"Where Education Has No Limits"

EMPLOYEE HANDBOOK

(For Staff/ Teachers)

2023 - 2024

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General Guidelines for Staff/ Teachers

This handbook is designed to give all Salam Academy Employees a ready source of information about the operation and philosophy of Salam Academy. It is expected that every employee will read the Employee Handbook at least once in order to become familiar with its content. When questions arise in the future about any operational or policy matter, the employees will then know where to locate the answer. ***Since it is our goal to provide the best possible learning atmosphere, it seems appropriate that everyone be familiar with the school operation and that we practice consistency in our contacts with students and all other stakeholders.*** This can only be accomplished if everyone has access to the same information. We hope the Employee Handbook serves its intended purpose. We always welcome suggestions for additions or changes which will clarify any point of uncertainty. All Employees, please keep your copy in a secure place, yet one that is readily available to you.

Thanks,

Salam Academy Board of Directors

Daily Schedule
Upon arrival and leaving, all staff/teachers are required to sign in and out in a log kept in a designated area. News and information will also be posted on the bulletin board in a designated area and in the teachers' mail slots.

Arrival and Dismissal

Full time Teachers & Staff: 30 minutes before first class
                                         30 minutes after final class

ASSEMBLIES:

Definition of an Assembly: An assembly is a school activity in which students, teachers, and community participate for the unification and enrichment of school life. It is not an interruption in the workings of the school but is an integral and basic part of the school day.

Aims of the Assembly: To provide opportunities for the display of the wealth and variety of talent among our students. To provide the opportunity for students to participate actively on stage before their fellow students for recognition, provide social experience and training in stage presence, good speech habits, prayers etiquettes, Adaab (Manners), and school announcements, etc.

1. To learn the importance of congregational prayers & etiquette of reading & listening of The Holy Quran.
2. To provide experience in proper audience response.
3. To bring before all students what is being done in various grades of the school.
4. To encourage appreciation of aesthetic values & to promote worthy attitudes & manners.
5. To motivate subject and school activities of interest and to stimulate creativeness.
6. To develop student leadership and management and to cement public relations.
7. To bring into the school various groups and personalities from local and state organizations that will enhance the learning process.

Scheduling of an Assembly

An assembly schedule will be posted. Each class will be responsible for their assembly week. Classroom teachers and Arabic teachers should work together to decide what students will present on what days. Those desiring to present an assembly program should sign up in the office.

Punctuality
All employees are expected to arrive on time every day, for every class, yard duty assignments, meetings, etc. For the proper operation of the school.

<u>**Conduct**</u>
All employees are to conduct themselves in a professional and dignified manner at all times. This means no loud talking, loud laughing, screaming, disrespecting students or parents, or otherwise inappropriate behavior. Knowing the mission and goals of S.A., teachers and staff are expected to respect Islamic code of ethics and are advised to seek knowledge for multicultural education.

<u>**Absence**</u>
In cases of sickness and personal emergency, staff members are to inform the school of absence as early as possible, preferably by either calling the principal or administrator at home the evening before work. If this is not possible, staff should call the principal or administrator at home by 6:00 am and also leave a message on the Salam Academy answering machine.

<u>**Leaving the School**</u>
After approval from the principal, please notify the office and complete the appropriate form if you, for any reason, must leave the school grounds anytime during the day. Teachers can leave the school grounds during their 30-minute lunch only. During the hours you are at work, school staff must have knowledge of your whereabouts at all times.

<u>**Staff/ Teachers Meetings**</u>
Meetings will be held once a month. The meeting will be on the 2nd Friday of the month at 1:30 PM. If needed, you will be notified of any other meetings that need to be scheduled during the month. Teachers are invited to attend any of the PTO meetings *(without any additional compensation expectation)* making sure that their class is not affected. Individual teacher/principal meetings are scheduled as needed. At the end of each grading period, teachers must be available for any questions from the parents and to schedule any requested meetings with the parents during their breaks. See administration for further clarification.

<u>**SCHOOL PROPERTY POLICY:**</u>
Salam Academy requires all employees to make efficient, effective, and ethical use of all school property. Employees should be aware that all school facilities, equipment, and supplies are owned and maintained by the school solely for its educational and administrative purposes.

Employees may not use school property for personal use. **Employees should be aware that telephones, computers, and other office equipment such as faxes and photocopiers are owned and maintained by the school solely for its educational and administrative purposes.** Employees may not use and may not require or allow others to use school's resources for any non-work-related purposes except for occasional, incidental use. For example, employees are permitted to use the telephone for the occasional personal call. **Personal long-distance calls are permitted but must be paid for by the employee upon receipt of the bill**. Employees may not use office photocopiers to copy material strictly for their personal use, with the occasional exception of copying information for employment-related social functions. Employees

may occasionally access personal email but must ensure that doing so will not compromise the integrity of the school computer system by allowing computer viruses to enter the system. **During paid work hours, access to personal email is limited to authorized break periods and should not be done in the presence of students, i.e., in the computer lab or library while students are using the facility. Social media sites like Facebook and twitter should never be accessed during school hours.** Student/teacher discussions should be limited to school and classroom. Private information or the private lives of teachers should never be discussed in front of or with students. Nor should teachers share or discuss any information, confidential or otherwise, with students or other teachers.

RECORDS:
All academic and personal records are the school's property. Employees can request (written only) access to review their personal files twice a year. Employees cannot request to review their files once the job agreement is completed or terminated. Any request must go through the Board of Directors.

GUEST SPEAKERS:

Salam Academy has a guest speaker program. Speakers are sought on the basis of student needs and interests, topical news events, interesting careers, and occupations.

Prior to attending an assembly given by a guest speaker, teachers are requested to instruct their students on the proper procedures for conducting themselves in the presence of a speaker. The students are expected to receive the guest warmly with applause, give their attention during the program, ask relevant questions when time allows, and thank the speaker with another warm applause.

Teachers must stress to the students that when attending a speaker's program, they are to be neatly attired. Students not adhering to this request will be prohibited from attending the program.

Inventory:

The following equipment is available in the school:
Slide projectors
Computers
SMART Boards
Classroom Furniture (Teachers Desk & stool, Students desks, Bookshelves, File Cabinets)

TEXTBOOKS - GENERAL INFORMATION

Each teacher will find in his/her classroom a sufficient number of texts, plus a few spares, to cover the latest available enrollment figures. If additional copies are needed, they are to be requisitioned from the principal.

GENERAL REGULATIONS CONCERNING TEXTBOOKS

The following procedure will be followed:

1. <u>Original</u> records of text assignments to students must be made in <u>duplicate</u>. One for the teacher; one for the office. Records should show textbook numbers, student name and student signature also noting any condition problems.

2. All books should be numbered on the front inside cover. This number (in black ink) is the only number to be used. It will facilitate a running inventory of the texts and make a planned program of reordering so that a sufficient number of texts will be on hand at the beginning of each school year.

3. All books should be stamped on the front inside cover. This stamp was put there to facilitate the returning of books to the student they were assigned to in case they become lost. It will also aid us in determining age and the number of times a book has been issued. Students should be instructed to write their names inside the textbook.

4. Any significant damage should be noted besides the condition number in order that this may be taken into consideration when assigning fines at the end of the year.

5. All books must be covered. Any suitable material will do. Any repeated violations of this rule should be brought to the attention of the principal. Books are not to be covered with sticky contact plastic covers.

6. All requisitions for additional texts are to be made through the office.

7. If a book is lost, mark your record "lost," then give a replacement number and mark "replacement." **When a student loses a book, he/she will be required to pay for it.** We are obligated to issue a student a new book even though he has not yet paid for the old one. In this case, the student is responsible for two books.

8. No book is to be destroyed by a teacher without the consent of the principal. At the end of the year, all books in very poor condition and possible discards should be piled separately and designated as possible discards.

9. The teachers should attempt to periodically (suggested once a month) check all texts so that they do not begin to take the place of a notebook. Excessive amounts of papers jammed in a text are the major cause of broken bindings and "dog-earing" of pages.

Computer Use

All students, staff, faculty, and others who use school computers, electronic equipment, and systems must do so in a responsible, ethical, and legal manner. Employees must not make use of computers, networks, or other information resources in a manner that may, or is likely to, result in damage to any system, database, or operation. Unauthorized entry into or tampering with computers, networks, or other information resources is prohibited. Use of unlicensed or unauthorized computer software or shareware is prohibited, as is downloading any copyrighted material such as copyrighted music or graphics files. Duplication of licensed software is prohibited, unless specifically authorized by the school. Employees should consult with the school Office if there are any questions about installation or use of computer software, hardware, or other equipment. Teachers should not "friend" any students of social media sites. All correspondence with parents must be cc'd to the office so that the administration is aware of any problems and so that it can be documented.

Cell Phone Usage:

Staff members are prohibited from using cell phones during business hours unless in case of emergency. This includes receiving and making calls, receiving, and sending texts, checking the internet, etc. Cell phones should be off during all class time. This includes instruction time, recess, before/aftercare, and any other time that students are in staff member care.

Pornography Prohibited:

Due to the school's adherence to strict religious standards, which we take very seriously, use of School's computers to view, read, or distribute sexually explicit or any provocative material is strictly prohibited. Anyone caught or suspected of violating this rule will be terminated immediately.

Gambling Prohibited:

Due to the school's adherence to strict religious standards, which we take very seriously, use of computers for gambling is strictly prohibited.

No Expectation of Privacy:

The school is authorized to physically observe and electronically monitor, log, and track the use of computer equipment and data without the knowledge or consent of the user. Computer users, including employees, do not have a reasonable expectation of privacy while using school computers and electronic equipment.

E-Mail Signature:

Employees shall limit any email signature lines to name, job title, and business contact information, such as email address, mailing address and telephone number and fax numbers.

Mail Slots
Each teacher/ staff will be assigned a mail slot in the reception area to receive mail and messages. Please be sure to check your mail slot on a regular basis throughout the day, as it could contain urgent information. Mail slots are not intended for storage and should be emptied daily.

Phone Use
Outgoing calls may be made from the phone in the office. Calls are to be limited to five (5) minutes or less. Incoming calls to the office should be limited to important or emergency calls only. Messages will be put in the mail slots for non-emergency calls.

Supplies
Supplies are to be ordered using the appropriate form that shall be turned in to the office. You will be notified when your order arrives. All donations must go through the office ONLY.

Typing
Teachers should do their own typing. All correspondence to be sent home with the students should be neatly and professionally typed. It is always a good idea to keep electronic copies of all correspondence. Any information or letters submitted to the office from the teachers should also be typed. All lesson plans must be typed.

Staff Development Days (In-Service Teacher Training)
These days are provided to keep teachers up to date on teaching methods, organizational skills, computer knowledge, and problem-solving techniques in the classroom. All teachers are required to attend and should use this resource to help them save valuable time and energy when teaching and organizing the classroom. Within 48 hours, after every in-service day each teacher should submit to the office a detailed report of what knowledge and skills were gained from the in-service day.

Teachers Visitors
Visitors are not allowed during class time unless it is an emergency. The office should be notified ahead of time about any expected visitor. Visitors need to stop by the office first to sign in and receive a visitor's pass. Teachers' visitors should comply with the school rules in everything, especially dress code.

Teachers' Kids
If the teacher has kids who are attending Salam Academy, they should follow the rules of the school as specified in the student parent handbook regarding arrival, dismissal, equipment use, discipline policy, etc. Staff kids are not allowed in the school during staff meetings and in-service days. If the staff kids don't attend Salam Academy and they are visiting the school they should follow the school rules, especially dress codes. Permission should be obtained from the office ahead of time for the visit.

Days Off
Days off must be requested at least one week in advance. No days off will be given during the standardized testing or the last week of school.

Dress Code
All members are expected to dress in a way that is modest and dignified according to the Islamic code of dress. See administrator for further clarifications.

Females: Clothing should not be tight or transparent and should cover all of the body. Head cover/ Hijab/ Veil is optional.

- Shirts/Dresses/Outfits must be loose fitting and cover the entire chest & breast area completely up to the neck. No open collar shirts, V-necks, etc. are allowed.
- Shirts/Dresses/Outfits must be loose fitting and have medium (3/4) to long sleeves.
- Dresses/Skirts/Slacks/Outfits must be loose fitting and cover entire legs. Capris, tight or torn pants/ jeans/ skirts of any kind is NOT allowed. Very thin/ see-through/ torn clothing is NOT allowed.

Males: Clothing should not be tight or transparent**.**

- Shirts must be loose fitting and have half or full sleeves. No open button or chest showing.
- NO shorts allowed. Slacks must be loose fitting and cover entire legs.
- Very thin/ see-through clothing is NOT allowed.
- Only dress pants and loose-fitting jeans [not torn or body shaped] allowed.

NOTE: The school principal and the board president have the authority to write off inappropriate dressing/ behaviors.

Student Etiquette
Teachers and staff are strongly encouraged to promote good etiquette and manners in the classroom and outside the classroom. Students must be courteous and respectful to all adults and their peers. Good manners must be observed when eating, standing in line, playing in the playground, attending assembly, walking in the hallway, etc. Teachers

should hold a workshop to gather ideas and come up with a unified plan to implement strategies that promote good etiquette (such as Catch Yaa! awards, Islamic manners, etc.)

Other than the uniform policy, following applies to all on campus and off campus activities where Salam Academy is represented. E.g., Science Fair, Chess Club, Spelling bee, parties, conferences, etc.

"Keeping the Islamic values and school dress code; all students will be in proper school uniform and teachers/ parents/ volunteer in appropriate attire." ~ SA handbook

Uniform is only where required. At places where other than uniform is allowed, everyone

Clean & Safe Environment:

Employees are expected to contribute to the school's efforts to maintain a clean, safe, and professional campus, and shall not abuse or willingly damage School's property.

- All work areas, including individual office space, must be maintained in a safe, neat, and organized manner that reflects the need to present a professional image at the school.

  o All books, materials, and supplies not in use should be stored in appropriate storage locations, file cabinets, bookshelves, storage cabinets or closets.

  o Items attached to walls must be installed by the school.

  o All wall hangings should be in "display-quality" format.

  o Artwork, posters, photographs, degrees, certificates, and awards must be framed.

  o Personal photos, cards, calendars, and other items referred to regularly may be placed professionally.
- Employees & students must leave classrooms and office areas all clean and ready for the cleaning staff to vacuum and mop the floors.

DISCRIMINATION AND HARASSMENT POLICY: [Also, see the ABUSE POLICIES and PROCEDURES manual.

Salam Academy appreciates and values the diversity of its students, its workforce, and the greater community. All employees are expected to treat their peers, subordinates, supervisors, students, administrators, Board members, advisory committee members, P.T.O. members and members of the greater community in a manner that reflects equality and respect.

Definitions

1. **Discrimination** is the unequal treatment of a person based on race, color, religion or creed, national origin, ancestry, gender, gender identity, sexual orientation, age, physical or mental disability, serious medical condition, spousal affiliation, veteran status, pregnancy, genetic information, citizenship, and any other basis prohibited by law.
2. **Employee** is any member of the S.A. workforce: all staff; all student employees; all teachers; all administrators, including interim; all contract employees.
3. **Harassment** is the act of systematic and/or unwanted and annoying action of one party or a group, including threats and demands.

DISCRIMINATION POLICY:

S.A. is committed to equal opportunity for all students and all staff.

It is S.A. policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation.

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

HARASSMENT POLICY:

S.A. is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. Punishable harassment is conduct, including verbal conduct, (1) that creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or seriously intimidating.

Sexual harassment is a form of harassment that also violates school policy. Punishable sexual harassment is an unwelcome sexual advance or sexual conduct, including verbal conduct, (1) that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; (2) that creates (or will certainly create) a hostile environment by substantially interfering with a student's educational

benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (3) that is threatening or seriously intimidating.

To prevent harassment in the first instance, staff members should teach -- teach why harassment is wrong and teach that tolerance and respect are essential to a free society. In response to an act of harassment, staff members should intervene immediately to stop the harassment and, if appropriate, should punish the harassment promptly, consistently, and proportionately to the seriousness of the act. But the response should not end there; rather, staff members should deter future harassment with continuing lessons of tolerance and respect.

Standard Operating procedure (SPO):

An employee who believes he or she has been discriminated against or harassed must report it immediately to his or her supervisor. Supervisors are required to report observed or suspected discrimination or harassment to SA Board.

Retaliation Prohibited: Retaliation against an individual for reporting suspected discrimination, participating in an investigation of discrimination, or opposing discriminatory practices is strictly prohibited. Any employee who retaliates against another for doing so may be subject to discipline.

Responsibilities of Supervisors: Supervisors have the following additional responsibilities:

• know and follow the policy on discrimination and harassment.

• Model behavior that complies with this policy.

• be alert to potential instances of discrimination and harassment.

• Immediately notify the SA Board if discrimination or harassment is observed or when it is reported; and

• cooperate with the SA Board in any investigation and in implementing remedial measures if necessary.

SEXUAL HARRASSMENT:

S.A. is committed to maintaining a community in which students, teachers, staff, and administration are free to work and study without being subjected to sexual harassment. Such behavior subverts the mission of all involved. Sexual harassment is a form of discrimination on the basis of sex and is, therefore, prohibited on school campus and in programs and activities sponsored by the school.

OVERTIME AUTHORIZATION AND COMPENSATORY TIME:

A. Overtime must be authorized, in advance, by the SA Board.
   a. *Overtime* is time worked in excess of 40 hours in a standard workweek by a nonexempt employee. Generally, workloads and work schedules are arranged so that the organization's duties and responsibilities can be accomplished in a normal 40-hour workweek. In cases of emergency or in unique situations, overtime may be worked if it is authorized by the employee's supervisor in advance.
   b. Administrative staff do not receive overtime pay. Hourly employees are paid for the hours they are approved to work. Approved overtime compensation is at 1½ time the straight-time rate. Any overtime pay must always be authorized by the SA Board. The school reserves the right to determine the need for overtime and whether the employee is to be compensated for the extra hours worked beyond the standard workweek with pay or compensatory time. The school may request that employees work overtime for compensatory time only as long as the school notifies the employee prior to working the overtime and the employee agrees to receive compensatory time in lieu of overtime pay. Payment for overtime is usually included in the regularly scheduled paycheck following receipt of the employee's time report.

B. Compensatory time must be authorized by the SA Board. Compensatory time must be approved in advance and may be provided for special projects, extensive meetings, or emergency work situations requiring work beyond a 40-hour workweek.
   a. *Compensatory time* is time off granted for work performed in excess of 40 hours in a standard workweek by a nonexempt employee.
   b. Compensatory time may not be accrued in increments of less than one hour. Compensatory time may be accrued up to a maximum of 10 hours. Supervisors are not authorized to allow employees to work overtime if the employee has accrued 10 hours of compensatory time.
   c. The Budget Manager is responsible for maintaining records of compensatory time earned and used.

C. Employees are required to fulfill their required working hours in any given week.

D. Job requirements take precedence over any scheduling and personal travel arrangements.

E. Temporary flextime scheduling (in rare situations) may be requested and approved by the Board as long as the needs of the school are met.

Legal Reference: The Fair Labor Standards Act of 1938, amendment of 1949.

TRAVEL, COMPENSATION AND EDUCATIONAL BENEFIT POLICY:

The Board limits reimbursement for meetings to no more than two meetings in any one month unless specific exceptions are approved by the Board.

Please refer to the travel policy as an addendum to this employee handbook.

FUND-RAISING ACTIVITIES AND ACCEPTANCE OF DONATIONS POLICY:

A. All solicitation for funding—whether oral, written, or through media publicity and whether initiated by an individual employee or a School-sponsored or School-related group or organization—shall be coordinated in advance through the SA Board.

B. Proposals to solicit external funding or gifts or to accept a gift or donation shall be described in writing, endorsed by the SA Board.

C. The SA Board will accept a gift on behalf of the school (for school ONLY) and must make sure that a receipt of acceptance is provided to the donor.

D. Whenever it appears that the source, conditions, or purpose of a gift might involve new and unexpected responsibilities, the matter shall be referred to the SA Board President.

E. Members of the Board of Directors shall advocate for and solicit gifts on behalf of the school.

Any person or group desiring to apply for external funds or engage in solicitation on behalf of the school or any of its programs or operations proceeds as follows.

     a. Requestor submits a letter for "Prior Approval for Fund-Raising Efforts" to the SA Board for review and endorsement.

     b. If the President approves the request, the originator or originators may engage in the fund-raising activities. Originators may not engage in their proposed activity without prior approval.

     c. All funds raised (in the form of cash, cheques & pledges) <u>must be declared as they are</u>, to the SA Board. The Board along with the school Budget Manager will decide on compensation (if any agreed upon in writing prior to the fundraising activity) for the fundraising person/ authority.

     d. The fundraising person/ authority must put all the funds raised (in the form of cash, check & pledges) in his/ her own writing and sign and date, in front of two witnesses who (the two witnesses- preferred to be recognized people. E.g., Masjid Board member) will also sign, print name, date and provide current contact information, and then the paper will be sealed in an envelope, which will be hand delivered to the school budget manager. The school Budget manager must also provide a written and signed receipt to the fundraising authority about delivery of the funds raised.

     e. Acknowledgments and tax documentation are prepared by the school Budget Manager.

     f. Gifts are acknowledged in writing within two business days of receipt.

     g. The wishes of the donor regarding distribution are reviewed in the acceptance process; gifts are distributed according to the wishes of the donor.

     h. Information concerning donors, prospective donors, beneficiaries, size of gift, and type of gift is held in strict confidence. However, unless

anonymity is requested, donors may be appropriately acknowledged in School publications.

FRAUD POLICY:

Honesty and integrity are important values at Salam Academy. The school works to earn the trust of the community, its students, and its own workforce. To accomplish this, all employees must perform their duties in a professional, honest, and ethical manner. Salam Academy will not tolerate fraud or dishonesty. The school expects its employees to be reliable and trustworthy. All employees must act honestly and responsibly and exercise good ethical judgment in the performance of their duties. Anyone who applies for School employment must accurately and honestly complete a resume and other application-related documents and must be assured that transcripts and other documentation are true. Salam Academy will verify applicant's' employment and educational history, including transcripts, and contact references. All forms required by the school during the course of employment must be accurately and honestly completed. Employees are expected to perform their duties fairly and impartially.

Acts that will be considered violations of this fraud policy include, but are not limited to:

- Theft, misappropriation, or unauthorized use of School funds, property, or resources.
- Offering or accepting a bribe.
- Accepting a gift in exchange for influencing a business decision.
- Submitting, authorizing, or receiving payment for goods or services not actually delivered or performed.
- Submitting, authorizing, or receiving compensation for hours not actually worked.
- Improper or unauthorized alteration or destruction of paper or electronic files, documents, or data.
- Forgery or improper alteration of documents related to School business.
- Falsification of documents or reports, including creating false or misleading financial reports, or withholding relevant information.
- Improper record keeping or falsification of records related to financial transactions, student records, transcripts, timesheets, other payroll documentation or employment history.
- Incurring or allowing expenditures in excess of given authority; and
- Violations of legal or contractual obligations of the school.

Employees in positions of authority or supervision may not use those positions to direct others to perform activities unrelated to their proper School duties or to perform any act that would violate this policy. Every employee is responsible for complying with this policy. Supervisors have an additional responsibility to be aware of the types of fraudulent activities that may occur and to establish and maintain controls to prevent

them. If fraud is suspected, all supervisors shall cooperate fully with SA Board and any other agencies investigating the activity. If fraud is discovered, all supervisors shall take appropriate action and implement appropriate systems to prevent its recurrence. Any employee who attempts to conceal fraudulent activity or obstruct an investigation may be subject to disciplinary action.

Any employee who has a reasonable basis for believing that fraudulent activity has occurred must report it immediately to Supervisor or SA Board. This may be done in person, by telephone or in writing. Reports about suspected fraudulent activity may be made anonymously; however, in order for those reports to be investigated, sufficient information must be provided. Given the serious nature of a fraud allegation, employees should only discuss suspicions of fraud with the SA Board and anyone the school specifically authorizes to be involved in the investigation. Any employee who suspects fraud should not discuss the matter with the individual suspected of engaging in fraudulent activity.

The school strictly prohibits retaliation for reporting suspected fraud. Any employee who believes they have been retaliated against should report their concern to the SA Board. Any employee who directly or indirectly retaliates against another employee for reporting suspected fraud may be subject to disciplinary action.

If an allegation of fraud is reported, Supervisor will immediately contact the SA Board President, who will direct and implement an appropriate approach to resolving the concern. The SA Board President may then contact and coordinate the appropriate professionals needed to conduct a thorough and accurate investigation, including legal counsel, financial professionals (including the comptroller, auditors, and accountants), and any other experts. The investigation may include interviewing co-workers, reviewing the activities of the employee in question, and examining records they produced, including all paper and electronic documents. An employee does not have a reasonable expectation of privacy and the investigation may include checking School computers, including email accounts, offices, and other workspaces. The SA Board President, in consultation with the employee's supervisor may, recommend the employee be suspended while the investigation takes place.

The SA Board President will review the report and may, in his or her sole discretion, accept, modify, or replace the recommendations. The President will issue a final decision to the affected parties within five more calendar days.

STEALING:
Taking or using others' possessions without their knowledge is stealing. Theft by acceptance, possession, purchase, taking and/or transfer of property belonging to another is prohibited. Offenders may be subject to legal prosecution.

SMART Goals Guidelines

The research is clear: Teachers' matter. What happens—or doesn't happen—in classrooms everyday impacts student learning. When we look at school-based factors, teacher quality has the most influence on student achievement. Teachers are the critical component for the learning that impacts student learning.

What Is Student Achievement Goal Setting?

Student achievement goal setting is a process that begins with a pre-assessment to pinpoint students' current performance level on skills or depth of content knowledge in relation to the curriculum they will be learning in the classroom during the length of the course. When the pre-assessment has been analyzed, the teacher has the information necessary to devise a learning goal that reflects mastery of the curriculum content and skills. Thus, the teacher uses the pre-assessment data to create a student achievement goal. Once the goal is created, instructional strategies are selected that will be most effective in helping students attain the goal. Then, upon implementation, these instructional strategies are implemented and monitored for effectiveness. They are refined or revised, as necessary, based upon student performance and progress. At the end of the course or year, a post-assessment is administered to ascertain whether the goal has been achieved.

What Is the Purpose of Student Achievement Goal Setting?

Simply stated, the purpose of student achievement goal setting is to increase learning as measured by appropriate student achievement assessments. Goal setting can facilitate learning by focusing attention on student growth and on instructional improvement. It is based on a process of determining students' baseline performance, setting measurable student learning goals, developing instructional strategies for goal attainment, and assessing results at the end of the academic course/year.

The intent of student achievement goal setting is to:
- Make explicit the connection between teaching and learning.
- Make instructional decisions based upon student data.
- Provide a tool for school improvement.
- Increase the effectiveness of instruction via continuous professional growth.
- Focus attention on student results; and ultimately
- Increase student achievement.

The intent of student achievement goal setting is _not_ to:
- Replace classroom observation or other means of documenting performance.
- Make performance decisions based solely on the outcomes.

Student achievement goal setting is used in documenting student learning and is one of multiple data sources for assessing the impact of teachers and instructional staff on student performance.

What Does the Research Say about the Process of Student Achievement Goal Setting?

Researchers, such as Benjamin Bloom, have found that students taught under mastery learning achieve, on average, approximately 1.0 standard deviation above the average of students in conventionally taught classrooms (i.e., 84th percentile vs. 50th percentile).

Developing student achievement goals based on student achievement data is supported by solid research in the education field. Good and Brophy stated in their summary of effective classroom practices that "setting goals and making a commitment to try to reach these goals increases performance." In discussing why educators should bother with target goals at all, one researcher stated that the best reason for implementing a goal-setting process is simply that it works.

At the Student Level

Mastery Learning

Setting student achievement goals are closely linked to mastery learning practices (feedback-corrective teaching).

These practices entail:

- Giving students formative tests for the purposes of feedback.
- Providing corrective instructional procedures; and
- Administering additional formative tests to determine the extent to which students have mastered the subject content.

In fact, there is solid evidence to show that formative assessment is an essential component to classroom work that can raise student achievement.

Cognitive Entry Prerequisites

Developing student achievement goals is also linked to enhancing the students' initial cognitive entry prerequisites. This entails:

- Developing an initial skills assessment of prerequisites for a course.
- Administering the assessment to students at the beginning of a course; and
- Teaching students' specific prerequisites they lacked.

Student Self-Assessment

Student achievement goals are also tied to student self-assessment, wherein teachers make students part of the goal-setting process. Students whose teachers used goal setting:

- Achieved more than students whose teachers did not use academic goal setting.
- Stated their own goals; and
- Self-assessed their progress in achieving goals.

Improved Progress Monitoring

Student learning goal setting is closely associated with teachers' practices of progress monitoring. Fuchs and Fuchs found that systematic progress monitoring can be beneficial to student learning in many ways:

- To identify students in need of additional or different forms of instruction.
- To enhance instructional decision making by assessing the adequacy of student progress.
- To determine when instructional modifications are necessary; and
- To prompt teachers to build stronger instructional programs that are more varied and responsive to student needs.

Increased Achievement

Research also has documented a strong, positive correlation between setting student achievement goals and student achievement. For instance, Marzano, Pickering, and Pollock, in their work on research-based strategies for increasing student achievement, reported studies showing percentile gains in student achievement associated with processes similar to setting student achievement goals ranging from 18 to 41 percentile points. Additionally, they drew the following two generalizations from the research on setting student achievement goals:

- Instructional goals narrow a student's focus. This means that while students generally score higher on the instruction related to the specific academic goals, they likely would score lower (about eight percentile points) on information that is incidental to the goals, but still covered in the class.

- Students should be encouraged to personalize the teacher's goals. Once classroom academic goals are set, students should be encouraged to customize them to fit their personal needs.

Research indicates a strong, positive correlation exists between targeted goals and student performance on statewide tests. For instance, in Denver, Colorado, students whose teachers developed high-quality student achievement goals showed more than a

year's worth of gains on independent state standardized assessments and national assessment.

Teacher Evaluation and Development

The process of student achievement goal setting provides a valuable mode for differentiating teacher effectiveness. It links evaluation directly with student learning, while respecting teacher decision-making and judgment. The student achievement goal-setting process also establishes a clear process for improving teacher performance based on student achievement data and growth. Further, it encourages teachers and instructional leaders to be more strategic and systematic in their decisions designed to improve the quality of teaching that students are receiving.

Under What Conditions Does Student Achievement Goal Setting Work Best?

Researchers found that student achievement goals are particularly effective under certain conditions. Thus, ensuring these conditions are incorporated as goals are devised and implemented will help teachers create goals that are most beneficial and appropriate for student growth. SAT (Student Achievement Team) will be utilized to discuss, document, and implement student goals. Here are those conditions:

- The goals are proximal rather than distal (goals are oriented to the here-and-now rather than to some ultimate goals for the distant future, although it is important to be conscious of the connection between here-and-now tasks and the accomplishment of ultimate goals).
- The goals are specific (but not too specific) rather than global.
- The goals are challenging (difficult but reachable) rather than too easy or too hard.
- Instructional interventions are used that impact directly on the experience of learners.
- Ongoing reviews and feedback on student progress are associated with remedial actions.
- There are high teacher expectations of students.
- Formative assessment is emphasized.

Figure: Advantages and Disadvantages of Student Achievement Goal Setting

Advantages:	*Disadvantages:*
• **The process is adaptable to a wide variety of teaching assignments.** • **The process can be adapted to new state or local assessment structures as they are developed.** • **Student achievement goals have credibility with educators because they are immediately relevant to setting and measuring classroom expectations.**	• **Without common assessments, or common requirements for assessment, the results may not be comparable or of consistent rigor across multiple classrooms and schools.** • **The knowledge of the predictive validation of student learning goals in alignment with value-added or growth measures (such as student growth percentile) is very limited.** • **The process is time-demanding for teachers and administrators.**

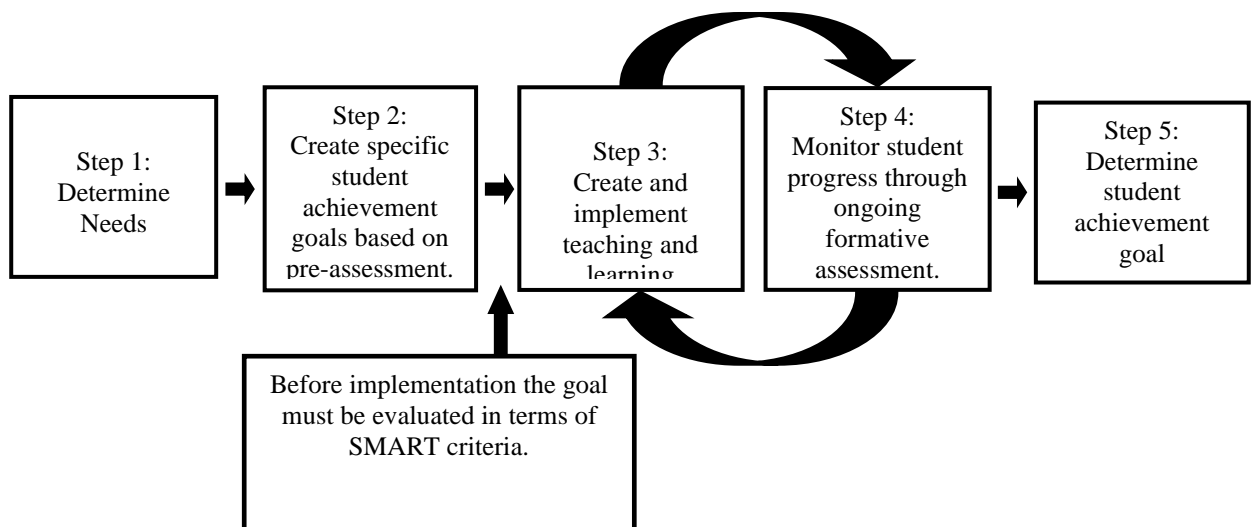|	
• **The goals have face validity as teachers are often the ones given the responsibility for developing them.** • **The process permits individual incentives, especially when used in conjunction with measures of school or group performance, to create collective incentives.** • **The goals permit high degrees of specialization for teachers and students.** • **The process can increase teacher buy-in and professional growth when teacher-made measures are used.** • **When the process is used for co-teaching or collaborative settings, it can build collective schoolwide or team-based effort around student achievement.**	• **The assessments adopted may not cover all teaching assignments or courses taken by students.** • **Some assessments may require time for teachers to work together to develop consistent scoring practices.** • **When the process is used for co-teaching or collaborative settings, there will be little information on the performance of individual teachers, and teachers may perceive it as unfair as they are held to a measure over which they have limited ability to impact.**

How to Build SMART Goals

In Part 1, student achievement goal setting is briefly and succinctly explained. In Part II, the focus shifts to a more detailed explanation of student achievement goal setting. The following questions are answered in this section of the guidebook:

- How are 'good' goals created?
- How do we determine whether goals are SMART?
- What have we learned about student achievement goal setting?

Building Goals — A Step-by-Step Guide

As previously discussed, student achievement goal setting is a process not a product. Developing student learning goals that are SMART—more on this follows—involves five major steps. Each of these is explained in some detail and depicted in Figure 2.1.

Figure 2. SEQ Figure_2. * ARABIC 1: Student Achievement Goal-Setting Process

Step 1: Determine Needs → Step 2: Create specific student achievement goals based on pre-assessment. → Step 3: Create and implement teaching and learning → Step 4: Monitor student progress through ongoing formative assessment. → Step 5: Determine student achievement goal

Before implementation the goal must be evaluated in terms of SMART criteria.

Step 1: Determine Needs

The goal-setting process begins with calibration; determining needs is the first step. Curriculum needs and student needs must both be considered. Questions teachers should ask themselves as they think about creating goals include:

- What do my students need to know and be able to do within the content area that I teach?
- What are the skills and knowledge necessary for mastery?
- What prior knowledge and understandings do they currently possess?
- How do my students differ from one another in terms of knowledge and skills?

Stated another way, teachers determine their students' current level of performance and the expected level of performance projected to the conclusion of instruction. To do this, teachers administer a pre-assessment to establish a baseline for each student. The assessment is analyzed in terms of each student's performance. Now the teacher has a starting point for the goal.

Step 2: Create Goals Based on Pre-Assessment Data

With analysis of the pre-assessment data, the teacher knows where each student is starting, and his or her knowledge about the topic. Importantly, this must be considered in goal formation. Since students have different starting points, logically they will also, in most cases, have different end points. Here is an example to consider:

A fifth-grade reading teacher has a class of students reading from second-grade level through seventh-grade level. This type of student learning variability frequently is true in classrooms around the United States. A typical goal often times focuses on a class average and might be stated in this way.

Although some might argue that the goal is laudable, and 80 percent can be a stretch goal depending on class composition, this goal is problematic for several reasons. Expecting each child to achieve to a certain level—for example, being grade-level readers—is unrealistic, and in this case, with above grade-level readers, unacceptable. It is doubtful that a student reading at the second-grade level will be a grade-level (fifth grade) reader by the end of the year. Similarly, those reading above grade level have already surpassed a goal based upon grade-level reading. This goal does not consider the needs of each and every student, which is one of the benefits of student achievement goal setting. Since goals are based on a pre-assessment, and students' needs are identified, teachers can create goals that meet all students' needs. If we know that many of our students read below and above grade level, averaging scores will not illustrate the needs of our class. A goal that focuses on growth rather than achievement is more appropriate and accounts for every student. Perhaps this teacher might establish a goal such as this:

A goal written this way accounts for all students—below grade-level, grade-level, and above grade-level readers. Further, it is a meaningful goal that requires a degree of

rigor for each and every student. It might be called a "stretch" goal because it requires hard work on the part of both teacher and students to realize the goal.

Common Goal Types

Goals can be structured in a variety of ways. They can take the form of a single class goal, a tiered goal, or as individual goals for each student. When baseline data suggests most students have the same relative skill or background knowledge about a subject or sub-skill within the subject, a single goal may be most appropriate. When baseline data suggest students vary in background knowledge and/or performance, students can be divided—or tiered—into several groups, and goals can be structured for each of the groups. Finally, when background knowledge and/or performance varies greatly among students, it may be most appropriate to establish individual goals. The chart depicts these common goal types, how to choose the appropriate type, considerations for each goal type, and an example of each.

Figure 2.2: Common Goal Types

Goal Type	Works best with…	Keep in mind…	Example
Whole class goal	Levels/rubric or percentage-based assessments Baseline data that suggests most students come with the same relative ability or background knowledge	For outliers (exceptionally low or high scores), you might have to implement individual goals.	For the current instructional period, 100 percent of my students will make measurable progress in biology. Each student will improve his or her pre-assessment raw score by 25 points on the post-assessment.
Tiered Goals	Levels/rubric or percentage-based assessments Baseline data that can be easily tiered in two to four segments	For outliers (exceptionally high or low), you might have to implement individual goals. (Important note - *within the tiers* - look at the progress needed for those at the bottom and top of tiers; ensure those at the top of one tier do not have to make less progress than those at the bottom.)	In the current instructional period, 100 percent of my students will make measurable progress in mathematics problem solving as measured by a grade-level appropriate problem and rubric. ● Students scoring in the **Intensive range** on the pre-assessment will improve by at least 5 points during the year. ● Students scoring in the **Benchmark range** on the pre-assessment will improve by at least 4 points during the year. ● Students scoring in the **Advanced range** will receive more difficult problems and will maintain or improve their current scores.
Individual Goals	Levels/rubric or percentage-based assessments Small groups of students who come with a variety of	The historical academic performance of each student when determining how much progress is acceptable.	For the 2012-2013 school year, all my students will make measurable progress in reading comprehension as measured by the online reading assessment. Based on their IEPs, their goals are as follows: ● Student 1 (Grade 6): From mid-first to high-second

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	abilities or background knowledge		• Student 2 (Grade 7): From high-third to mid-fifth • Student 3 (Grade 8): From low-fourth to mid-fifth • Etc.
Individual Goals (formula driven)	Percentage-based assessments Baseline data that suggest students come with diverse abilities or backgrounds	Students who come in with very high scores might need an alternate goal to show progress.	In the current school year, all students will make measurable progress in sixth grade science using a two-part test (multiple choice and laboratory). All students will score at least 50 percent of the score needed to make a 100 percent on the post-assessment (for example, a student scoring 60 percent on the pre-assessment will score 80 percent on the post-assessment). Additionally, students scoring 80 percent or above on the pre-assessment will engage in an extended curriculum including experiments performed at a higher level of inquiry and with more advanced concepts. **Example formula: [(100 – pre-assessment) x 0.5] + pre-assessment = post-assessment**

Criteria have been developed to judge whether goals are meaningful. SMART criteria are the measure used. These evaluation criteria are detailed in the section entitled "Determining SMART Goals". Suffice it to say that goals should not be approved and implemented until they are deemed SMART.

Step 3: Create and Implement Instructional Strategies

After the goal is devised, instructional strategies are identified for implementation. The selected instructional strategies and practices should be highlighted because they best align with the goal and are designed for goal attainment. (Note: Identifying particular instructional strategies does not mean that the strategies will be used to the exclusion of others. Rather, it means that these particular instructional strategies are ones that are research-based and believed to be most likely to help students succeed, given where the particular group of students start in their learning.) They are the conduit that connects the goal-to-goal attainment. Careful thought must be given to identify strategies for implementation that are both specific and focused. Also, they should be content specific, and age-level appropriate.

For instance, in the goal example below, the teacher is focused on reading comprehension.

> *Every student will make measurable progress in reading comprehension, improving by at least one grade level. Additionally, those students reading below grade level will increase comprehension by 1.5 years' growth.*

Research indicates that differentiated instruction in the form of small group reading instruction is effective for comprehension growth. Both heterogeneous and homogeneous groups focusing on different student needs are appropriate. Flexible grouping is a way to ensure groups are formed to meet ongoing and changing student needs. Thus, one

instructional strategy identified for use with this goal is flexible, small-group instruction. This strategy would be specific and focused on research-based best practice for reading instruction.

Step 4: Monitor Student Progress and Adjust as Necessary

Teachers implement instructional strategies and monitor student progress. Although goal setting includes a formal review, assessment should occur regularly (Once after each trimester) throughout the year. Thus, the process is a recursive one. As Pressley asserts, "Excellent teachers are always informally assessing their students, monitoring where each student is and what each student needs. The excellent teacher acts on that monitoring, providing appropriate instruction or direction to each and every student in the room."

If progress is not what the teacher finds after implementing a given instructional strategy, modifications can and should be made. Perhaps, through ongoing formative assessment, the teacher concludes that a certain strategy implemented has had little or no impact on student progress. It may be time to make some changes. Teachers must use professional judgment to decide whether to continue or abandon a strategy. Questions to consider before abandoning a carefully considered strategy might include:

- Are any students benefiting from this strategy? If so, who?
- Have I given the strategy enough time to see any effect?
- Have I implemented the strategy as it was intended?

The answers to these questions will help with the decision to retain, modify, or abandon a given instructional strategy. Staying the course may be the correct answer for students who are benefitting from the strategy. However, abandoning that same strategy that is not having any effect with other students is a perfectly appropriate response. Flexibility is part of teaching and a part of goal setting.

Step 5: Determine Goal Achievement

At a specific and predetermined point in time, it is necessary to assess goal achievement. This is done through the administration and analysis of a post-assessment. With SMART goals, the process is straightforward. Results of the post-assessment are measured against the established goal.
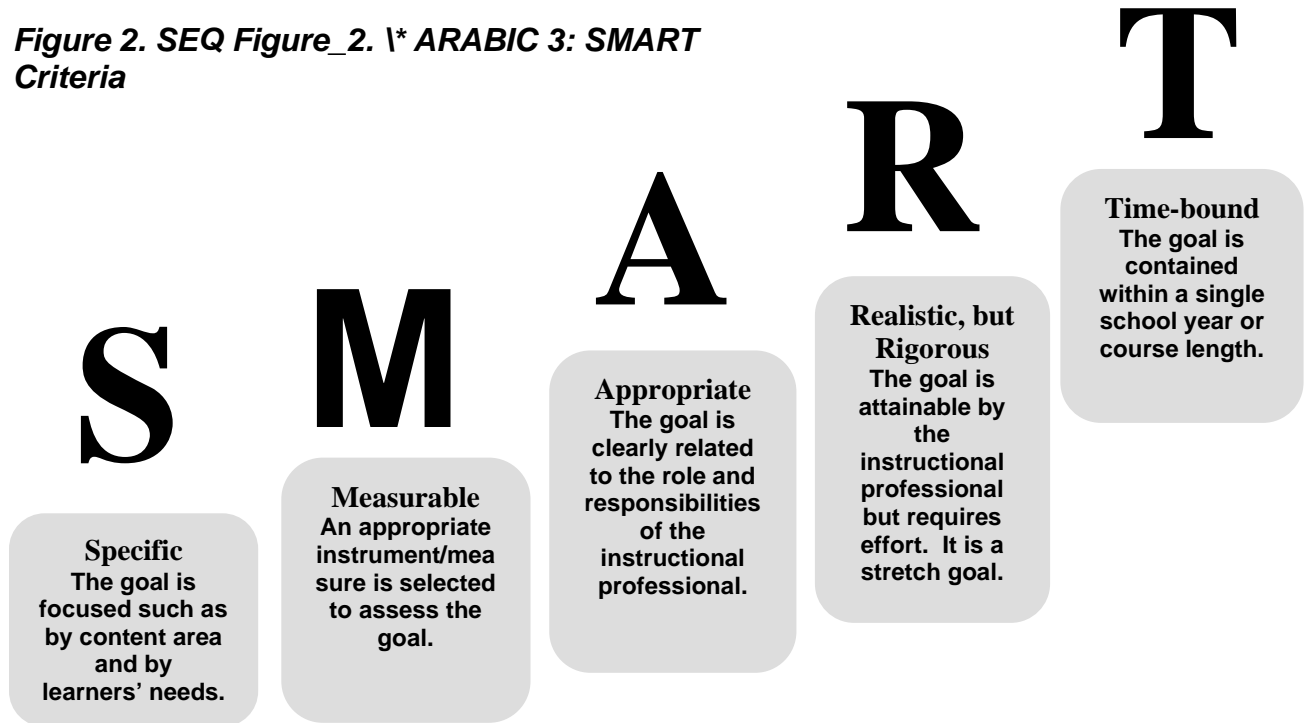
Determining SMART Goals

Once goals have been created, it is important to evaluate them in terms of SMART criteria. This is done by both the teacher and the teacher's evaluator, who is the final approval authority for the goal. When a goal has been evaluated and approved, it is ready for implementation.

SMART Goal Determination

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The first level of goal evaluation is in terms of SMART criteria. These criteria describe observable behavior and/or measurable results that would occur when an objective is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth. SMART stands for specific; measurable; appropriate; realistic, but rigorous; and time bound. The definitions of each are included in Figure 2.3:

Figure 2. SEQ Figure_2. * ARABIC 3: SMART Criteria

S M A R T

Specific
The goal is focused such as by content area and by learners' needs.

Measurable
An appropriate instrument/measure is selected to assess the goal.

Appropriate
The goal is clearly related to the role and responsibilities of the instructional professional.

Realistic, but Rigorous
The goal is attainable by the instructional professional but requires effort. It is a stretch goal.

Time-bound
The goal is contained within a single school year or course length.

Sample Student Achievement Goal:

> **During the current school year, all students will make measurable progress in physical fitness. Each sixth-grade physical education student will increase performance by 15 percent on each of the state health and wellness test sub areas.**

Specific: Focused on physical education, specifically the state health and wellness test sub areas and a 15 percent performance gain in each sub area.

Measurable: Identified state health and wellness test to be used to assess objective.

Appropriate: The teacher teaches the content and skills contained in the state health and wellness test.

Realistic, but Rigorous: A 15 percent student performance increase is realistic. It is not out of reach and yet not too easy. It requires students and the teacher to stretch to achieve it.
Time-bound: The goal can be measured by the end of the year with the final state health and wellness test.

The Goal Setting for Student Progress Form

The form that may be used for goal setting is found in Figure 2.4. The sections on the form correspond to the five goal setting steps already discussed. Figure 2.4 depicts this correspondence.

Figure 2.4: Goal Setting for Student Progress Form

Goal Setting for Student Progress Form

Teacher's Name: _____

Subject/Grade: _____ **School Year:** _____ - ____

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Initial Goal Submission (due by _____ to the evaluator)

Figure 2.4. Goal Setting for Student Progress Form (continued)

The goal is SMART: specific; measurable; appropriate; realistic, but rigorous; and time bound.

Signatures:

Sign form after formative feedback has been provided and goal has been revised, if necessary.

Teacher's Signature _____
Date _____
Teacher's Name _____
Evaluator's Signature _____
Date _____
Evaluator's Name _____

Teacher's Signature _____ *Date*
_____
Teacher's Name _____
Evaluator's Signature _____ *Date*
_____
Evaluator's Name _____

VII. End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate student growth.   Yes   No

Evaluator's Signature _____ *Date*
_____
Evaluator's Name _____

Figure 2.5: Student Achievement Goal Setting Steps and Goal Form Correspondence

Student Achievement Goal Setting Steps	Goal Form
Step 1-Determine needs	Section I-Setting Section II-Content/Subject/Field Area Section III-Baseline Data
Step 2-Create student achievement goals.	Section IV-Goal Statement
Step 3-Create and implement instructional strategies.	Section V-Means for Attaining Goal
Step 4-Monitor student progress and adjust, as necessary.	Section VI- End of Trimester Review
Step 5-Determine goal attainment	Section VII-End-of-year Results

<u>Completing the Goal Setting for Student Progress Form</u>

It is important to create a goal-setting form that is clear and thorough, but succinct. The evaluator has many forms to review and approve; therefore, a form that is easily analyzed is essential to efficient use of time. With this in mind, an example of each section of the form is provided to illustrate this notion of clarity, thoroughness, and succinctness (Figure 2.6). This is followed by a checklist, which may be used by both the teacher and the evaluator, to help ensure a complete and acceptable goal setting form (Figure 2.7). It is recommended that the teacher use this tool prior to submitting the form to the evaluator for approval.

Importantly, evaluators should not be expected to review and analyze copious amounts of student data. This is the responsibility of the teacher. The evaluator *should* be able to review Section III quickly to ascertain students' current ability levels. The expectation is that the teacher summarizes the data and displays it in a way that is quickly and easily processed. A table or chart usually allows for this and is recommended.

Figure 2.8. Optional Tools for Student Achievement Goal Setting (SAGS)

Tool	Type	Purpose
Figure 2.9. Goal Setting Implementation Rubric (Before Implementation)	Rubric	This tool may be used by schools or divisions to assess readiness to implement Student Achievement Goal Setting. Once the rubric is applied, steps for acquisition or training can be developed.
Figure 2.10. Goal Setting Implementation Rubric (During Implementation)	Rubric	Teachers/administrators may use this tool to ascertain the level of knowledge/competence within each of the five-student achievement goal setting steps. This information may identify areas where more expertise/training is needed.
Figure 2.11. SMART Goal Worksheet	Progressive Checklist	This tool may assist teachers/administrators in determining whether or not a goal is SMART.
Figure 2.12. SAGS Decision Tree[1]	Decision Tree	This tool may assist the teacher in helping to identify what is needed for successful SAGS implementation.

[1] Stronge, J. H. & Grant, L. H. (2009).

Figure 2.9. Goal Setting Implementation Rubric

Before Implementation

		Highly Effective In addition to the Effective rating...	Effective	Developing	Basic
T e c h n i c a l	**Assessments**	We have assessments that can assess student progress in both content AND skill application.	We have a variety of valid and reliable[2] assessments that measure student progress for each teacher's subject area.	We have a limited number of valid and reliable assessments that measure student progress for each teacher's subject area.	We have few or no valid and reliable assessments that measure student progress for each teacher's subject area.
	Alignment	We have created assessments we believe to be valid and reliable and thoroughly aligned to the state standards and division curriculum.	Our assessments align directly to the state standards and division curriculum.	Our assessments are mostly aligned with the state standards and division curriculum.	Our assessments only marginally align with the state standards and division curriculum.
P e r s o n a l	**Training**	Key staff members can serve as trainers for others new to the process.	All necessary staff members have attended training on goal setting.	Key leadership personnel have attended the training on goal setting.	Few personnel have attended the training on goal setting.
O r g a n i z a	**Supports**	Staff members have a clear way to express concerns and questions that can be shared with the staff overall when necessary.	Staff members are organized into collaborative groups to support one another through the process.	Staff members have loosely organized themselves into collaborative groups to support one another through the goal-setting process.	Staff members are not organized into collaborative groups.

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[2] An assessment that has a high degree of validity measures the content and skills that the assessment intends to assess. In addition, the assessment should be aligned to the Standards of Learning for the specific subject/grade level. An assessment with a high degree of reliability is an assessment that reduces error in an assessment. Standardized assessments have higher degrees of validity and reliability due to procedures in developing the assessment and field-testing items. Validity and reliability of division-created or teacher-created assessments can be addressed by having teams of teachers who are content experts and who are trained in assessment create the assessments for use across the school division.

t i o n a l	Structures	Staff members have a forum to meet collectively to discuss the process, including questions, concerns, and successes.	Staff members have the resources they need to engage in effective goal setting, such as common planning times or access to curriculum experts.	Staff members have limited resources to engage in effective goal setting or access to curriculum experts.	Staff members do not have the resources they need to engage in effective goal setting.

Figure 2.10. Goal Setting Implementation Rubric
During Implementation

	Highly Effective *In addition to the Effective rating, …*	**Effective**	**Emerging**	**Not Ready**
Step 1: Determining Needs	In addition to meeting the "Effective" definition, a wide variety of school-collected data is also considered.	A variety of division or state supplied data are used to determine a critical area of focus that is neither too broad nor too narrow.	A limited amount of division or state-supplied data are used to determine a critical area of focus that may be either too broad or too narrow.	Narrow selections of data are used to determine an area of focus that is overly broad or narrow.
Step 2: Creating Goals	In addition to meeting the "Effective" definition, teachers collaborate together to create goals that are both specific to the individual learning needs but similar enough to allow year-long collaboration.	Teachers create goals that are based on student progress and meet the SMART criteria for students and individual learning needs in their classrooms.	Teachers create goals that are based mostly on student progress, meet most of the SMART criteria, though they may not consider individual learning needs in their classrooms.	Teachers create goals that are not based on achievement, and do not use the SMART criteria.
Step 3: Instructional Strategies	In addition to meeting the "Effective" definition, the chosen instructional strategies should target the widest variety of students in a way that differentiates for learning needs.	Teachers choose between two and four initial instructional strategies based on best practices that are tightly aligned with the assessment and goal.	Teachers choose between 2 and 4 initial instructional strategies, most of which are based on best practices and tightly aligned with the assessment and goal.	Teachers choose an inappropriate number of instructional strategies, do not base their strategies on best practice, or choose strategies that are not tightly aligned with the assessment or goal.
Step 4: Monitoring	In addition to meeting the "Effective" definition, teachers administer brief formative assessments throughout the year that are aligned with the assessment and goals to modify instruction as appropriate the entire year.	Teachers use a mid-year assessment that mirrors the pre- and post-assessment to modify instructional strategies for the whole class or individual students.	Teachers conduct a mid-year assessment that mirrors the pre- and post-assessment, but modifications to instructional strategies are limited.	Teachers conduct few formative assessments throughout the year, and/or do not use assessments to make instructional modifications to instructional strategies.
Step 5: Evaluating	In addition to meeting the "Effective" definition, teachers share the reflection and collaborate with others to increase teaching effectiveness for upcoming teacher instruction.	Teachers engage in self-reflection to actively evaluate their students' progress, acknowledge the connection between teaching and learning, and use that reflection to make instructional decisions for upcoming teacher instruction.	Teachers engage in limited self-reflection while still acknowledging the connection between teaching and learning; teachers may or may not use the reflection to make instructional decisions for upcoming teacher instruction.	Teachers engage in little or no self-reflection, do not acknowledge the connection between teaching and learning, and/or do not use the reflection to make instructional decisions for upcoming teacher instruction.

Figure 2.11. SMART Goal Worksheet

S	Is the goal focused as to content area and students' needs?	☐ Yes, continue. ☐ No, clarify the elements.
M	Is the instrument you will use to measure student achievement of the goal identified?	☐ Yes, continue. ☐ No, identify the specific instrument.
A	Is the learning outcome appropriate to the student achievement goal?	☐ Yes, continue. ☐ No, make needed adjustments.
R	Is the goal realistic in terms of achievement, but also rigorous?	☐ Yes, continue. ☐ No, make needed adjustments.
T	Is the time frame to conduct the assessment of student progress clearly stated?	☐ Yes, continue. ☐ No, identify timeframe for assessing progress.

Figure 2.6. Completed Goal Setting for Student Progress Form (Abbreviated)
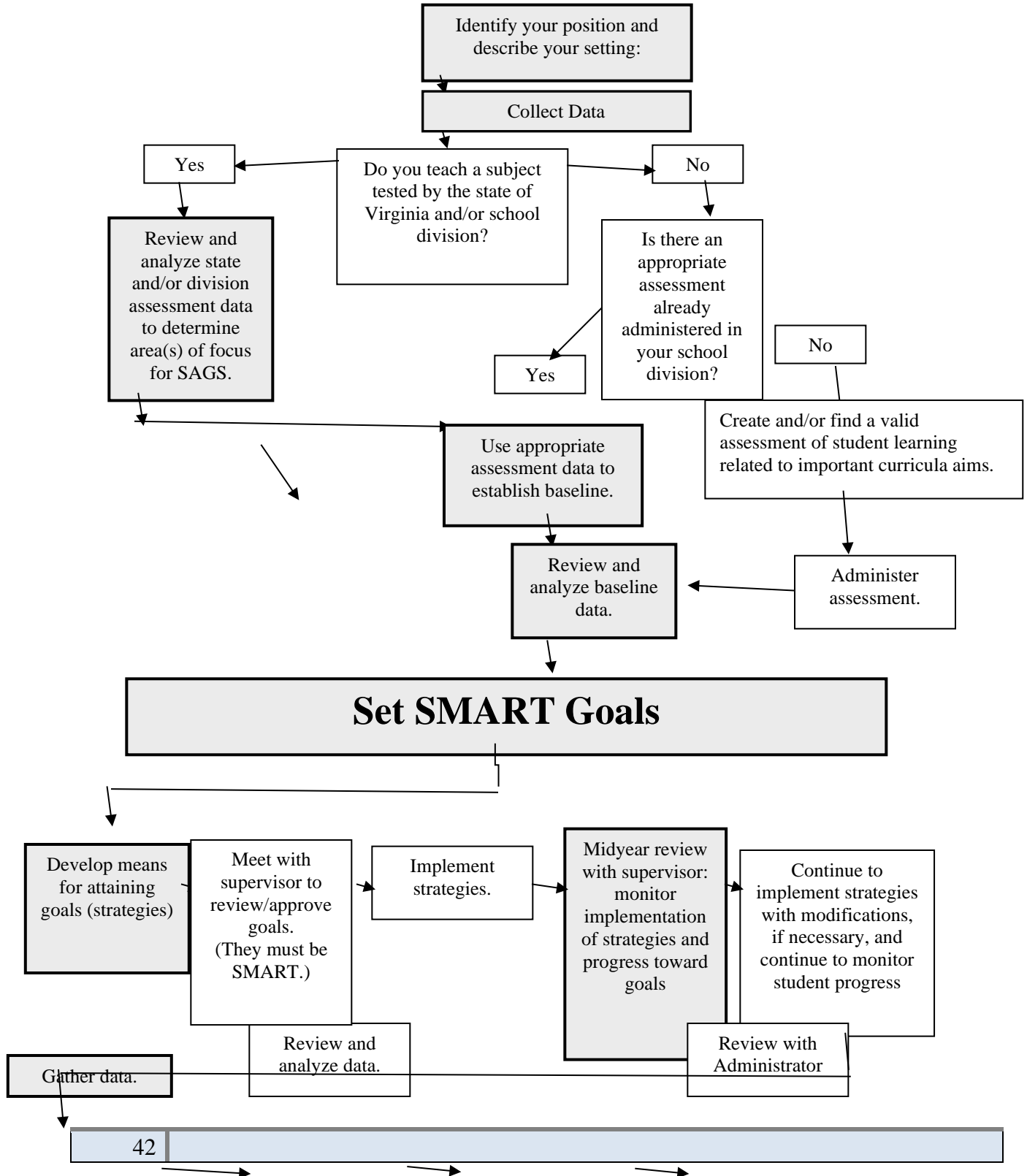
I. Setting *(Describe the population and special learning circumstances.)*	I teach 25 fifth-graders, 12 boys and 13 girls. Twelve percent (three) have learning disabilities (language-based). This is a full inclusion classroom.
II. Content/Subject/Field Area *(The area/topic addressed is based on learner achievement, data analysis, or observational data.)*	Reading comprehension

III. Baseline Data *(What is shown by the current data?)*	The Informal Reading Inventory was administered on September 15. Below are the results.

Below-Grade Level Readers	*Grade-Level Readers*	*Above-Grade Level Readers*
10 (40 percent)	*10 (40 percent)*	*5 (20 percent)*

☑ *Data attached*

IV. Goal Statement *(Describe what you want learners/program to accomplish.)*	Every student will make measurable progress in reading comprehension, improving by at least one grade level. Additionally, those students reading below-grade level will increase comprehension by 1.5 years.

V. Means for Attaining Goal *(Strategies used to accomplish the goal)*

Strategy	Evidence	Target Date
Flexible Groupings (homogeneous and heterogeneous)	Lesson Plans/ Observations	Bi-monthly regroupings as needed. May
Dialogic Conversations (student-centered conversations about authentic text)	Teacher Observations/ Anecdotal Records	Bi-monthly May
Reading Comprehension Strategy Instruction (Predicting, Clarifying, Summarizing, Questioning)	Lesson Plans/ Observations	Weekly Instruction May

Figure 2.7. Goal Setting for Student Progress Form Checklist Review

Did you include?	Check if "Yes"	Check if "No"
Beginning of form:		
Your name as teacher		
The subject/grade level(s) you teach		
I. Setting		
Number of students you teach		
Number of classes		
Number of students with special needs		
II. Content		
A brief course description targeted for goal		
Previous performance or observations that provide further context		(optional)
III. Baseline Data *"What does the pre-assessment data for the current year show?"*		
A pre-assessment and its description		
Brief explanation of the meaning of scores		
Summary data on scores		
Range and distribution of scores		
Graphs or tables to illustrate the results		
Analysis of relative strengths and weaknesses (e.g., looking at subtests)		(optional)
IV. Goal Statement: *Cannot complete if baseline requirements are not met.*		
Goal that is measurable		
Goal based on pre-assessment analysis		
Post-assessment using the same metric as pre-assessment		Extra metrics can be. used for other measures of student achievement
Goals that ONLY relate to targeted pre- and post-assessment skills and abilities		
Definition of meaningful progress for all students (how it will be measured)		
V. Strategies		
Instructional strategies (teacher actions)		
Strategies tailored to identified skills and needs.		

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Figure 2.12. Student Achievement Goal Setting (SAGS) Decision Tree

Identify your position and describe your setting:

Collect Data

Do you teach a subject tested by the state of Virginia and/or school division?

Yes

No

Review and analyze state and/or division assessment data to determine area(s) of focus for SAGS.

Is there an appropriate assessment already administered in your school division?

Yes

No

Use appropriate assessment data to establish baseline.

Create and/or find a valid assessment of student learning related to important curricula aims.

Review and analyze baseline data.

Administer assessment.

Set SMART Goals

Develop means for attaining goals (strategies)

Meet with supervisor to review/approve goals. (They must be SMART.)

Implement strategies.

Midyear review with supervisor: monitor implementation of strategies and progress toward goals

Continue to implement strategies with modifications, if necessary, and continue to monitor student progress

Review and analyze data.

Review with Administrator

Gather data.

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End of year data results: determine goal attainment and document.

Part III - Assessment and Student Achievement Goal Setting

The importance of assessment and its impact on student achievement goal setting cannot be overstated. Without assessment, goal setting is fruitless. Assessing what students know when they enter a classroom, and what they have learned when they leave that classroom—student achievement—is essential to goal setting. Choosing appropriate measures for goals is critical to success. Part III addresses assessment. It is organized into three areas:

- Why we assess student achievement goal setting.
- Types of assessments; and
- Assessment measures appropriate for student achievement goal setting.

Why We Assess in Student Achievement Goal Setting

Assessment is an essential component of student achievement goal setting. Before goals can be created, teachers must understand what individual students know and what they need to know. The question that teachers should ask at the beginning of the year or the beginning of the semester is this: In the subject areas for which I am responsible, where are my students academically when they enter my classroom and what do they need to know by the end of the year or semester when they leave my classroom?

Once this knowledge of what students already know when they enter the classroom is gleaned—through assessment—planning and instruction can begin. Only through assessment can the understanding that undergirds and guides instructional planning and instructional delivery be gained. Therefore, assessment is the beginning and provides the foundation. It is also the middle and the end. Assessment embedded throughout instruction is formative assessment; it continually informs teaching and learning and is integrated into the act of teaching.[3] Summative assessment measures what students learned as the result of their instruction. Effective teachers use formative assessment frequently and routinely to inform their planning and instruction.[4] They use summative assessment to measure student learning outcomes. This recursive cycle is depicted in Figure 3.1.

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[3] Gareis, C. R. & Grant, L. W. (2008). *Teacher-made assessments: How to connect curriculum, instruction, and student learning.* Larchmont, NY: Eye on Education.

[4] Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Figure 3.1. Recursive Assessment and Effective Instruction

CURRICULUM

Assessment

Instructional Delivery

Student Learning

Analysis

Instructional Planning
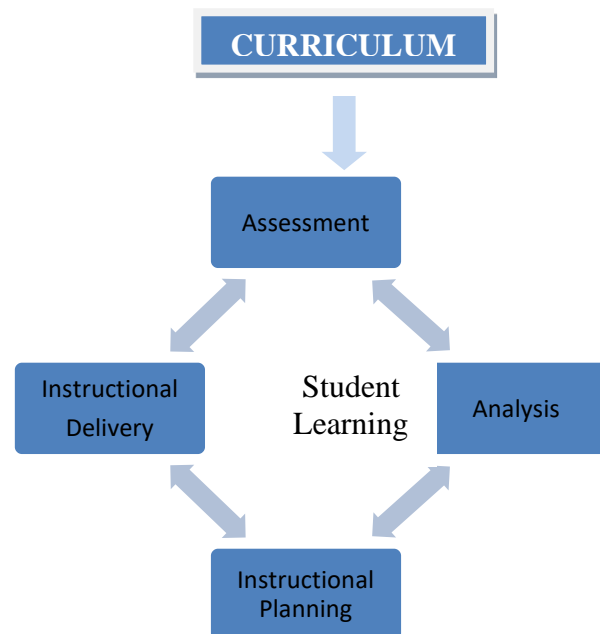
<u>Types of Assessments</u>

Careful consideration must be given to assessment selection. There are myriad measures that can be used. They can effectively be grouped into two categories: criterion-referenced and norm-referenced measures. Differentiating between the two is important. Since data from these measures is interpreted differently, goals will be structured uniquely based on which measures are selected for assessment use.[5]

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[5] Stronge, J. H. & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

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Assessment Measures Appropriate for Student Achievement Goal Setting (SAGS)

Choosing which measures to use in student achievement goal setting is important. In selecting an assessment, four appropriateness criteria should be considered: a) measures must have a pre- and post-test capability, b) measurement must be cumulative, c) measures must be linked to important curricular goals, and d) measure results must be available by the end of the year. Figure 3.2 explains the rationale for each criterion.[6]

Figure 3.2. Appropriate Measures Criteria

Pre- and Post-Test Capability	Since measuring student growth and achievement is the objective of SAGS, capabilities to do that must be embedded. Pre- and post-testing allows for this measurement and is a prerequisite for SAGS.
Cumulative over Time	Since measuring student growth and achievement is the objective of SAGS, assessments must be able to measure accumulated knowledge. Therefore, assessments must be cumulative.
Linked to Curricular Goals	SAGS and assessments must be linked to curricular goals. Curricular goals are most often derived from the Virginia Standards of Learning (SOL). Instructional objectives or goals are created to address SOL. For any subject areas that do not have Virginia SOL, national goals or professional organizational subject area goals can and should be considered for use.
Results Are Available by Year End	Assessment results must be available by year end. Teachers and administrators must have access to post-assessment results before the close of the school year in order to ascertain whether or not goals have been achieved.

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[6] Stronge, J. H. & Grant, L. W. (2009).

Assessments	Elementary	Middle	High	Special Education
Advanced Placement (AP) Exam				
Division wide Benchmark Tests	X	X		
International Baccalaureate (IB) Exam				
Performance Assessments with Accompanying Rubrics	X	X		
Phonological Awareness Literacy Screening (PALS)				
Publisher Pre- and Post-Tests	X	X		
Skills Checklists	X	X		
Standard Released Tests	X	X		
Teacher Developed Pre- and Post-Tests	X	X		
Writing Prompt	X	X		

Teacher Preparation

Weekly Lesson Plans

Weekly lesson plans must be completed by each Friday for the following week. A dated typed copy on the official lesson plan form should be left in the school office or emailed to the office. The lesson plan should contain four major areas:

- Objectives
- Procedures and
- Assessment.
- Differentiation

The above areas should be covered in detail.

A yearly plan is due from all teachers by August 1 including Common Core approved current curriculum standards, test/exam dates, DRA test dates, Star reading & Math tests dates and SBA test dates. All curriculums must be completed in the class before the standardized scheduled dates per School's Academic Calendar. After standardized testing, teachers will focus on remedial and bridging between current grade and next grade level.

Teacher Binder

Every teacher should have a binder with the following information:

* Current School Handbook, Teachers' Staff Handbook, and all addendum policies.
* A classroom discipline policy, teaching methods and classroom management techniques that will be followed inside the classroom during the year.
* Daily classroom schedule.
* Copy of weekly plan with your goals and objectives.

* Copy of the yearly plan of the curriculum organized by your goals for each subject, and your goals for the entire year. Any extra-curricular activities and resources you use during the year.
* Attendance sheet.
* List of students' names, addresses, and emergency contact numbers.
* Copy of fire drill guidelines and procedure.
* Special notations regarding students with special needs
* A copy of a detailed report about each in-service day attended during the year and what are the steps that were taken to implement what was learned.
* Duties that the teacher covers.
* The steps being taken in the classroom to differentiate the curriculum, what are the students' goals in each subject and methods of assessment.

The principal will ask to see this binder on a regular basis; it should be kept in your classroom in a visible place where it is easy to find.

Substitute Folder

Every teacher should have a folder with the following information:
* Outline of classroom schedule
* Copy of weekly plan
* Attendance and classroom discipline rules
* Copy of fire drill guidelines and procedure
* Special notations regarding students with special needs
* Extra worksheets in case the substitute cannot follow the daily plan
* Duties that the teacher covers

This folder should be ready in your classroom at all times, the principal/administrator may ask for it at any time.

Grading Book

This includes grades on tests, homework, projects, participation and effort scores and notes. It should reflect a variety of grades per subject. It should be submitted to the office at the end of each month for review or entered promptly on an online approved Grading System. Each teacher should include in students' grades a citizenship/behavior/effort grade for each student in the class. It is suggested that teachers' make an emergency sub-binder with this information at the beginning of the year that they turn into the front office so it can easily be located.

All grades MUST be added by the teachers in Gradelink (approved grading system) on a weekly basis.

Grades MUST be organized by the grade level outcomes and specific topics and NOT as assignment 1, assignment 2, etc. . Example:

STANDARD: English Reading
  1. Short Q./A: Reading Power [10 points]

2. Short Q/A: Making Connections [10 points]
3. Activity: picture book [10 points]
4. Reading: Complete/Incomplete: James and the Giant Peach [10 points]
5. Write a summary: Book Jane Goodall [5 points]
6. Write 7 different sentence structures [5 points]

EFFORT/CONDUCT COMMENTS

1. Courteous & cooperative
2. Good work habits
3. Improvement in effort/attitude
4. Participates in class.
5. Cooperates with peers.
6. Improvement in behavior
7. Careful, accurate work
8. Good organizational skills
9. Shows initiative.
10. Poor test/quiz/project work
11. Homework/class work incomplete.
12. Little effort shown.
13. Needs organizational skills.
14. Excessive talking in class.
15. Does not follow directions.
16. Poor daily preparation
17. Lacks focus/participation.
18. Disrespectful
19. Absent/late too frequently

Due to the importance of grading both in the academic area and in citizenship, every teacher is expected to be able to **justify every evaluation with sufficient records.** The teacher should bring his/her record book to all parent-teacher conferences, and there should be enough test, class work and/or homework grades to justify the report card grade.

Not only do many grades help support the teacher's final evaluation, but they also give the student a greater opportunity to show the true caliber of his/her performance.

Tests are to be graded as soon as possible. They are to be returned to the students for discussion. The teacher may collect tests again and file them for possible parent conference. At least one makeup should be allowed for a missed or failed test/quiz.

Under no circumstances should an academic average be lowered arbitrarily because of poor citizenship. The citizenship and class effort codes are to be based on the extent to which the student contributes to the success and progress of the class and the extent to which the student needs supervision of his or her conduct. These codes are to reflect only conduct in the class for which it is given.

It is each teacher's responsibility to prepare the Progress Reports and Report Cards carefully for every student and indicate to parents those students who may be heading toward failure. In this way, the parents will have ample time to meet with the teacher and to prevent failure in many cases.

Bulletin Boards
All teachers are required to display students' class work for as many subjects as your Bulletin board space allows. These boards must be changed on a regular basis (at least once a month) to inspire students to continue their work with effort and pride. Part-time teachers must also display their subject matter monthly.

Projects
Teachers should prepare at least four projects per year in four different subject areas. A science fair project is required in the second semester for all classes 1st- all above grades (date to be announced).

Committee Participation
Committees are formed at the beginning of the year to prepare for different school activities & functions. All teachers are expected to participate in these committees.

Field Trips

The field trip committee should arrange at least one field trip per trimester. Field trips have to have a meaning and the students should benefit from it. Teachers/ or approved designee (by the school principal) must attend the field trip with their class. The following field trip guidelines are to be strictly followed:

NO field Trip can be planned or arranged without written/ signed permission from the school principal. The school principal should be notified in writing about the location, timing, dates, days, reason, field trip leader, who is going, etc. at least two weeks ahead of the plan.

Permission slips - It is the teacher's responsibility to collect signed field trip slips from every student. If a student does not bring a slip, he/she does not go. Do not accept phone call messages or hand-written notes in place of the standard school form. Teachers must turn in all permission slips to the office by the due date. The office will compile the final log of all attending students. All permission slips must be in the office the day before a field trip.

Maps - Maps for the planned trip should be ready one week in advance of the trip.

Lunches - Brown bag lunches are preferred for all field trips.

Name tags - Name tags are to be worn by all students. These should be prepared in advance and not on the morning of the field trip. Name tags must be prepared the day before the field trip.

First Aid Kit - Teachers are to take a first aid kit with them on all field trips.

Field Trip Lead- Principal will appoint a teacher leader (and a sub-leader) and a leader from the students. The field trip lead shall be responsible for overseeing all activities, including making sure that a signed log in sheet is submitted to the school principal before leaving and after arrival on all the attendees of the field trip. The student team lead will be responsible for saying travel prayers upon all being seated and belt on, in the vehicle.

Transportation - In cases where parents are required to help with transportation, the following guidelines are to be strictly followed:

The field trip committee in conjunction with staff is responsible for getting volunteers (including backups) and is to obtain a copy of the driver's licenses and verifications of insurance (including backups) one day prior to the field trip date. The field trip committee must then submit these copies to the office for processing. Do not rely on parents telling you they've already submitted copies. Confirm this with the office yourself. All field trip forms must be submitted to the office by the day before the field trip.

Keeping the Islamic values and school dress code; all students will be in proper school uniform and teachers/ parents/ volunteer in appropriate attire. All field trips will be arranged in a manner not to conflict with Islamic values and prayers timings. If it is necessary to stay at the field trip location for the timing, when it is time for prayers, then the team lead will make sure that the prayers are performed on time at a location which is safe for the students and approved by the field trip host.

Teacher's Classroom Duties

First Day

After welcoming the students to class, fire drills, and evacuation procedures are to be discussed and explained to students. A map of the school with evacuation routes must be posted in the classroom.

Disciplinary Plan

Disciplinary plans should be discussed with students. Students must agree and understand the plan in order to implement it with success. Keep reviewing your plan with the students for several weeks so they can understand it clearly. Teachers must be consistent and follow through with classroom procedures to ensure good discipline.

Policies

Expectations, grading, disciplinary and homework policies need to be explained to students. A copy of the policies should be submitted to the office at least one week before the first day of school. A copy of the policies should be given to parents. To help students remember classroom rules and policies, they must be posted somewhere in the classroom and reviewed with them on a regular basis. All policies MUST be consistent with the current school handbook. Class schedules must also be posted in the classrooms and must be followed by teachers.

Attendance Procedure

Responsible Teacher: The first period teacher is responsible for taking attendance at 8:15 AM.

What To Do

At 8:16 AM, using your attendance sheet, mark each student as either present or Tardy.

P = Present
A = Absent
T/8:31 = Tardy/Time of Arrival
E = Excused Absence (proper notification is given and schoolwork is taken care of)
UE = Unexcused Absence (no show up & no notice)

Use a Pencil

Use a pencil to mark the attendance records. That way, when a student comes in late, you can change the mark from **A** (absent) to T/ [*time arrived*] (tardy).

Neatness

Please mark the form from corner-to-corner when making A's and /'s.

Absent Students

The homeroom teacher will check the attendance book and inform the office about absent students. Parents are responsible for picking up their child's missed work. Parents are also required to cover this material with their child to keep them up with the class.

Tardy Students

Students are tardy if they arrive after 8:16 AM. You must change the "absent" mark to a "tardy" mark in the attendance record.

What do I do with my Attendance Record?

Teachers should enter attendance into the online grading system each day. If you miss a day, the next day you must submit a copy of that day's attendance so that the office may enter it into the computer. Do not wait more than one day to submit this to the office. On Friday of every week, submit the record to the office before the end of the day. It will be checked and returned to your mailbox before Monday. Each teacher should keep a copy of the attendance sheet in her binder.

Gradelink is our school management portal: https://www.gradelink.com/

Organizational Duties

school Yard, eating area, and hallway supervision is required from all the staff at all times. The teacher can't leave her students unattended under any circumstances nor can she ask anyone else to watch them for her unless it is an emergency. A schedule of duties will be available from the first day. Teachers should attend school assembly. This is the best way to know what is going on in the school that day.

Classroom Cleanliness

The classroom environment should be attractive and conducive to learning. Since children learn more by observation and practice than by lecture, it is very important that the teacher keeps the class clean and sanitary and that he/she teaches the children to be responsible and motivated to keep their desks, books, and class tidy and clean at all times.
Posters, pictures, etc. should be hanged on the walls neatly. The teacher's desk should be kept clean and tidy at all times. Bookshelves should be arranged nicely. Discuss having a regular recognition program for the students with the cleanest habits.

GENERAL CLEANLINESS GUIDELINES

A clean classroom promotes healthy attitudes. Regular and thorough classroom cleaning is important to ensure good indoor air quality. While cleaning staff typically clean the classroom, as a teacher you can also play an important role in promoting and maintaining classroom cleanliness. The presence of dirt, moisture, and warmth also stimulates the growth of molds and other biological contaminants. Unsanitary conditions attract insects and vermin, leading to possible indoor air quality (IAQ) problems from animal or insect allergens. The overuse or improper use of pesticides for secondary control of insects, vermin, and head lice can cause IAQ problems.

It is important for students to take pride in their classroom and pitch in to help keep it clean, safe, and organized. One way to teach this lesson is to conduct a classroom cleaning session every few weeks or whenever the classroom needs it. There are several benefits to this practice. Students learn to take pride in their classroom, it teaches them to clean up after themselves and take responsibility for their own messes, and it helps them to mature and become more independent.

School Classroom Cleaning Checklist

Create a To-Do List
1. Students and teachers can brainstorm and take inventory of what needs to be cleaned and organized in the classroom. They'll make a list of all jobs that need to be completed.
   Assign Jobs/List Materials
2. From the to-do list, each student will choose one or two jobs. Students may choose harder jobs and work in pairs or groups of three or more, or they choose a one-person job and work on their own. The to-do list should include a space for the names of students working on each job, as well as a list of materials needed to complete the tasks.
   Post/Distribute Job Lists
3. After the to-do-list has been made and everyone has a job assignment, a poster-sized list should be displayed for easy reference and lists should be distributed to all students. The students can gather their supplies and begin working on their jobs. The teacher will rotate around the room, assisting when necessary and answering questions about what to do or where to find or store materials.
   Early Completion/Inspector
4. If students finish jobs before the designated time is up, they may ask to help another group or become class inspectors who rate other students' work, using a check off list created by the teacher. After the inspectors have decided whether a job has been completed to the specifications of the list, they can sign off on the sheet and hand it to the person who completed the task. If the results are not up to par, the inspector can make the workers return to their task and complete the job correctly. Every student or group of students must have their completed tasks checked by an inspector to receive a signed observation report, which they will attach to their job sheets and hand in to the teacher for a grade.

Tasks	Responsibility
Classroom is clean	Teacher
Classroom is organized	Teacher
Classroom is dusted and vacuumed thoroughly and regularly	Cleaning Staff
Erasing Boards	Teacher
Trash is removed daily	Cleaning Staff
Food is not kept in classroom overnight	Teacher
Animal food, if any, is stored in tightly sealed containers	Teacher
Room is free of pests	Teacher
Room is free of the use of scented cleaners	Teacher
Spills cleaned	Cleaning Staff
Windows, knobs doors cleaned	Cleaning Staff

Reminder:
- Classroom cleaning MUST NOT interfere with academic activities but should be part of routine of staying healthy & clean.
- Assign jobs to the students and make them feel proud of their classroom as it is the environment, they are living in for most of the day.
- For spills on carpets, contact cleaning staff immediately (carpets need to be cleaned properly, and dried within 24 hours to prevent mold growth).
- Request that unit ventilator be cleaned, and filter replaced if spilled liquid goes into the unit.
- Report previous spills on carpets or in unit ventilators because they can affect current indoor air quality.
- Report all damage to the furniture, or any other classroom inventory to the principal.
- Report any bulb or electrical item fixing or replacement need to the principal.
- Report any supplies needs to the principal.
- School uniform and grooming policy should be followed at all times.

Teacher Aid (when assigned)

Each K-5 teacher will have two periods during the day where she will be out of her class during Arabic and Islamic Studies classes. One of those periods will be divided as follows: 30 minutes for lunch and 15 minutes of preparation.

In the second period she will be a teacher aid in another classroom (if assigned by the principal) or as class preparation time. The schedule will be worked out before the first day of school. The following guidelines should be followed:

☐ The teacher aid will provide help to the classroom teacher in reading and math.

☐ The teacher aid will work with the students who needed her help more than others or with a group of students.

☐ The classroom teacher will explain what she needs from the teacher aid in the first five minutes of the class, during class time social communication is not allowed between the two teachers.

☐ Teacher aid should follow the classroom teacher instructions, discipline policy, class management, and teaching methods. The classroom teacher is the one who decides which students or group of students the teacher aid should work with.

☐ The teacher aid does not give any grades to the students.

Teacher Supervision

Before 8:30 - The teacher who has duty that day should line children up by 8:00am for Assembly. No children are allowed to leave the assembly area. This is also not a time for teachers to congregate as the duty teacher should be watching the students.

Classroom - The teacher must always supervise the students when they are in the classroom. Student behavior, the noise level, and the language used should be monitored.

Recess - The teacher must supervise the students during recess on the playground.

Salat - All the assigned teachers must supervise their students during Salat (prayer). The classroom teacher should wait until her students are done praying to take them to their class. Arabic and Islamic teachers should be present during the prayer as well. Arabic and Islamic teachers will make sure that students act in a good demeanor while lining up and picking the rugs.

From 3:30 to 4:00 PM – Teachers will walk their students to the assembly area to line up for dismissal. Teachers will line up students and walk them over together. The teacher who has duty that day will line children up in the assembly area by their grades and wait for the parents or legal guardian to check off their child(ren) in person. After 4:00 PM the teachers will turn the students over to the aftercare teacher.

Field Trips - All field trips must be supervised by the teacher following the field trip policy mentioned in the current School Handbook.

School Events - All teachers should participate in these events and help organizing them, such as Ramadan Potluck, Eid Celebration, Graduation, etc.

Playground Policy
Teachers should not congregate during Playground time. Students must be supervised so that they act appropriately during recess time.

Physical Education
he homeroom teacher with prior arrangement with the P.E teacher (if provided) is required to establish a physical education program (Per State provided Curriculum) for the class. The homeroom teacher needs to be present at all P.E classes (if the P.E. teacher is absent). This should be an organized activity, which will enhance the children's motor skills.

Communications

COMMUNICATION WITH PARENTS

Teachers are encouraged to communicate with parents the successes and shortcomings of their students. Time does not permit as much teacher/parent contact as we might like; however, there are some specific opportunities throughout the year for this contact. These opportunities include:

- o Parent Teacher Organization meetings
- o Warning notices by the Academic Advisor on a monthly basis
- o Report Cards
- o Online grading system
- o Class Blogs
- o Emails

In addition, teachers are encouraged to arrange unscheduled parental conferences through contact with the principal when a conference is appropriate and to contact parents directly by telephone or email when it seems to be in the best interest of the child.

Student Preparation Letter

A letter must be sent to the students, informing them of all supplies and books needed for the class. This letter should be given to the office before August 1. Letters should be sent informing parents of any items needed during the school year, such as items for parties, class projects, etc. All letters are to be approved by the principal and a copy is to be submitted to the office before it is sent to the students.

Communication Letters

Teachers should send weekly newsletters to parents via email to inform them of the following:
- Tests, projects, reminders, parties, etc.
- What will be covered during the week in all subjects.
- Goals and objectives of the week.
- These items should also be posted on the classroom blog.

Other letters should be sent if needed to tell the parents about the following:
- Failure of a student to turn in homework or assignments.
- When the student's grade and/or quality of work drops.
- Student achievements, good conduct or high-test scores.

Parents are required to sign and return these letters. A copy should be kept in the student folder for reference.

IMPORTANT! COPIES OF ALL THE LETTERS SENT TO PARENTS MUST BE FILED WITH THE PRINCIPAL AT LEAST ONE (1) DAY BEFORE.

Communication Folders

Communication folders will be sent when needed to inform parents about their students' progress and behavior.

Curriculum Update:

Teachers can recommend curriculum updates and textbooks. The school Board, in consultation with the principal and appropriate staff and teachers will review the curriculum, at least once every 3 years.

Progress Report:

Progress reports are to be completed by each teacher. The Monthly Progress Reports should be sent home with the students at the end of each month (last Friday or working day of the month). They will cover both the academic part and the behavior part. Progress reports are to be completed and submitted to the principal two days prior to submission date.

Academic records must be updated weekly: https://www.gradelink.com/teacher/

Report Cards:

Report cards are to be completed by the classroom teacher. It is the responsibility of the classroom teacher to route the report cards to any specific teachers to add their grades. Report cards are to be complete and submitted to the principal two days prior to the end of the trimester. Report Card dates are to be followed from the school's current academic calendar.

Parent-Teacher Conferences:

A parent-teacher conference is held after the end of the trimester. Teachers should work a schedule of the parent conference times. A copy should be submitted to the office two days before the conference. Teachers must be available on parent conference days. Conference time is an opportunity for the teacher to communicate specific approaches for parents to use in order to help the student at home. Remember, this is also the time to give positive information about the qualities of the student. The teacher should have a folder ready for each parent about the child's work during the trimester.

If the teacher feels retention (in the same grade) is necessary, the parents should be contacted in person before the middle of the second semester. Inform the principal of this information prior to contacting the parents for an appointment. Please refer to the retention policy.

Communication with the Principal

The principal holds staff meetings once a month at 1:30 PM, and as needed. The principal will hold individual meetings with teachers to discuss the following items:

- Progress of students.
- Need for classroom materials or books to be ordered.
- Field trips.
- Conflict with other teachers or parents that the teacher has not been able to resolve on her/his own.

- Teachers/ Staff Evaluation Report.
- Any other items deemed necessary by the principal.

Teachers must attend these meetings on time.

Teachers Evaluation

Staff & Teachers are evaluated twice a year. Students will evaluate their teachers too. Some visits will be announced in advance and others will not be announced. The evaluation will be based on the teacher's performance during the month inside and outside the classroom, feedback from parents and other teachers and the student's progress. An official letter will be sent to the teacher if she fails to do her duty, she will be asked to sign the letter and return it back to the office to be kept in her file.

The role of a teacher requires a performance evaluation system that acknowledges the complexity of the job. Multiple data sources provide a comprehensive and authentic performance portrait of the teacher's work. The sources of information described in Figure 3.1 are selected to provide comprehensive and accurate feedback on teacher performance. These suggested documentation sources for teacher evaluation can be used for both probationary and continuing contract teachers.

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

Data Source	Definition
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data**.**
Informal Observations	Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student/ Parents Surveys	Student/ Parents surveys provide information to the teacher about students and families' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the portfolio.
Portfolios/ Document Logs	Portfolios/document logs - provide documentation generated by the teacher for the performance standards. Teachers are expected to maintain their portfolio on their performance & professional development.
Self-Evaluation	Self-evaluations reveal the teachers' and staff's perceptions of their job performance.

SAMPLE: Formal Classroom Observation Form

Directions: *This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.*

Teacher's Name	Date Observed	Time
	The teacher is: □ Probationary □ Continuing Contract	
Observer's Name		

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.

- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

2. Instructional Planning

The teacher plans to use the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.

- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.

- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforce them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate with students.
  progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name

_____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

SAMPLE: Informal Classroom Observation Form

Directions: This form can be used by the evaluator to document during informal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Observed: _____ **Date:** _____
Time:_____

	Specific Examples:
1. Professional Knowledge • Addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher-level thinking skills. • Demonstrates ability to link present content with past and future learning. • Demonstrates an accurate knowledge of the subject area(s) taught. • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations. • Demonstrates an understanding of the knowledge of development. • Communicates clearly	
2. Instructional Planning • Uses student learning data to guide planning. • Plans time for realistic pacing • Plans for differentiated instruction. • Aligns lesson objectives to curriculum and student needs. • Develops appropriate long- and short-range plans and adapts plans	Specific Examples:
3. Instructional Delivery • Engage students. • Builds on prior knowledge. • Differentiates instruction. • Reinforces learning goals. • Uses a variety of strategies/resources. • Uses instructional technology. • Communicates clearly	Specific Examples:
4. Assessment of and for Student Learning • Uses pre-assessment data. • Involves students in setting learning goals. • Uses valid, appropriate assessments. • Align assessments with standards. • Uses a variety of assessment strategies. • Uses assessment tools for formative/summative purposes. • Gives constructive feedback	Specific Examples:

	Specific Examples:
5. Learning Environment • Arranges the classroom to maximize learning and provides a safe environment. • Establishes clear expectations. • Maximizes instruction/minimal disruption. • Establishes a climate of trust/teamwork. • Promotes cultural sensitivity/respects diversity. • Listens and pays attention to students' needs and responses. • Maximizes instructional learning time by working with students individually and in groups	**Specific Examples:**
6. Professionalism • Collaborates/communicates effectively. • Adheres to laws/policies/ethics. • Incorporates professional development learning. • Incorporates learning from professional growth activities. • Sets goals for improvement. • Activities outside classroom • Build positive relationships with parents. • Contributes to professional learning community. • Demonstrates mastery of standard oral and written English	**Specific Examples:**
7. Student Academic Progress • Sets student achievement goals. • Documents progress • Provides evidence of goal attainment • Develops interim learning targets	**Specific Examples:**

NOTE: It is unlikely that all teacher performance standards would be documented in a single
classroom visit. In fact, an observation might focus on a specific standard.

Teacher's Name _____

Teacher's Signature _____   Date _____

Observer's Name
_____

Observer's Signature _____   Date _____

Walk-through Observations

Walk-through observations have been popularized in recent years as a means for documenting and assessing practices and trends throughout a school. Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher/ staff evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

SAMPLE: GRADES 1-2 STUDENT SURVEY

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher	School Year

Example: I ride a school bus to school.	☺	●	☹
1. My teacher listens to me.	☺	●	☹
2. My teacher gives me help when I need it.	☺	●	☹
3. My teacher shows us how to do new things.	☺	●	☹
4. I know what I am supposed to do in class.	☺	●	☹
5. I am able to do the work in class.	☺	●	☹
6. I learn new things in my class.	☺	●	☹

COMMENTS:

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SAMPLE: Grades 3-5 Student Survey

Directions: Follow along as I read the statements. Respond to the statements by placing a check mark (✓) beneath the response – "YES," "SOMETIMES," or "NO" – that best describes how you feel about the statement.

Teacher's Name		School Year		Class Period	

		YES	SOMETIMES	NO
Example: I like listening to music.		•	☑	•
1.	My teacher listens to me.	•	•	•
2.	My teacher gives me help when I need it.	•	•	•
3.	My teacher shows us how to do new things.	•	•	•
4.	My teacher encourages me to evaluate my own learning.	•	•	•
5.	I am able to do the work in class.	•	•	•
6.	I learn new things in my class.	•	•	•
7.	I feel safe in this class.	•	•	•
8.	My teacher uses many ways to teach.	•	•	•
9.	My teacher explains how my learning can be used outside of school.	•	•	•
10.	My teacher explains why I get things wrong on my work.	•	•	•
11.	My teacher shows respect to all students.	•	•	•
12.	My teacher demonstrates helpful strategies or skills for my learning.	•	•	•
13.	There are opportunities to reflect on my learning in my class.	•	•	•
14.	My teacher allows me to make some choices about my learning.	•	•	•

COMMENTS:

SAMPLE: Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree circle 5. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name		School Year		Class Period

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.		1	2	3	4	5
1.	My teacher creates a classroom environment that allows me to learn.	1	2	3	4	5
2.	My teacher encourages me to evaluate my own learning.	1	2	3	4	5
3.	My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4	5
4.	My teacher gives clear instructions.	1	2	3	4	5
5.	My teacher shows respect to all students.	1	2	3	4	5
6.	My teacher is available to help outside of class.	1	2	3	4	5
7.	My teacher grades my work in a timely manner.	1	2	3	4	5
8.	My teacher relates lesson to other subjects or the real world.	1	2	3	4	5
9.	My teacher respects different opinions.	1	2	3	4	5
10.	My teacher uses a variety of activities in class.	1	2	3	4	5
11.	My teacher encourages all students to learn.	1	2	3	4	5

12.	My teacher expects me to be successful.	1	2	3	4	5
13.	My teacher is knowledgeable about the subject.	1	2	3	4	5
14.	My teacher provides helpful feedback.	1	2	3	4	5

COMMENTS:

SAMPLE: Grades 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree circle 5. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name		School Year		Class Period

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Example: I like listening to music.	1	2	3	4	5
	In this class, my teacher…					
1.	gives clear instructions.	1	2	3	4	5
2.	treats everyone fairly.	1	2	3	4	5
3.	is available for help outside of class time.	1	2	3	4	5
4.	clearly states the objectives for the lesson.	1	2	3	4	5

5.	grades my work in a reasonable time.	1	2	3	4	5
6.	relates lesson to other subjects or the real world.	1	2	3	4	5
7.	allows for and respects different opinions.	1	2	3	4	5
8.	encourages all students to learn.	1	2	3	4	5
9.	uses a variety of activities in class.	1	2	3	4	5
10.	communicates in a way I can understand.	1	2	3	4	5
11.	manages the classroom with a minimum of disruptions.	1	2	3	4	5
12.	shows respect to all students.	1	2	3	4	5
13.	consistently enforces disciplinary rules in a fair manner.	1	2	3	4	5
14.	makes sure class time is used for learning.	1	2	3	4	5
15.	is knowledgeable about his/her subject area.	1	2	3	4	5
16.	clearly defines long-term assignments (such as projects).	1	2	3	4	5
17.	sets high expectations.	1	2	3	4	5
18.	helps me reach high expectations.	1	2	3	4	5
19	assigns relevant homework.	1	2	3	4	5
20.	communicates honestly with me.	1	2	3	4	5

COMMENTS:

SAMPLE: Student Survey Summary

Directions: Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.

Teacher's Name:

_____

Grade: _____   Subject: _____

Survey form used: ☐ Grades 1-2   ☐ Grades 3-5   ☐ Grades 6-8   ☐ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
    _____**percent**

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

(Include a copy of the survey summary and a blank survey in the portfolio's Learning Environment section.)
Document Logs

Document logs are similar in many ways to portfolios yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division. For probationary teachers and for teachers on *Performance Improvement Plans* (see Part 6), the document log contains items relevant to a single evaluation year. A new document log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain document log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: 2010-2011 Parent Contact Log).

Sample Documentation

Suggested documentation for each of the seven performance standards is listed below.

1. **Professional Knowledge**: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

   Summary of a plan for integrating instruction

   Class profile

   Annotated list of instructional activities for a unit

   Annotated photographs of teacher-made displays used in instruction.

   Annotated samples or photographs of instructional materials created by the teacher.

   Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)

   Summary of consultation with appropriate staff members regarding special needs of individual students

2. **Instructional Planning**: *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

   Course Syllabus

   Lesson Plan

   Intervention Plan

   Substitute Lesson Plan

3. **Instructional Delivery**: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

   Samples of handouts/presentation visuals

   Technology samples on disk

4. **Assessment of and for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

> Brief report describing your record-keeping system and how it is used to monitor student academic progress.
>
> Copy of teacher-made tests and other assessment measures
>
> Copy of scoring rubric used for a student project.
>
> Summary explaining grading procedures.
>
> Photocopies or photographs of student work with written comments
>
> Samples of educational reports, progress reports, or letters prepared for parents or students

5. **Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

> Student Survey Summary *(for teachers of students in grades 1-12)*
>
> List of classroom rules with a brief explanation of the procedures used to develop and reinforce them.
>
> Diagram of the classroom with identifying comments
>
> Diagram of alternative classroom arrangements used for special purposes with explanatory comments.
>
> Schedule of daily classroom routines
>
> Explanation of behavior management philosophy and procedures

6. **Professionalism:** *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

> Résumé
>
> Documentation of presentations given
>
> Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)
>
> Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
>
> Samples of communication with students, parents/guardians, and peers

7. **Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

> Student Achievement Goal Setting Form

> Chart of student academic progress throughout the year
>
> Analysis of grades for the marking period
>
> Log of collegial collaboration
>
> Documentation of meeting established annual goals.
>
> Test critique
>
> Table of key knowledge and skills which indicates level of student mastery.
>
> Student growth percentile data if available
>
> Data on student achievement from other valid, reliable sources

Self-Evaluation

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.[7] When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[8] Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. A sample *Teacher Self-Evaluation Form* is provided on the following pages.

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers'/ staff self-evaluation (see Figure 3.5).

Figure 3.5: *Strategies to Enhance Self-Evaluation*

> ***Self-reflection tools***: These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.
>
> ***Media recording and analysis***: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.
>
> ***Student feedback***: Surveys, journals, and questionnaires can provide a teacher with the students' perspective.

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[7] Airason, P. W. & Gullickson, A. (2006).

[8] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

Teacher portfolio: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolios.
Student performance data: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.
External peer observation: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.
Journaling: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.
Collegial dialogue/experience sharing/joint problem solving: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.[9]

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[9] Airason, P. W. & Gullickson, A. (1985) as cited in Airason, P. W. & Gullickson, A. (2006), p. 195.

SAMPLE Teacher Self-Evaluation Form

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____ **Date** _____

1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Areas of strength:

Areas needing work/strategies for improving performance:

2. Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

Sample: Teacher Self-Evaluation Form

4. Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

Open House

All teachers must attend the open house and communicate the following items to parents:
- A welcome letter

- Classroom procedures
- Homework policies
- Discipline program
- Supply lists
- Curriculum
- Yearly goals and expectations
- Explain your expectations for the students, your expectations for parents and their role in educating their child.

Each teacher should have a syllabus to hand it to the parents about what she will be teaching in her classroom.

Conflict Resolution

Parent-to-Teacher Conflicts

Parents should go to the teacher and talk about the problem to try to resolve it. Parents may go to the principal/administrator if the problem continues. If the problem still does not get resolved, the principal/administrator should approach the School Board and, set up a meeting with the parent, teacher, principal, and Board.

Teacher-to-Teacher Conflicts

Teachers should try to solve the problem between them by talking directly. If the problem is not resolved, consult with the principal/administrator.

Teacher-Principal Conflict

The teacher should talk directly with the principal/administrator. If the problem is not resolved, the teacher can ask for a meeting with the Board. The principal/administrator calls to arrange a meeting with the teacher, principal, and Board.

Salam Academy Employee Probation Policy

All employees are on probation for the first 120 days of employment of Job Agreement period. Excessive absences, frequent unpunctuality, failure to follow required procedures and policies, substandard job performance or a poor attitude may lead to job termination. Established employees may also be put on probation if any of the above behavior occurs.

EMPLOYEE HANDBOOK AGREEMENT

Employee Copy

2023 - 2024

I have read and understand the policies and procedures that have been defined in this. Employee Handbook and read and understand the Salam Academy Handbook. I understand and agree with the expectations of Salam Academy Board and Administration for the smooth operation of the school. I will abide by and follow what is outlined in this Employee Handbook and School Handbook and the Policy & Procedure Manual.

I understand and respect that Salam Academy is a private religious academic not-for-profit organization. The curriculum includes Quran and Islamic Studies (Traditions of Prophet Mohammad-SAW, stories of the rightly guided Caliphs (e.g., Abu Bakr, Omar, Othman & Ali), Companions, and the belief that Prophet Mohammad is the Seal of prophet- hood. I will not teach or promote any belief or material that is against the teaching of Islam.

Employee's Signature: _____

Date Signed: _____

EMPLOYEE HANDBOOK AGREEMENT

School Copy

2023- 2024

I have read and understand the policies and procedures that have been defined in this Employee Handbook and read and understand the Salam Academy Handbook. I understand and agree with the expectations of Salam Academy Board and Administration for the smooth operation of the school. I will abide by and follow what is outlined in this Employee Handbook and School Handbook and the Policy & Procedure Manual.

I understand and respect that Salam Academy is a private religious academic not-for-profit organization. The curriculum includes Quran and Islamic Studies (Traditions of Prophet Mohammad-SAW, stories of the rightly guided Caliphs (e.g., Abu Bakr, Omar, Othman & Ali), Companions, and the belief that Prophet Mohammad is the Seal of prophet- hood. I will not teach or promote any belief or material that is against the teaching of Islam.

Employee's Signature: _____

Date Signed: _____