AL-MAMOOR
SCHOOL

Al-Mamoor School's
Staff Handbook

2020-2021

In the name of Allah the beneficent the merciful,

Mission of Al-Mamoor school
To respect, foster and value every child's cognitive development; cultural diversity; social, physical and emotional growth by providing a safe and nurturing learning environment.

Vision Al-Mamoor
To help foster love, appreciation, and an understanding of Islam in our students, and, through a rigorous academic curriculum, prepare them to become critical thinkers that actively participate in enriching our society.

Message from Principal:

As salaam alaykum
   I am very pleased to welcome our entire staff to Al-Mamoor school. The start of a new year brings with it a new era of learning. We are confident that Inshallah together we will make this year a remarkable one and one that will be marked by an increase in our creativity and love of teaching and learning.
   The philosophy of education at Al-Mamoor is embedded in the idea that true success awaits those that are spiritually and academically inclined. The place of a teacher in a student's life is the guiding force behind a student's success. In order to make sure that all our students succeed we have compiled this staff handbook which will help guide our staff throughout their journey at Al-Mamoor.
   The collaboration of parents, students, staff and administration is key to the growth of our school and we request that all members play their role in the development of our school. The functioning of our school depends on many key factors and the role of our staff is central to its establishment.
   The staff handbook has been prepared to provide a guideline that will help clarify the goals and expectations for our entire staff at Al-Mamoor. The handbook outlines policies, rules, and regulations of Al-Mamoor school. The guidelines address many of the concerns, issues that one will experience at the school however when in doubt it is best to use your professional judgment or consult the administration. Make sure to read it thoroughly and use it as your reference point.
   While the handbook should be used as your main source of information, it is not the only source. Please remember that as you encounter questions and concerns that are not addressed in this handbook, feel free to look into pedagogical approaches that have a proven record of success. If there is any information that you need further clarification on make sure to speak with the Administration.

May Allah ease all our paths and make this journey a success for all of us. Ameen

Non Discrimination Policy

Al Mamoor's policy is to provide equal employment opportunity to all employees and applicants for employment without regard to race, sex, color, creed, religion, national origin, age, disability, marital status or sexual orientation in accordance with all applicable laws, directives and regulations of federal, state and city entities. This policy applies to all the terms and conditions of employment including, but not limited to hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Advancement to positions of greater responsibility is based on an individual's abilities and demonstrated performance. Our vision of Al-Mamoor School to be a place where students are cognitively challenged, are free to take intellectual risks, practice their Islam, and develop strong manners and etiquettes. As such, we have expectations of our students; we want to do everything we can to enable them to reach new heights. At times that means inspiring students by utilizing a plethora of strategies, and at times that means, unfortunately, taking disciplinary action.

Guiding Ideas

If we believe that school should be a safe haven, then we must provide a safe, secure, clean and healthy environment.

If we believe that children can achieve more than they believe they can, then we must hold ourselves and our children to high expectations so that they can succeed beyond the limitations that they (or others) may have set for themselves.

If we believe that a lack of basic resources will never be an excuse for the failure of our students or ourselves as educators, then we must create a community school; an institution that will meet the academic, intellectual, social and emotional needs of all students.

If we believe school leaders and teachers share a responsibility for lifelong learning and collaboration, then we must provide professional development for all stakeholders (teachers, parents, students, etc.) in order to achieve our vision and mission.

If we believe that all stakeholders must share the responsibility for collaboration toward a shared vision, then we must create partnerships and collaborate with the community and families by inviting stakeholders to participate in decision making for the school.

General Expectations:

All staff must provide the following to keep on record in school:

Copies of all Degrees (Bachelors/Masters)

Completed Health/Medical form

Fingerprinting Clearance

Treat everyone with care and respect. We don't need to agree with everyone however we need to respect their viewpoints and work to create a collaborative environment.

Physical or verbal attack will not be accepted and could lead to immediate termination.

Conversation with students should be conducted in a professional manner and should be for academic purposes only.

Social media platforms should not be used to connect with students. Please remember you are their teacher, not friend.

Conversations and interaction with students should be limited to email and in school only.

Treat all school personnel with respect and understanding.

Do not interfere in a student's personal affairs.

Do not encourage inappropriate behavior between students or teachers. Encouraging or taking part in any non-Islamic or immoral behavior can lead to termination of employment.

Do not attend to any visitors during the day besides those authorized by the Principal.

Punch in and out of the building upon arrival and dismissal.

Do not send students out of the building for any reason.

Do not discuss your personal life with students. It is your responsibility to keep students on task and only stick to the subject matter that is being taught.

During school hours do not attend to any non-work-related phone conversations, messages or personnel.

Teachers must not be on their cell phones during class time. Please make sure to provide your students with undivided attention.

All collections made by the school must be turned in to the Principal. Teachers are responsible for keeping count of all money made by school sales, class money or any other manner.

All staff is expected to be in the building during school hours with the exception of lunch. If a staff member needs to step out, they must inform the office and sign out.

Favoritism towards any one student is not acceptable. All students must be treated equally and be granted an equal opportunity to succeed.

** School email is not your personal email. Every message sent and received on the email is school property and can be used if deemed necessary by administration.

Attire and Appearance

Our beloved Prophet Muhammad (pbuh) had said that "Modesty is part of faith" (Sahih al-Bukhari, 8:73:139).

Our appearance and manners should reflect the guidance as provided to us in the Quran and Sunnah.

As teachers we are role models to our students and we should stand out in our Islamic etiquettes and manners.

All females are required to be completely covered at all times with the exception of their face, hands and feet.

Females are required to wear loose fitting clothing that is not transparent or makes any part of her body visible.

Females should wear long dresses that are loose fitted and cover the entire body. Scarves must cover all hair, ears and neck.

Makeup, perfume, or excessive jewelry is not permitted and fingernails must be kept short and clean.

Male teachers should wear dress pants and dress shirts.

The Administration reserves the right to enforce the dress code and any staff member that is not following the dress code will be addressed in the following manner:

1. Meeting with a Staff member and Principal. Principal may ask staff members to go home and change depending upon the situation.
2. Warning letter in file
3. Meeting with the chairman of the Board.
4. Evaluation of renewal of contract

Absences

All teachers are expected to be at work on time everyday. Teacher start time is 7:50 and end time is 3:30 PM.

Sick/personal leave is allowed for 7 days throughout the school year. If an employee does not use their sick/personal days he/she will be paid for the remaining unused days at the end of the academic year.

In the event of absence due to illness or emergency, the staff member must email the Principal and Assistant Principal. Please write ''Absent' in the subject of your email. In addition, staff must call/text the Assistant Principal. Calls should be made the evening before or as early in the morning as possible.

On each day that the staff member is out due to illness he/she needs to communicate directly to the Assistant Principal/Office Staff by 6:30 AM.

Teachers are responsible to have 3 sub lesson plans on file and if you want students to work on a specific lesson for that day make sure to email Br. Luai and cc. Sr. Arsheen.

If you are consecutively absent for two days you must provide documentation (ex. Doctor's note)

If you need to make a doctor's appointment, please do so outside of school hours.

Submit a personal day request at least 4 days in advance and this must be approved by the Principal.

Leaving a voicemail or text is not acceptable.

Lateness

It is essential that all staff scan in when they come to school. Failure to do so can lead to inaccurate records.

All staff are expected to come to work on time everyday. Start time for staff is 7:45 am. Punctuality is key to progress.

Any staff member that reports between the time of 7:50-8:30 is considered one day late.

If a staff member reports to work after 8:30 this will count as two lateness and will be dealt with accordingly.

5 Lateness leads to deduction in half day pay.

Excessive lateness will lead to disciplinary action and possibly termination

An employer cannot use sick/personal days for lateness unless they are approved by the principal.

Teacher's Probation Period

Probation period for a new employee is 90 days. During this time staff will be evaluated and mentored. Employees are expected to work with the Principal/Supervisor to enhance their pedagogical approach and areas of concern will be expected to be worked on. If an employee is not able to keep up with the expectations, necessary action will be taken.

Teacher Expectations
Be on time and prepared everyday.
Lesson Plans are required for all subjects for each day the teacher is in the classroom.
Lesson Plans should follow the format provided by the Principal/Supervisor.
Daily attendance of all students must be kept on file.
Parent contact logs on a monthly basis must be completed.
Every month teachers are required to complete curriculum maps for two subjects.
New York State Standards and curriculum requirements must be followed.
The Danielson Rubric standards should be applied for best teaching practices. When in doubt about best teaching practices speak to the Principal/Assistant Principal.
Create an environment of respect and rapport in the classroom.
Keep the classroom clean and tidy.
Participate in all professional development and weekly staff meetings.
In addition to a teaching schedule, staff may be assigned cafeteria duty, hallway duty or office duty. The expectations for these assignments will be provided to staff members and failure to comply with these assignments can lead to a deduction in pay.
Each teacher must have 3 sub lesson plans on file in case of emergency.
All teachers are expected to attend assembly.
All teachers are expected to help out during Arrival/Dismissal and Salaah times.

Remote Learning Expectations and Procedures

1. The school will provide 180 days, or the equivalent, of instruction to their students. Instructional days shall be counted for programs that are delivered in person, remotely, or in a hybrid model.
2. For the 2020-2021 school year, teachers will teach students remotely nearly every day.
3. Teachers must create lesson plans everyday and post them on gradelinks. Assignments must follow the lesson plan format.
4. **Daily Lessons**: Daily lessons are to be taught as per the schedule provided by the administration. Classes will be taught in a hybrid manner. Teachers are expected to provide instruction 5 days a week. Note that administrative staff will join teacher sessions from time to time to observe their class.
5. **Google Classroom:** Teachers must use google classroom for each of their classes. All assignments from teachers, assignment submissions from students, and lesson plans must be exchanged via Google Classroom.

6. All teachers are required to conduct Zoom sessions everyday to increase student engagement. Schedules will be provided to teachers accordingly.
7. **Late submissions:** All lessons must be issued to students by 11:00 PM on the day prior by email or google classroom announcement and must be sent to administration. Teachers will receive a one hour deduction for every lesson that is issued after 11:00 PM the day prior.
8. **Absences:** All lessons must be issued to students the day prior. If no lesson is received by 7:00 AM on the day of, the teacher will be marked as absent for that lesson. Absences will result in a two hour deduction for every lesson missed.
9. **Gradelink:** All gradelinks accounts for all teachers will be reviewed by the administration every Monday. By Monday, all lessons and assignments from the week prior must be graded and posted on teacherease. All teachers are expected to have grades for 2 of the 5 assigned classwork for each class, each week. Teachers must also have grades up for 3 of the 5 homework assignments every Monday. Teachers will receive a one hour deduction for each missing classwork not posted on teacherease by Monday.

 a. Arabic, Islamic Studies, and Quran classes are expected to post grades for 2 classwork assignments each week.

Roles
Homeroom Teachers
The Homeroom teacher is the main class teacher for a class/grade. S/he is required to:
Assist students in their daily routines, make announcements as related to school matters and fill all tasks as assigned by Principal/Assistant Principal.
Create a positive education environment for students to learn.
Actively supervise students. Students should not be allowed to leave the classroom, have phones out unless they are turning them in or be disruptive in any manner.
Mediator between Administration and Students.
Distribute any information, notices, forms as authorized by the administration. Collect any required paperwork and report back to the office.
Collect/distribute textbooks. Keep count of all material handed out to students.
Organize the bookshelf and help out with the inventory.
Take attendance daily. Keep record of student absences and lateness.
Collect Phones from students. Keep a checklist of the phones collected and drop the phones to the office.
Student Dress–Check students' personal appearance with regard to uniform and grooming requirements. This does not relieve other teachers of the responsibility of enforcing the uniform policy throughout the day.
Any student that is not wearing the uniform should be reported to the office.
Students should be attended to at all times. Homeroom is not the time to make copies for your next class or attend to any other personal matter. In case of emergency please call the office to find a replacement for you during homeroom time.
Communicate with parents/administrators as needed
Monitoring students during Salaah time (making of wudu).
Monitor students during Arrival and dismissal time.

Create classroom rules and procedures

Responsible for collecting any money associated with trips, bake sales, etc.

Ensure the classroom is neat and clean. Each day during homeroom period teachers should ask students to clean the classroom, organize desks, sanitize their desks etc.

Lock the classroom when it is not being used.

Decorate the classroom with student work and educational images.

Maintain update bulletin boards in the hallway and classroom. Bulletin boards should reflect student work, display rubrics, structured, organized and display a sense of pride.

End of the school year, homeroom teachers are responsible to clean the classroom and put all materials away.

Staff Meeting/Professional Development

All staff is required to attend any meeting/workshop held in or out of school.

Staff should actively and attentively participate in the meetings/workshops

Cellphones are to be turned off and your undivided attention is necessary during all times.

Grading papers or creating lesson plans during a meeting/workshop is unacceptable and will not be tolerated.

Be on time and ready to take notes. Be attentive through the meeting.

If you are absent/late it is your responsibility to stay updated on the meeting/workshop agenda.

Professional Development will be provided throughout the year. It is the responsibility of the teacher to attend and stay on task.

For all meetings/workshops you should bring with you a notebook and pen/pencil. Keep all notes together.

Disciplining Students

Set standards and be a role model first.

Rules and regulations must be posted in all classrooms.

Make sure to communicate all rules clearly and be consistent with your expectations.

All rules must be signed by the student/parents and returned to the teacher.

Set protocols for student misbehavior. If a student misbehaves try your best to resolve the issue first, before involving the Assistant Principal/Principal

Communication with parents is key.

Use of behavior report and incident report forms are essential in keeping records and as evidence of outreach.

Under no circumstance is a teacher allowed to discipline a student by any of the following methods:

Yelling/screaming

Isolating a student

Attacking a student in any way verbally or physically

Corporal Punishment

Denying the student any of their rights such as right to breakfast, lunch, exams, classwork etc.

Touching a student in any manner

Using any type of foul language

Providing students with any type of medicine/drugs

Taking away a student's personal property is prohibited unless it is creating a distraction in the class or is a hazard to the well being of the class. When in doubt, call the office.

Any of the above measures against a student will lead to immediate termination and could lead to reporting to higher authorities.

Mandated Reporters

If there is any suspicion that a student is being harmed in any way it is the responsibility of the teacher to report this immediately to the office.

Teachers are all Mandated Reporters. As a Mandated reporter teachers must adhere to all rules/procedures as outlined under the Mandated reporter training.

Visitors

Any visitor invited to the building must be approved by the Principal.

Former students can only be allowed in the building after school hours and with authorization from the Principal.

Visitors must always carry with them a pass from the office.

Tending to the needs of a visitor while neglecting your school duties is not allowed under any circumstances.

Prep time

During prep time it is the teacher's responsibility to grade student work, create lesson plans, work on curriculum mapping, make copies, tend to the needs of any student/parent, communicate with parents if needed.

Prep time should not be used for texting, party time, engaging in unnecessary conversations with other staff members, or wasting the time of office staff.

The time of office staff is essential therefore please respect their time and do not engage them in unnecessary conversation.

Dress Code:
Girls Dress Code:
Grey Khaki long pants or skirt to the ankle for Pre K-4th grade
A long sleeved white or burgundy shirt
A white hijab grades 1 and up
Burgundy Abayah for middle and high school girls
Black closed shoes

Boys Dress code:
Regular, plain grey khaki long pants with a belt. Pants should not drag on the floor
Burgundy shirt
Black closed shoes
It is the responsibility of all staff to help ensure that students are wearing their uniform at all times. If a student fails to comply please make sure to get in contact with the office.

Communicating with Parents

Do not wait for PTC to speak with parents.

Communicating with parents is essential to maintain an orderly classroom.

If a student is performing poorly in class, is excessively absent, is disrupting the class or in any way not following instructions, parents must be notified.

If a student is performing well and is worthy of recognition it is always a good time to notify parents as well.

Parent communication logs need to be turned in once a month

Log should have the name of Parent, the name of the student and a brief description of the conversation with parents.

Best way to communicate with parents is through phone calls; however emails are also acceptable.

Whenever you email parents make sure to CC Principal to the email.

Keep logs of all interactions with parents.

All staff are required to attend and guide parents during PTC. Parent teacher conferences will occur 3-4 times a year.

Grading Papers

Homework should be assigned and graded on a daily basis. Homework should be returned back to students within two days.

Homework should be reasonable and meaningful. Do not assign busywork.

Assessing students in different ways is essential for accurate feedback and measure of student performance.

Students should be notified about exams, projects and quizzes well in advance (one to two week notice prior).

All exams should be returned to students within one week after taking it.

All test paper should be kept in a folder and sent home for parents to sign.

Parents must be notified when students perform poorly on assessments, are missing homework or not completing classwork.

Student grades should not be announced. Grades are private and should not be discussed in front of the class.

Regardless of a student's grades, focus on positive feedback and encourage students to put more effort and try to find out ways that you can help the student improve.

Teachers are required to input report card grades 6X a semester. The report grades should reflect just and fair assessment of each child

Cafeteria Duty/Classroom Duty

It is the responsibility of each teacher to make sure the classroom is kept tidy at all times.

At the end of the period, ask all students to help in cleaning the classroom.

Make sure to keep all doors locked when class is not in session.

When students are in the bathroom it is the responsibility of staff to keep an eye out as much as possible.

Limit bathroom visits for students as much as possible. Make sure to only send one student out at a time.

During Lunch and Salaah time it is the responsibility of all teachers to monitor and supervise students.
Elementary teachers are to remain with their students at all times during the Lunch period.
Teachers on Lunch duty must monitor students in the cafeteria and report any incident or misbehavior.
Bathrooms should be monitored by teachers.
After students eat their lunch, teachers should ask them to perform wudu in preparation for Salaah.

Salaah
Salaah time should be the most valuable and fruitful time of the day. In order to make sure that this time is not wasted and utilized in the best manner we need the support and cooperation of each of our staff members.
Teachers should allow any student that has not performed wudu sometime towards the end of the period before salah to perform wudu.
Teachers on break should monitor students in the bathroom when they are performing wudu.
During salaah time each teacher should be near their class and encourage students to stay focused and quiet.
After salaah teachers should help students go back to class in an orderly manner.

Dismissal
After salaah students will go back to their homeroom class. Teachers should ask students to make sure the classroom is back in an orderly manner before dismissing them.
Chairs should be pushed in and desks straight.
No food or garbage should be on floors.
Classroom should be ready for use for the next day.
Teachers must escort their classes out for dismissal.
Teachers should stay outside with their class until they are picked up by parents/guardians.
Teachers should supervise and monitor students outside.

Field Trips
Teachers should plan trips that are educational in nature and with the purpose of motivating student creativity and learning.
All field trips must be approved by the Principal at least 3 weeks prior to the trip.
Teachers must confirm with Br. Luai for bus arrangements. The only mode of transportation accepted for field trips is school bus and walking.
Announcement to class regarding field trip should only be made once it is approved by the Principal
Field trip consent forms must be distributed to students. All students need to return forms and the teacher should collect them and keep them in a secure place.
The consent form should explain to parents the purpose of the trip, time of the trip, mode of transportation, cost of trip, and the lunch plan.
The teacher should keep a log of all payments being made for the field trip.
List should be made with students going on the trip and those that are not.
Students that will not attend the trip should be advised to stay home.

All trips should have an instructional purpose and the teacher is required to prepare an activity for students to complete during the trip. The activity should be approved by the Principal.
The teacher is responsible for all arrangements linked to the trip.
The teacher in charge must leave plans for classes that they are teaching for students who will not be attending the trip.
The teacher is responsible for all students that he/she is taking to the trip and is responsible to arrange for chaperones according to student count.
Make sure to take attendance before, during and after the trip.

Emergency on the Trip
Make sure to write down the incident and notify school administration immediately
Keep students contact information with you at all times during the trip.
Make sure there is an emergency card on file for all the students that you are taking on the trip.

Classroom Safety
Staff should feel comfortable in the room, with its arrangement, ambiance and traffic flow. If anyone does not feel confident using any materials with a child then they should refrain from doing so, and speak with a lead teacher/supervisor/manager. The safety and the welfare of our children are of paramount importance in our programs.
Window sills and ledges must be cleared of all items. Items may fall and land on a child.
If a student is hurt make sure to fill out an incident report and send the student to office.

Children cannot be left without competent supervision at any time. Competent supervision includes awareness of and responsibility for the ongoing activity of each child. It requires that all children be within a teacher's range of vision and that the teacher be near enough to respond when redirection or intervention strategies are needed. Immediately report any illness or work injury to a supervisor.

- Keep the work area neat and tidy.
- Keep the work area free of trip/slip hazards.
- Remove all clutter from the classroom and pantry area as well as from countertops and shelves.
- Arrange furniture in a safe way so that the classroom layout is free of hazards.
- Report or clean up all spills immediately.
- Request assistance in lifting heavy loads – call the front desk to place a work order in with Facilities.
- Carry/move things in fewer quantities/smaller loads
- Use caution when reaching for things overhead. Use a stepstool when necessary.
- Be sure that aisles or exits are kept clear; do not let cords interfere with walkways.

Movies
Al-Mamoor is a school built upon Islamic principles and morals. It is of utmost importance that our staff is highly considerate towards the values taught to our students by their parents/teachers. Documentaries and movies should only be shown for the purpose of academic enrichment.

Any movie that is being shown to Elementary classes as a reward system must be approved by the Principal.

Any genre of movies or T.V. shows must not conflict with Islamic morals/values.

Middle and High school students under no circumstance should be shown movies or T.V. shows that are not related to the material being taught in class.

If a teacher wants to show a movie or documentary, they must have a lesson plan, activity and questions to go along with it.

Events

All events such as class parties, school wide competitions, after school events etc. must be approved by the Principal.

Any party conflicting with Islamic values will not be approved.

The celebration of Birthdays, Halloween, Thanksgiving etc. will not be permissible inside school grounds.

All staff should attend and help out in events organized by the school personnel.

Classroom Management Strategies

Make sure to have clear rules and expectations and follow through with them.

Be consistent

Wait for attention. Set cues to get student attention

Make sure to address improper behavior and find ways of resolving the situation. If a student does not see their faults give them time to think about what they did and write out their feelings.

Honor every student according to their ability.

Use proper language and never attack the character of a student.

Establish a reward system

Give meaningful work. Make sure to be prepared to teach. Majority classroom management issues occur because the teacher is not confident in the content they are teaching.

Move around the classroom for proximity to inattentive students

Rotate class seating or re-group students

Confer with student(s) privately

Do not embarrass students or call them out in front of the entire class. Cornering students shuts down students and you may end up losing them for the entire year.

Check for understanding. Do not keep teaching if you notice students are struggling.

Hold students responsible for how they are using their time. Do not assign a task without keeping a check on students.

Stay on topic. Avoid going on a tangent and wasting valuable class time.

Always have a backup plan.

Pace your assignments such that there is always a task for students to work on.

Plan effective transitions and avoid giving students too much time to go from one activity to the next.

Establish a routine and if students disrupt the routine make sure you have consequences in place.

Create a friendly environment where students feel welcomed.

A neat, structured and clean classroom increases students' desire to learn.

Effective Strategies:

Apply various strategies and encourage questioning.
Try using small groups (increases engagement)
Use Think/Pair/Share (call on inattentive students, after asking a question that students think about and share with a peer)
Use Write/Pair/Share (call on inattentive students, after asking a question, having students write down an answer, and having them share their answers with a partner) or
One‑ Minute Paper (call on those students, after asking a question, and students write a one‑minute answer)

Differentiating Instruction

According to Carol Ann Tomlinson,[4] is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning."
 https://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html

Examples of differentiating activities:
•   Match vocabulary words to definitions.
•   Read a passage of text and answer related questions.
•   Think of a situation that happened to a character in the story and a different outcome.
•   Differentiate fact from opinion in the story.
•   Identify an author's position and provide evidence to support this viewpoint.
•   Create a PowerPoint presentation summarizing the lesson.
Examples of differentiating the process:
•   Provide textbooks for visual and word learners.
•   Allow auditory learners to listen to audio books.
•   Give kinesthetic learners the opportunity to complete an interactive assignment online.
Examples of differentiating the end product:
•   Read and write learners write a book report.
•   Visual learners create a graphic organizer of the story.
•   Auditory learners give an oral report.

Observation Protocols
The Principal/Assistant Principal will conduct formal and informal observations of teachers throughout the year.
The Aim, Do Now and Homework must be posted on the board at all times.
Instruction should be bell to bell.
Note taking should not be more than 5-10 minutes
The purpose of the evaluations is to provide feedback to teachers on their performance and collect data to support the end of the year evaluation of the teacher.
Observations could be announced or unannounced and may last 15-20 min or the entire period.

The teacher is expected to be up to date on the curriculum, have lesson plans ready and the lesson should reflect the components as addressed by Danielson rubric.

The Principal/Assistant principal will ask for the lesson plan during the observation and the teacher must provide a copy of the lesson.

Lessons should be marked by clarity of expression, clear objectives, plan of organization, activities, engaging students in learning, higher order thinking questions.

All lessons should have some writing component and feedback should be provided to students.

Meaningful homework should be assigned to students.

Lessons should end with an exit slip or a summary question.

The Principal/Assistant Principal will provide feedback to the teacher on an observation within two weeks from when the observation took place.

It is always important to self reflect on all your lessons

The post observation will allow for the teacher to grow in their teaching and discuss areas of strengths and weakness.

The use of rubrics in class should be incorporated in order to assess students.

Fire Code Compliance

In case of emergency all protocols for fire safety and lockdowns will be followed.

The school will conduct standard operations and procedures to the best of their abilities without deviating from current requirements.

Fire (evacuation) Drills and Lockdown Drills will comply with plans as outlined by the fire department and will comply with social distancing rules.

Keep all students together in a line, take attendance, and make sure all students are walking quietly in an orderly manner.

The school building will comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC), except as specified in 19 NYCRR 1221.2(d).

Emergency Drills

We shall conduct standard operations and procedures to the best of our abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills will be conducted as required under the School Safety regulations.

Danielson Framework Rating Components:
1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction
2a: Creating an Environment of Respect and Rapport
2d: Managing Student Behavior
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
4e: Growing and Developing Professionally
1a: Demonstrating Knowledge of Content and Pedagogy

DOMAIN 1: PLANNING AND PREPARATION
1a Demonstrating Knowledge of Content and Pedagogy

HIGHLY EFFECTIVE	EFFECTIVE
Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.
CRITICAL ATTRIBUTES	**CRITICAL ATTRIBUTES**
In addition to the characteristics of effective, • Teacher cites intra- and inter-disciplinary content relationships. • The teacher's plans demonstrate awareness of possible misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content.
POSSIBLE EXAMPLES	**POSSIBLE EXAMPLES**
• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial.

Indicators Include:

The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
The teacher's plans reflect recent developments in content-related pedagogy
Lesson and unit plans that reflect important concepts in the discipline
Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
Clear and accurate classroom explanations
Feedback to students that furthers learning Interdisciplinary connections in plans and practice

1e Designing Coherent Instruction

HIGHLY EFFECTIVE	EFFECTIVE
The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
In addition to the characteristics of "effective," • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
• The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those	• The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.

Indicators Include
• Lessons that support instructional outcomes and reflect important concepts
• Instructional maps that indicate relationships to prior learning
• Activities that represent high-level thinking
• Opportunities for student choice
• The use of varied resources
• Thoughtfully planned learning group
2a Creating an environment of Respect and Rapport

HIGHLY EFFECTIVE	EFFECTIVE
Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking risks.

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
In addition to the characteristics of "effective," • Teacher demonstrates knowledge and caring about individual students" lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • The teacher respects and encourages students' efforts.	• Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
• Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says "That's an interesting idea, Josh, but you're 'forgetting….'" • A student questions a classmate, "Didn't you	• The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class.

Indicators Include

- Respectful talk and turn taking
- Respect for student's background and lives outside of the classroom
- Teaches and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

3b Using Questioning and Discussion Techniques

HIGHLY EFFECTIVE

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

EFFECTIVE

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher challenges students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.

CRITICAL ATTRIBUTES

In addition to the characteristics of "effective,"

- *Students initiate higher-order questions.*
- *The teacher builds on and uses student responses to questions in order to deepen student understanding.*
- *Students extend the discussion, enriching it.*
- *Students invite comments from their classmates during a discussion and challenge one another's thinking.*
- *Virtually all students are engaged in the discussion.*

CRITICAL ATTRIBUTES

- *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*
- *The teacher makes effective use of wait time.*
- *Discussions enable students to talk to one another, without ongoing mediation by the teacher.*
- *The teacher calls on most students, even those who don't initially volunteer.*
- *Many students actively engage in the discussion.*
- *The teacher asks students to justify their reasoning, and most attempt to do so.*

POSSIBLE EXAMPLES

- *A student asks "How many ways are there to get this answer?"*
- *A student says to a classmate: "I don't think I agree with you on this, because…".*
- *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"*
- *A student asks "What if…?"*

POSSIBLE EXAMPLES

- *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?*
- *The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to…?"*
- *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.*
- *The teacher poses a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.*

Indicators include:

- *Questions of high cognitive challenge, formulated by both students and teacher*
- *Questions with multiple correct answers, or multiple approaches even when there is a single correct response*
- *Effective use of student responses and ideas*
- *Discussion with the teacher stepping out of the central, mediating role*
- *Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and classmates*
- *High levels of student participation in discussion*

3c Engaging Students in Learning

HIGHLY EFFECTIVE	EFFECTIVE
Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
In addition to the characteristics of "effective" • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or demand higher-order thinking • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.

POSSIBLE EXAMPLES	POSSIBLE EXAMPLES
• Students are asked to write an essay "in the style of Hemmingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—eg. a protractor, spreadsheet, or graphing calculator---would be most suitable to solve a math problem.	• Five students out of 27 finish an assignment early and begin talking among themselves; the teacher assigns a follow-up assignment. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.

Indicators include:

- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3d Using assessment instruction

HIGHLY EFFECTIVE

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual student's misunderstandings.

EFFECTIVE

Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

CRITICAL ATTRIBUTES

In addition to the characteristics of "effective"

- *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.*
- *The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.*
- *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*
- *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*

CRITICAL ATTRIBUTES

- *The teacher makes the standards of high quality work clear to students.*
- *The teacher elicits evidence of student understanding.*
- *Students are invited to assess their own work and make improvements; most of them do so.*
- *Feedback includes specific and timely guidance, at least for groups of students.*

POSSIBLE EXAMPLES

- *The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them.*
- *While students are working, the teacher circulates providing substantive feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

POSSIBLE EXAMPLES

- *The teacher circulates during small group or independent work, offering suggestions to groups of students.*
- *The teacher uses a specifically-formulated question to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most engage in this task.*

Indicators include:

Teacher paying close attention to evidence of student understanding
Teacher posing specifically-created questions to elicit evidence of student understanding
Teacher circulating to monitor student learning and to offer feedback
Students assessing their own work against established criteria

4e. Growing and Developing Professionally

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4e Growing and Developing Professionally

HIGHLY EFFECTIVE	EFFECTIVE
The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators
CRITICAL ATTRIBUTES	**CRITICAL ATTRIBUTES**
In addition to the characteristics of "effective," • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the profession.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.*
POSSIBLE EXAMPLES	**POSSIBLE EXAMPLES**
• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*	• *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joins a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*

Indicators Include:

• Frequent teacher attendance in courses and workshops; regular academic reading
• Participation in learning networks with colleagues; freely shared insights
• Participation in professional organizations supporting academic inquiry

Daily Instructional Lesson Plan	
Content Area(s)/Course/Grade:	Unit:
Lesson Topic:	Date:
Aim	
Do Now:	
Objectives	
Differentiating Instruction (High Level, Low level, ELLs, SWD)	
Activity (Student Engagement- How will you engage students/writing component)	
Essential Questions- Questions you will address throughout lesson (High level- How and Why)	
Assessment/Evaluation (Formative/Summative)- Exit Slip	
Common Core Standards:	