f3a&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

Why is the information that you are learning today important?

How do you know what are the most important things to pay attention to?

What are the main points of this lesson?

DQ3: Helping Students Practice and Deepen New Knowledge**Reviewing Content**

The teacher engages students in a brief review of content that highlights the critical information.

Evidence:**Teacher Evidence:**

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence:

- ☐ When asked, students can describe the previous content on which new lesson is based
- ☐ Student responses to class activities indicate that they recall previous content

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089ddc?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Scale\)](/resource/show/4e2d9a2f5d17508eb1089ddc?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5f5d17508eb1089e3d?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Reflection+Questions\)](/resource/show/4e2d9a5f5d17508eb1089e3d?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99ea5d17508eb1089d68?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Video\)](/resource/show/4e2d99ea5d17508eb1089d68?popup=true&lookforId=4e2d9b185d17508eb1089f46&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Evidence:**Teacher Evidence:**

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence:

- ☐ When asked, students explain how the group work supports their learning
- ☐ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
- Asking each other questions
 - Obtaining feedback from their peers

Resources:

[Scale \(/resource/show/4e2d9a2c5d17508eb1089dba?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Scale\)](/resource/show/4e2d9a2c5d17508eb1089dba?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e2f?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Reflection+Questions\)](/resource/show/4e2d9a5e5d17508eb1089e2f?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99f15d17508eb1089d7a?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Video\)](/resource/show/4e2d99f15d17508eb1089d7a?popup=true&lookforId=4e2d9b185d17508eb1089f4c&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Evidence:

Teacher Evidence:

- ☐ Teacher communicates a clear purpose for homework
- ☐ Teacher extends an activity that was begun in class to provide students with more time
- ☐ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence:

- ☐ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- ☐ Students ask clarifying questions of the homework that help them understand its purpose

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dc8?popup=true&lookforId=4e2d9b195d17508eb1089f52&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5b5d17508eb1089e17?popup=true&lookforId=4e2d9b195d17508eb1089f52&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99f65d17508eb1089d83?popup=true&lookforId=4e2d9b195d17508eb1089f52&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Evidence:

Teacher Evidence:

Student Evidence:

- ☐ Student artifacts indicate that their knowledge has been extended as a result of the activity
- ☐ When asked about the activity, student responses indicate that they have deepened their understanding

- ☐ Teacher engages students in activities that require students to examine similarities and differences between content
- Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities

- ☐ When asked, students can explain similarities and differences
- ☐ Student artifacts indicate that they can identify similarities and differences

- ☐ Teacher facilitates the use of these activities to help students deepen their understanding of content
- Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Resources:

[Scale \(/resource/show/4e2d9a2a5d17508eb1089dae?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Scale\)](/resource/show/4e2d9a2a5d17508eb1089dae?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5a5d17508eb1089e11?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Reflection+Questions\)](/resource/show/4e2d9a5a5d17508eb1089e11?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Reflection+Questions) | [Video \(/resource/show/4e2d99e85d17508eb1089d62?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Video\)](/resource/show/4e2d99e85d17508eb1089d62?popup=true&lookforId=4e2d9b195d17508eb1089f59&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Evidence:

Teacher Evidence:

- ☐ Teacher asks students to examine information for errors or informal fallacies
- Faulty logic
 - Attacks
 - Weak reference
 - Misinformation

Student Evidence:

- ☐ When asked, students can describe errors or informal fallacies in information
- ☐ When asked, students can explain the overall structure of an argument presented to support a claim
- ☐ Student artifacts indicate that they can identify errors in reasoning

- ☐ Teacher asks students to examine the strength of support presented for a claim
- Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dc6?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Scale\)](/resource/show/4e2d9a2d5d17508eb1089dc6?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e25?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Reflection+Questions\)](/resource/show/4e2d9a5c5d17508eb1089e25?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Reflection+Questions) | [Video \(/resource/show/4e2d99f75d17508eb1089d87?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Video\)](/resource/show/4e2d99f75d17508eb1089d87?popup=true&lookforId=4e2d9b195d17508eb1089f61&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Evidence:

Teacher Evidence:

- ☐ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence:

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dc2?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Scale\)](/resource/show/4e2d9a2d5d17508eb1089dc2?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e27?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Reflection+Questions\)](/resource/show/4e2d9a5c5d17508eb1089e27?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Reflection+Questions) | [Video \(/resource/show/4e2d99e35d17508eb1089d54?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Video\)](/resource/show/4e2d99e35d17508eb1089d54?popup=true&lookforId=4e2d9b195d17508eb1089f68&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Evidence:

Teacher Evidence:

- ☐ Teacher asks students to examine previous entries in their academic notebooks or notes
- ☐ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐ Teacher has students explain how their understanding has changed

Student Evidence:

- ☐ Students make corrections to information previously recorded about content
- ☐ When asked, students can explain previous errors or misconceptions they had about content

Resources:

[Scale \(/resource/show/4e2d9a2a5d17508eb1089daa?popup=true&lookforId=4e2d9b195d17508eb1089f6d&title=Scale\)](/resource/show/4e2d9a2a5d17508eb1089daa?popup=true&lookforId=4e2d9b195d17508eb1089f6d&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5f5d17508eb1089e37?popup=true&lookforId=4e2d9b195d17508eb1089f6d&title=Reflection+Questions\)](/resource/show/4e2d9a5f5d17508eb1089e37?popup=true&lookforId=4e2d9b195d17508eb1089f6d&title=Reflection+Questions)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson add to your understanding of the content?

What changes did you make in your understanding of the content as a result of the lesson?

What do you still need to understand better?

DQ4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Evidence:

Teacher Evidence:

- ☐ Teacher establishes the need to generate and test hypotheses
- ☐ Teacher organizes students into groups to generate and test hypotheses

Student Evidence:

- ☐ When asked, students describe the importance of generating and testing hypotheses about content
- ☐ When asked, students explain how groups support their learning
- ☐ Students use group activities to help them generate and test hypotheses

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089dda?popup=true&lookforId=4e2d9b1a5d17508eb1089f78&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a595d17508eb1089e09?popup=true&lookforId=4e2d9b1a5d17508eb1089f78&title=Reflection+Questions\)](#)
| [Video \(/resource/show/4e2d99fb5d17508eb1089d93?popup=true&lookforId=4e2d9b1a5d17508eb1089f78&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Evidence:**Teacher Evidence:**

- ☐ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- ☐ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence:

- ☐ Students are clearly working on tasks that require them to generate and test hypotheses
- ☐ When asked, students can explain the hypothesis they are testing
- ☐ When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- ☐ Student artifacts indicate that they can engage in decision making, problem solving, experiential inquiry, or investigation

Resources:

[Scale \(/resource/show/4e2d9a305d17508eb1089dea?popup=true&lookforId=4e2d9b1a5d17508eb1089f7f&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5b5d17508eb1089e1d?popup=true&lookforId=4e2d9b1a5d17508eb1089f7f&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99fc5d17508eb1089d95?popup=true&lookforId=4e2d9b1a5d17508eb1089f7f&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Evidence:**Teacher Evidence:**

- ☐ Teacher makes himself/herself available to students who need guidance or resources
- Circulates around the room
 - Provides easy access to himself/herself
- ☐ Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks

Student Evidence:

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

- ☐ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Resources:

[Scale \(/resource/show/4e2d9a2e5d17508eb1089dd2?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Scale\)](/resource/show/4e2d9a2e5d17508eb1089dd2?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a575d17508eb1089df9?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Reflection+Questions\)](/resource/show/4e2d9a575d17508eb1089df9?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Reflection+Questions) | [Video \(/resource/show/4e2d99e75d17508eb1089d60?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Video\)](/resource/show/4e2d99e75d17508eb1089d60?popup=true&lookforId=4e2d9b1b5d17508eb1089f87&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How did this lesson help you apply or use what you have learned?

What change has this lesson made about your understanding of the content?

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

Noticing when Students are not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Evidence:

Teacher Evidence:

- ☐ Teacher notices when specific students or groups of students are not engaged
- ☐ Teacher notices when the energy level in the room is low
- ☐ Teacher takes action to re-engage students

Student Evidence:

- ☐ Students appear aware of the fact that the teacher is taking note of their level of engagement
- ☐ Students try to increase their level of engagement when prompted
- ☐ When asked, students explain that the teacher expects high levels of engagement

Resources:

[Scale \(/resource/show/4e2d9a295d17508eb1089da8?popup=true&lookforId=4e2d9b1c5d17508eb1089f91&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e1f?popup=true&lookforId=4e2d9b1c5d17508eb1089f91&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99eb5d17508eb1089d6a?popup=true&lookforId=4e2d9b1c5d17508eb1089f91&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Evidence:**Teacher Evidence:**

- ☐ Teacher uses structured games such as Jeopardy, Family Feud, and the like
- ☐ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- ☐ Teacher uses friendly competition along with classroom games

Student Evidence:

- ☐ Students engage in the games with some enthusiasm
- ☐ When asked, students can explain how the games keep their interest and help them learn or remember content

Resources:

[Scale \(/resource/show/4e2d9a2e5d17508eb1089dd0?popup=true&lookforId=4e2d9b1c5d17508eb1089f99&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5a5d17508eb1089e13?popup=true&lookforId=4e2d9b1c5d17508eb1089f99&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99fd5d17508eb1089d97?popup=true&lookforId=4e2d9b1c5d17508eb1089f99&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Evidence:**Teacher Evidence:**

- ☐ Teacher uses wait time
- ☐ Teacher uses response cards
- ☐ Teacher has students use hand signals to respond to questions
- ☐ Teacher uses choral response
- ☐ Teacher uses technology to keep track of students' responses
- ☐ Teacher uses response chaining

Student Evidence:

- ☐ Multiple students or the entire class responds to questions posed by the teacher
- ☐ When asked, students can describe their thinking about specific questions posed by the teacher

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dca?popup=true&lookforId=4e2d9b1c5d17508eb1089fa0&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5b5d17508eb1089e15?popup=true&lookforId=4e2d9b1c5d17508eb1089fa0&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99f05d17508eb1089d76?popup=true&lookforId=4e2d9b1c5d17508eb1089fa0&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Physical Movement

The teacher uses physical movement to maintain student engagement

Evidence:

Teacher Evidence:

- ☐ Teacher has students stand up and stretch or related activities when their energy is low
- ☐ Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- ☐ Teacher has students physically act out or model content to increase energy and engagement
- ☐ Teacher uses give-one-get-one activities that require students to move about the room

Student Evidence:

- ☐ Students engage in the physical activities designed by the teacher
- ☐ When asked, students can explain how the physical movement keeps their interest and helps them learn

Resources:

[Scale \(/resource/show/4e2d9a285d17508eb1089d9e?popup=true&lookforId=4e2d9b1d5d17508eb1089faa&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e35?popup=true&lookforId=4e2d9b1d5d17508eb1089faa&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99f15d17508eb1089d78?popup=true&lookforId=4e2d9b1d5d17508eb1089faa&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement

Evidence:

Teacher Evidence:

Student Evidence:

☐ Teacher employs crisp transitions from one activity to another

☐ Students quickly adapt to transitions and re-engage when a new activity is begun

☐ Teacher alters pace appropriately (i.e. speeds up and slows down)

☐ When asked about the pace of the class, students describe it as not too fast or not too slow

Resources:

[Scale \(/resource/show/4e2d9a305d17508eb1089de2?popup=true&lookforId=4e2d9b1d5d17508eb1089fb2&title=Scale\)](/resource/show/4e2d9a305d17508eb1089de2?popup=true&lookforId=4e2d9b1d5d17508eb1089fb2&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e33?popup=true&lookforId=4e2d9b1d5d17508eb1089fb2&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99fb5d17508eb1089d91?popup=true&lookforId=4e2d9b1d5d17508eb1089fb2&title=Video\)](/resource/show/4e2d99fb5d17508eb1089d91?popup=true&lookforId=4e2d9b1d5d17508eb1089fb2&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Evidence:

Teacher Evidence:

☐ Teacher describes personal experiences that relate to the content

☐ Teacher signals excitement for content by:

- Physical gestures
- Voice tone
- Dramatization of information

☐ Teacher overtly adjusts energy level

Student Evidence:

☐ When asked, students say that the teacher "likes the content" and "likes teaching"

☐ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Resources:

[Scale \(/resource/show/4e2d9a305d17508eb1089de6?popup=true&lookforId=4e2d9b1d5d17508eb1089fb8&title=Scale\)](/resource/show/4e2d9a305d17508eb1089de6?popup=true&lookforId=4e2d9b1d5d17508eb1089fb8&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5a5d17508eb1089e0f?popup=true&lookforId=4e2d9b1d5d17508eb1089fb8&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99f95d17508eb1089d8b?popup=true&lookforId=4e2d9b1d5d17508eb1089fb8&title=Video\)](/resource/show/4e2d99f95d17508eb1089d8b?popup=true&lookforId=4e2d9b1d5d17508eb1089fb8&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Evidence:**Teacher Evidence:**

- ☐ Teacher structures mini-debates about the content
- ☐ Teacher has students examine multiple perspectives and opinions about the content
- ☐ Teacher elicits different opinions on content from members of the class

Student Evidence:

- ☐ Students engage in friendly controversy activities with enhanced engagement
- ☐ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on
- ☐ When asked, students explain how a friendly controversy activity helped them better understand the content

Resources:

[Scale \(/resource/show/4e2d9a2e5d17508eb1089dce?popup=true&lookforId=4e2d9b1d5d17508eb1089fbf&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089dfd?popup=true&lookforId=4e2d9b1d5d17508eb1089fbf&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99d35d17508eb1089d50?popup=true&lookforId=4e2d9b1d5d17508eb1089fbf&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Evidence:**Teacher Evidence:****Student Evidence:**

- ☐ Teacher is aware of student interests and makes connections between these interests and class content
- ☐ Teacher structures activities that ask students to make connections between the content and their personal interests
- ☐ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested
- ☐ Students engage in activities that require them to make connections between their personal interests and the content
- ☐ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Resources:

[Scale \(/resource/show/4e2d9a2b5d17508eb1089db6?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Scale\)](/resource/show/4e2d9a2b5d17508eb1089db6?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e2d?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Reflection+Questions\)](/resource/show/4e2d9a5e5d17508eb1089e2d?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Reflection+Questions) | [Video \(/resource/show/4e2d99f25d17508eb1089d7c?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Video\)](/resource/show/4e2d99f25d17508eb1089d7c?popup=true&lookforid=4e2d9b205d17508eb1089fc7&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Evidence:**Teacher Evidence:**

- ☐ Teacher systematically provides interesting facts and details about the content
- ☐ Teacher encourages students to identify interesting information about the content
- ☐ Teacher engages students in activities like "Believe it or not" about the content
- ☐ Teacher uses guest speakers to provide unusual information about the content

Student Evidence:

- ☐ Students' attention increases when unusual information is presented about the content
- ☐ When asked, students explain how the unusual information makes them more interested in the content

Resources:

[Scale \(/resource/show/4e2d9a2a5d17508eb1089db0?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Scale\)](/resource/show/4e2d9a2a5d17508eb1089db0?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089e03?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Reflection+Questions\)](/resource/show/4e2d9a585d17508eb1089e03?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Reflection+Questions)
 | [Video \(/resource/show/4e2d99fa5d17508eb1089d8f?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Video\)](/resource/show/4e2d99fa5d17508eb1089d8f?popup=true&lookforId=4e2d9b205d17508eb1089fce&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How engaged were you in this lesson?

What are some things that keep your attention?

What are some things that made you bored?

DQ7: Recognizing Adherence to Rules and Procedures**Demonstrating "Withitness"**

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Evidence:**Teacher Evidence:**

- ☐ Teacher physically occupies all quadrants of the room
- ☐ Teacher scans the entire room making eye contact with all students
- ☐ Teacher recognizes potential sources of disruption and deals with them immediately
- ☐ Teacher proactively addresses inflammatory situations

Student Evidence:

- ☐ Students recognize that the teacher is aware of their behavior
- ☐ When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Resources:

[Scale \(/resource/show/4e2d9a305d17508eb1089de47?popup=true&lookforId=4e2d9b215d17508eb1089fda&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e23?popup=true&lookforId=4e2d9b215d17508eb1089fda&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99ed5d17508eb1089d70?popup=true&lookforId=4e2d9b215d17508eb1089fda&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Evidence:**Teacher Evidence:**

- ☐ Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- ☐ Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- ☐ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- ☐ Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- ☐ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence:

- ☐ Students cease inappropriate behavior when signaled by the teacher
- ☐ Students accept consequences as part of the way class is conducted
- ☐ When asked, students describe the teacher as fair in application of rules

Resources:

[Scale \(/resource/show/4e2d9a2f5d17508eb1089de0?popup=true&lookforId=4e2d9b215d17508eb1089fe2&title=Scale\)](/resource/show/4e2d9a2f5d17508eb1089de0?popup=true&lookforId=4e2d9b215d17508eb1089fe2&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089e05?popup=true&lookforId=4e2d9b215d17508eb1089fe2&title=Reflection+Questions\)](#)
| [Video \(/resource/show/4e2d99fe5d17508eb1089d9b?popup=true&lookforId=4e2d9b215d17508eb1089fe2&title=Video\)](/resource/show/4e2d99fe5d17508eb1089d9b?popup=true&lookforId=4e2d9b215d17508eb1089fe2&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Evidence:**Teacher Evidence:**

- ☐ Teacher provides nonverbal signals that a rule or procedure has been followed:
- Smile
 - Nod of head
 - High Five
- ☐ Teacher gives verbal cues that a rule or procedure has been followed:
- Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- ☐ Teacher notifies the home when a rule or procedure has been followed
- ☐ Teacher uses tangible recognition when a rule or procedure has been followed:
- Certificate of merit
 - Token economies

Student Evidence:

- ☐ Students appear appreciative of the teacher acknowledging their positive behavior
- ☐ When asked, students describe teacher as appreciative of their good behavior
- ☐ The number of students adhering to rules and procedure increases

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dc4?popup=true&lookforId=4e2d9b215d17508eb1089fec&title=Scale\)](/resource/show/4e2d9a2d5d17508eb1089dc4?popup=true&lookforId=4e2d9b215d17508eb1089fec&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5c5d17508eb1089e29?popup=true&lookforId=4e2d9b215d17508eb1089fec&title=Reflection+Questions\)](#)
| [Video \(/resource/show/4e2d99ed5d17508eb1089d8e?popup=true&lookforId=4e2d9b215d17508eb1089fec&title=Video\)](/resource/show/4e2d99ed5d17508eb1089d8e?popup=true&lookforId=4e2d9b215d17508eb1089fec&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How well did you do at following classroom rules and procedures during this lesson?

What are some things that helped you follow the rules and procedures?

What are some things that didn't help you follow the rules and procedures?

DQ8: Establishing and Maintaining Effective Relationships with Students

Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Evidence:**Teacher Evidence:**

- ☐ Teacher has side discussions with students about events in their lives
- ☐ Teacher has discussions with students about topics in which they are interested
- ☐ Teacher builds student interests into lessons

Student Evidence:

- ☐ When asked, students describe the teacher as someone who knows them and/or is interested in them
- ☐ Students respond when teacher demonstrates understanding of their interests and background
- ☐ When asked, students say they feel accepted

Resources:

[Scale \(/resource/show/4e2d9a295d17508eb1089da4?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Scale\)](/resource/show/4e2d9a295d17508eb1089da4?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a5b5d17508eb1089e19?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Reflection+Questions\)](/resource/show/4e2d9a5b5d17508eb1089e19?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Reflection+Questions)
| [Video \(/resource/show/4e2d99e45d17508eb1089d58?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Video\)](/resource/show/4e2d99e45d17508eb1089d58?popup=true&lookforId=4e2d9b225d17508eb1089ff9&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate the teacher uses verbal and nonverbal behavior that indicates caring for students.

Evidence:**Teacher Evidence:**

- ☐ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☐ Teacher uses humor with students when appropriate
- ☐ Teacher smiles, nods, (etc) at students when appropriate
- ☐ Teacher puts hand on students' shoulders when appropriate

Student Evidence:

- ☐ When asked, students describe teacher as someone who cares for them
- ☐ Students respond to teacher's verbal interactions
- ☐ Students respond to teacher's nonverbal interactions

Resources:

[Scale \(/resource/show/4e2d9a2d5d17508eb1089dc0?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Scale\)](/resource/show/4e2d9a2d5d17508eb1089dc0?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089e07?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Reflection+Questions\)](/resource/show/4e2d9a585d17508eb1089e07?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Reflection+Questions)
| [Video \(/resource/show/4e2d99f35d17508eb1089d7e?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Video\)](/resource/show/4e2d99f35d17508eb1089d7e?popup=true&lookforId=4e2d9b225d17508eb108a001&title=Video)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Evidence:

Teacher Evidence:

- ☐ Teacher does not exhibit extremes in positive or negative emotions
- ☐ Teacher addresses inflammatory issues and events in a calm and controlled manner
- ☐ Teacher interacts with all students in the same calm and controlled fashion
- ☐ Teacher does not demonstrate personal offense at student misbehavior

Student Evidence:

- ☐ Students are settled by the teacher's calm demeanor
- ☐ When asked, students describe the teacher as in control of himself/herself and in control of the class
- ☐ When asked, students say that the teacher does not hold grudges or take things personally

Resources:

[Scale \(/resource/show/4e2d9a305d17508eb1089de8?popup=true&lookforId=4e2d9b225d17508eb108a00b&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5e5d17508eb1089e2b?popup=true&lookforId=4e2d9b225d17508eb108a00b&title=Reflection+Questions\)](#) | [Video \(/resource/show/4e2d99e95d17508eb1089d64?popup=true&lookforId=4e2d9b225d17508eb108a00b&title=Video\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How much did you feel accepted and welcomed in the class today?

What are some things that made you feel accepted and welcomed?

What are some things that did not make you feel accepted and welcomed?

DQ9: Communicating High Expectations for All Students

Communicating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Evidence:

Teacher Evidence:

- ☐ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- ☐ The teacher provides low expectancy students with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- ☐ The teacher provides low expectancy students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- ☐ Teacher does not allow negative comments about low expectancy students

Student Evidence:

- ☐ When asked, students say that the teacher cares for all students
- ☐ Students treat each other with respect

Resources:

[Scale \(/resource/show/4e2d9a2c5d17508eb1089dbe?popup=true&lookforId=4e2d9b225d17508eb108a018&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a5a5d17508eb1089e0d?popup=true&lookforId=4e2d9b225d17508eb108a018&title=Reflection+Questions\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Evidence:

Teacher Evidence:

- ☐ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- ☐ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence:

- ☐ When asked, students say the teacher expects everyone to participate
- ☐ When asked, students say the teacher asks difficult questions of everyone

Resources:

[Scale \(/resource/show/4e2d9a315d17508eb1089dec?popup=true&lookforId=4e2d9b225d17508eb108a020&title=Scale\)](#) | [Reflection Questions \(/resource/show/4e2d9a585d17508eb1089dff?popup=true&lookforId=4e2d9b225d17508eb108a020&title=Reflection+Questions\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Evidence:

Teacher Evidence:

- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect
- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly

Student Evidence:

- ☐ When asked, students say that the teacher won't "let you off the hook"
- ☐ When asked, students say that the teacher "won't give up on you"
- ☐ When asked, students say the teacher helps them answer questions successfully

- ☐ When low expectancy students demonstrate frustration the teacher allows them to collect their thoughts but goes back to them at a later point in time

Resources:

[Scale \(/resource/show/4e2d9a295d17508eb1089da2?popup=true&lookforId=4e2d9b235d17508eb108a026&title=Scale\)](/resource/show/4e2d9a295d17508eb1089da2?popup=true&lookforId=4e2d9b235d17508eb108a026&title=Scale) | [Reflection Questions \(/resource/show/4e2d9a605d17508eb1089e3f?popup=true&lookforId=4e2d9b235d17508eb108a026&title=Reflection+Questions\)](#)

Scale:

Innovating Applying Developing Beginning Not Using Not Applicable

Student Interview

Student Questions

Student Questions

Student Questions

How much were you challenged during today's lesson?

What are some things that challenged you during today's lesson?

Signatures**Observer Signature:****Date:**

Learner Signature:**Date:**

**DIRECTIONS FOR COMPLETING BASA EVALUATION FOR
CHARTER SCHOOL ADMINISTRATORS
2012-2013**

1. Access the attachment from the email sent by RHONDA STEPHANIK or JODY PERRY called 'BASA for Charter Schools'. This is an Excel Spreadsheet that will have to be filled in for each administrator being evaluated under BASA.
2. **Basic Information** is to be filled in under Columns A – F of the spreadsheet. If you are an administrator evaluating multiple school-based administrators, please place all of them on the same worksheet.
 - Appraiser – Person completing the evaluation and evaluating the skills of the appraisee.
 - Appraisee – Person being evaluated.
3. **Deliberate Practice** is to be filled under Column G. Choices are Highly Effective (HE), Effective (E), Needs improvement (NI), or Unsatisfactory (U). Utilize the attachment called 'DP Implementation Rubric' in order to discern what rating to give the appraisee. 'Not Applicable' is not an appropriate rating to give for Deliberate Practice.

Note: This field cannot be left blank.
4. Actual indicator ratings will be chosen in columns H – columns DC. There are 25 indicators on this year's BASA. On the Excel Spreadsheet you are working with, each indicator is broken up across four different columns. Here is the explanation for the first one, Indicator 1.1.
 - Column H – HE 1.1 – If you are rating the appraisee as Highly Effective for Indicator 1.1, place an 'x' here.
 - Column I – E 1.1 – If you are rating the appraisee as Effective for Indicator 1.1, place an 'x' here.
 - Column J – NI 1.1 – If you are rating the appraisee as Needs Improvement for Indicator 1.1, place an 'x' here.
 - Column K – U 1.1 – If you are rating the appraisee as Unsatisfactory for Indicator 1.1, place an 'x' here.

NOTE: in order to discern what rating to give the appraisee, refer to the attachment called 'BASA Indicator Rubric'.

**DIRECTIONS FOR COMPLETING BASA EVALUATION FOR
CHARTER SCHOOL ADMINISTRATORS
2012-2013**

5. Continue to place an x under the appropriate column for the remaining indicators following the same process shared in step 4.
6. **DEADLINE:** Upon having rated the Deliberate Practice and 25 ratings for each person being evaluated, please save the worksheet with your school location number and send back to Rhonda Stephanik by June 14, 2013.
7. As soon as The Broward County Public Schools District receives Student Growth/VAM Scores for your location, you will receive an overall final evaluation, which includes the Leadership Practice Score (60%) and the Student Growth Score (40%).

For technical assistance, please call Tanya Thompson, Evaluation Coordinator, at (954) 632-1416 or e-mail at tanya.thompson@browardschools.com.

Broward Assessment for School Administrators **(BASA)**



Employee Evaluations Department
Office of Talent Development