

TEACHER HANDBOOK



2024-2025

La Visión de la Escuela Esperanza

Los graduados de la Escuela Esperanza son alfabetizados en inglés y español y poseen habilidades y atributos necesarios para funcionar con eficacia y servir en una comunidad global.

Esperanza's Vision Statement

All Esperanza Elementary graduates are biliterate, multicultural, and have the skills and attributes needed to effectively serve in our local and global community.

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****Students must be supervised at all times.**

Dear Faculty and Staff,

As we embark on a new academic year, I am filled with a mix of excitement and nostalgia. This year marks my final year as principal of Esperanza Elementary School before I step into retirement. It has been an honor and a privilege to serve alongside such dedicated and passionate educators and staff. Reflecting on the journey we have taken together, I am immensely proud of our collective achievements. When we opened our doors in 2014, we set out with ambitious goals and a shared vision for our students' success. Through your unwavering commitment and hard work, we have not only met those goals but have surpassed them in ways we could have only dreamed of. Our test scores have more than quadrupled since our opening, a testament to the exceptional teaching, innovative practices, and supportive environment that you all foster every day.

This milestone is not just a reflection of our students' academic growth but also a tribute to the collaborative spirit and relentless pursuit of excellence that defines our school community. Your dedication to creating an inclusive, engaging, and nurturing learning atmosphere has been the cornerstone of our success. Each of you has played a vital role in shaping the futures of our students and the legacy of our school. As I prepare to pass the baton, I am confident that the foundation we have built together will continue to thrive and grow. I encourage each of you to keep pushing the boundaries of what is possible, to remain steadfast in your commitment to our students, and to support one another in this shared mission.

Thank you for your hard work, your passion, and your unwavering dedication. It has been an honor to lead such an extraordinary team, and I am grateful for the memories we have created together. Here's to a fantastic year ahead, filled with continued growth, achievements, and the same collaborative spirit that has brought us so far.

As this year begins please keep in mind that none of us own the absolute truth in this universe, and assuming positive intentions will create a more positive environment in our school. Finally, respecting the concept of multiple perspectives will solve almost any conflict possible..

Finally, please recall that any communication that is submitted orally, must be followed up with a written communication just to be sure it is not lost. Over the year, the greatest and most important improvement is how we interact with our students and our families. We must continually improve and cannot allow scores to go up and down. I know we can improve. I know our students are capable of great things and I know that it will take a team effort to reach the top. Together we can do it!

Again, welcome to 2024-2025 at Esperanza Elementary School. This will be a memorable year.

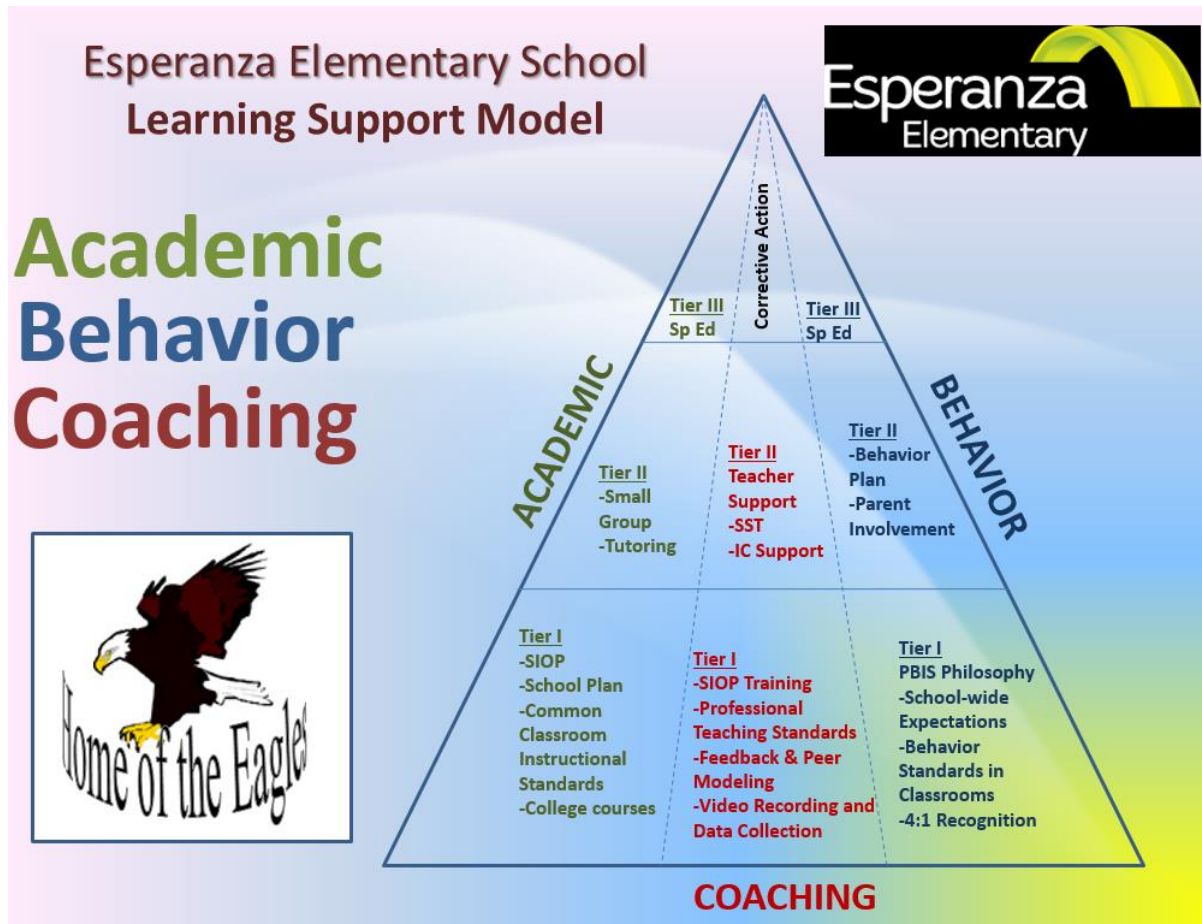
Eulogio Alejandre, M.S.
Executive Director / Principal
Esperanza Elementary
August 1, 2024

Board Members

Becky Kemp, Board Chair - beckything@gmail.com

Marty Banks, Board Vice Chair - mbanks@parrbrown.com

Cody Case, Board Secretary - cody.case@esperanzaelementary.org



Board Approved Teacher Salaries

Teacher Salary Schedules 2024-2025

| TEACHERS WITH PROFESSIONAL LICENSE | | | | | | | |
|------------------------------------|-----------|-------------|-------------|---------|--------|--------|--------|
| 2024-2025 SALARY SCHEDULE | | | | | | | |
| step | BA & CERT | BA/CERT/+20 | BA/CERT/+40 | MASTERS | MA/+20 | MA/+40 | PhD |
| 1 | 61,110 | 62,310 | 63,110 | 64,710 | 65,110 | 66,110 | 67,310 |
| 2 | 62,370 | 63,570 | 64,370 | 65,970 | 66,370 | 67,370 | 68,570 |
| 3 | 63,630 | 64,830 | 65,630 | 67,230 | 67,630 | 68,630 | 69,830 |
| 4 | 64,890 | 66,090 | 66,890 | 68,490 | 68,890 | 69,890 | 71,090 |
| 5 | 66,150 | 67,350 | 68,150 | 69,750 | 70,150 | 71,150 | 72,350 |
| 6 | 67,410 | 68,610 | 69,410 | 71,010 | 71,410 | 72,410 | 73,610 |
| 7 | 68,670 | 69,870 | 70,670 | 72,270 | 72,670 | 73,670 | 74,870 |
| 8 | 69,930 | 71,130 | 71,930 | 73,530 | 73,930 | 74,930 | 76,130 |
| 9 | 71,190 | 72,390 | 73,190 | 74,790 | 75,190 | 76,190 | 77,390 |
| 10 | 72,450 | 73,650 | 74,450 | 76,050 | 76,450 | 77,450 | 78,650 |
| 11 | 73,710 | 74,910 | 75,710 | 77,310 | 77,710 | 78,710 | 79,910 |
| 12 | 74,970 | 76,170 | 76,970 | 78,570 | 78,970 | 79,970 | 81,170 |
| 13 | 76,230 | 77,430 | 78,230 | 79,830 | 80,230 | 81,230 | 82,430 |
| 14 | 77,490 | 78,690 | 79,490 | 81,090 | 81,490 | 82,490 | 83,690 |
| 15 | 78,750 | 79,950 | 80,750 | 82,350 | 82,750 | 83,750 | 84,950 |
| 16 | 80,010 | 81,210 | 82,010 | 83,610 | 84,010 | 85,010 | 86,210 |
| 17 | 81,270 | 82,470 | 83,270 | 84,870 | 85,270 | 86,270 | 87,470 |
| 18 | 82,530 | 83,730 | 84,530 | 86,130 | 86,530 | 87,530 | 88,730 |
| 19 | 83,790 | 84,990 | 85,790 | 87,390 | 87,790 | 88,790 | 89,990 |
| 20 | 85,050 | 86,250 | 87,050 | 88,650 | 89,050 | 90,050 | 91,250 |

| LANE WITH LEA SPECIFIC & ASSOCIATE LICENSES | | | |
|---|----------------|---------------|----------------|
| 2024-2025 SALARY SCHEDULE | | | |
| | Bachelor's Deg | Master's Degr | Ph.D. |
| Step | LEA spe/assoc | LEA spe/assoc | LEA spe/assoc. |
| 1 | 44,825 | 46,494 | 48,164 |
| 2 | 46,085 | 47,754 | 49,424 |
| 3 | 47,345 | 49,014 | 50,684 |
| 4 | 48,605 | 50,274 | 51,944 |
| 5 | 49,865 | 51,534 | 53,204 |
| 6 | 51,125 | 52,794 | 54,464 |
| 7 | 52,385 | 54,054 | 55,724 |
| 8 | 53,645 | 55,314 | 56,984 |
| 9 | 54,905 | 56,574 | 58,244 |
| 10 | 56,165 | 57,834 | 59,504 |

Professional



Teacher Standards

Professional Teaching Standards

DOMAIN

KNOWLEDGE
PRACTICE
ENGAGEMENT

STANDARDS

What teachers should know and be able to do

AREAS OF FOCUS

What needs to be demonstrated to address the standard

DESCRIPTORS

What practice looks like at each level of proficiency

GRADUATE
PROFICIENT
HIGHLY ACCOMPLISHED
LEAD

Utah Professional Teacher Standards

Promoting student learning and enhancing professional practice are the focuses of Utah Professional Teacher Standards. The standards define high quality teaching as the core of a successful education for all students. (Utah Professional Teacher Standards are based on INTASC standards, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, and the California Standards for the Teaching Profession.)

1 Creating and maintaining a positive classroom environment that promotes student learning

- A. Create a physical environment that supports a culture for learning and engages all students.
- B. Implement classroom procedures to enhance student learning.
- C. Manage student behavior.
- D. Establish a civic classroom based on caring, responsibility, and respect for diversity.
- E. Use instructional time effectively to enhance student learning.

2 Planning curriculum and designing instruction to enhance student learning

- A. Demonstrate knowledge of content.
- B. Demonstrate knowledge of age-appropriate pedagogy.
- C. Design and articulate instruction aligned with Utah Core Curriculum standards.
- D. Select instructional goals based on student achievement data and knowledge of students.
- E. Connect curricula to student development and cultural background.
- F. Use appropriate resources to facilitate individual student learning.
- G. Integrate curricula across multiple content areas.

3 Engaging and supporting all students in learning

- A. Communicate instruction clearly and accurately.
- B. Use research-based instructional strategies to enhance student learning of content.
- C. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.
- D. Reflect on teaching and learning.
- E. Differentiate instruction to meet individual student learning needs.
- F. Incorporate understanding of the diversity of the school community into student learning.
- G. Integrate the Utah Life Skills document into student learning.
- H. Engage families as partners in learning.

4 Assessing and evaluating student learning

- A. Assess learning goals based on Utah Core Curriculum standards.
- B. Use multiple sources of formal and informal assessment to verify student learning.
- C. Maintain accurate records of student progress.
- D. Use student achievement data to inform instruction.
- E. Communicate feedback on learning progress to students and parents/guardians.

5 Demonstrating professionalism to support student learning

- A. Understand and act consistently with education laws.
- B. Demonstrate moral and ethical conduct as educators and role models for young people.
- C. Maintain professional demeanor and appearance.
- D. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
- E. Contribute to the educational community and demonstrate professional leadership.
- F. Act as an advocate for students, consistent with professional standards and with respect for parents and families.



Utah Effective Teaching Standards and Indicators



The Utah Effective Teaching Standards articulate what effective teaching and learning look like in the Utah public education system. The Standards are based upon the concepts adopted by the Council of Chief State School Officers (CCSSO) in the *Interstate Teacher Assessment and Support Consortium (InTASC)* standards, as well as the needs of Utah school teachers, administrators, and university representatives through their work as part of the *Utah Effective Teaching Standards Work Group and Rubric-Writing Subgroups*. The Standards align with the teaching skills needed to successfully teach the *Utah Core Standards*.

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

THE TEACHER:

- Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs.
- Collaborates with families, colleagues, and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

THE TEACHER:

- Understands individual learner differences and holds high expectations of students.
- Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- Creates a learning culture that encourages individual learners to persevere and advance.
- Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

THE TEACHER:

- Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
- Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- Extends the learning environment using technology, media, and local and global resources.
- Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

THE TEACHER:

- Knows the content of the discipline and conveys accurate information and concepts.
- Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning.
- Engages students in applying methods of inquiry and standards of evidence of the discipline.
- Uses multiple representations of concepts that capture key ideas.
- Supports students in learning and using academic language accurately and meaningfully.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

THE TEACHER:

- Designs or selects pre-assessments, formative and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- Understands and practices appropriate and ethical assessment principles and procedures.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

THE TEACHER:

- Plans instruction based on the Utah Core Standards.
- Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.



Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

THE TEACHER:

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand each learner's communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.



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PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

THE TEACHER:

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

THE TEACHER:

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
- b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

THE TEACHER:

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.
- c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

| | | | |
|--|---|--|--|
| (27) c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. | Uses various methods and materials. | Differentiates instruction by choosing appropriate strategies to meet individual student needs. | Provides a lesson plan that includes learning experiences and an explanation of its appropriateness for the grade level you teach based on principles of effective instruction. Differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning. |
| (28) d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. | Provides opportunities for creative work. | Provides opportunities for students to use complex thinking skills in organizing and generating original work. | Provide two examples of how you differentiate instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. |
| (29) e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. | Provides opportunities for students to use knowledge in various ways. | Introduces cross-disciplinary concepts to support the understanding of content. | Present two examples of student opportunities to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. Integrates into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge. |
| Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways. | | | |
| (30) a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies. | Uses a variety of instructional strategies. | Appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies. | Adopts a variety of pedagogical strategies to meet the assessed needs of individual students. Describe ONE adaptation of a pedagogical strategy to meet the assessed needs of individual students. |
| (31) b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners. | Uses various instructional formats. | Adapts instruction and varies his or her role appropriate to particular content and concepts. | Continuously checks for each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs. Describe one way that you continuously check for each student's understanding and draw from a wide range of strategies, resources, and roles to meet individual and group learning needs. |
| (32) c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. | Adjusts instruction based on student responses. | Analyzes student learning and responds to errors and misconceptions. | Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. List two ways that you use to analyze student errors and misconceptions in order to redirect, focus, and deepen learning. |
| (33) d. Uses a variety of instructional strategies to support and expand each learner's communication skills. | Provides opportunities for students to articulate thoughts and ideas. | Uses a variety of strategies to support and expand each learner's communication skills. | Encourages and supports students in learning and using multiple forms of communication to convey ideas. Describe two ways that you use to encourage and support students in learning and using multiple forms of communication to convey ideas. |
| (34) e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. | Provides opportunities for students to identify and use complex thinking skills. | Provides multiple opportunities for students to remember, understand, analyze, evaluate, and create. Uses questions to engage students in metacognitive thinking. | Guides students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. Consistently embeds opportunities for students to reflect on their learning. Describe two ways that you use to guide students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. Consistently embeds opportunities for students to reflect on their learning. |
| (35) f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems. | Uses various sources to inform instruction. | Systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding. | Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems. Describe at least two opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems. |
| (36) g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness. | Uses technology to support instruction. | Assesses and uses various technologies to support content and skill development. | Uses technology to foster student engagement in higher-level content and skill development. Depict two ways that you practice to use technology to foster student engagement in higher-level content and skill development. |
| (37) h. Uses a variety of questioning strategies to promote engagement and learning. | Asks questions to assess student learning. | Uses a variety of questioning strategies to promote engagement and learning. | Purposely selects questioning strategies aligned with learning goals. Describe two questioning strategies you use that are aligned to learning goals. |
| Standard 8: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. | | | |
| (38) a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice. | Adjusts instruction based on student outcomes. | Assesses student progress and adapts strategies based on past student performance. Collaborates with colleagues to evaluate learning outcomes and meet learning needs. | Use multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students. List two data sources used to evaluate outcomes. |
| (39) b. Actively seeks professional, community, and technologist learning experiences within and outside the school as supports for reflection and problem-solving. | Participates in new learning experiences. | Applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes. | Actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection. List two professional learning activities you participated in outside of the school setting to refine your professional practices based on feedback and reflection. |
| (40) c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences. | Acknowledges that everyone has biases based on his or her knowledge and experience. | Identifies own background and experiences that have an impact on teaching and learning relationships. | Identifies and accesses resources that support the development of a broader understanding of differences. |

| | | | |
|--|--|---|---|
| (41) d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection. | Participates in professional development opportunities and considers new ideas to improve teaching. | Actively investigates and considers new ideas drawing upon current research and policy as sources of reflection. | Describe two resources you identified that supports the development of a broader understanding of differences. Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning. |
| (42) e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities. | Participates in learning experiences as they arise. | Consults with supervisor to develop a standards based professional learning plan. | Summarize one new research finding and the implication for classroom teaching and learning. Develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school. Present a professional plan on standards, individual needs, the needs of learners, and the needs of the school. |
| Standard 9: Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. | | | |
| (43) a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community. | Knows school-wide policies and practices and displays awareness of the school improvement plan. | Establishes positive working relationships and participates in the school's decision making processes as required. Participates in developing and/or implementing the school improvement plan. | Takes initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues. List the school improvement needs of your school, as you perceived it. |
| (44) b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback. | Participates in the professional learning community as required. | Actively participates with colleagues to support the goals of the learning community. | Assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies. List your leadership expertise area and at least two new findings or learning outcomes you experienced this year. |
| (45) c. Advocates for the learners, the school, the community, and the profession. | Contributes to student success. | Advocates for all students to be prepared for high school graduation and future school and/or work success. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement. | Actively communicates the vision of college and career readiness to students. Actively participates, promotes, and provides support for initiatives in the school and community to have an impact on student success. Describe your vision of college and career readiness for your school and how you communicated it to your students. Implements, reflects on, and improves joint plans to re-teach, enrich, and |
| (46) d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners. | Develops positive relationships with colleagues. | Works with colleagues to plan and jointly facilitate learning to meet diverse needs. | Describe how you evaluate outcomes to decide if you need to reteach a concept. |
| (47) e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice. | Recognizes colleagues as resources to enhance knowledge and skill. | Engages in professional learning with colleagues to enhance professional practice. | Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities. Summarize at least two experiences you had with either peer observations & feedback, peer coaching, or other collegial learning activities. |
| Standard 10: Professional and Ethical Behavior The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515. | | | |
| (48) a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. | Advocates for and models compliance with law, rules governing ethical conduct of educators. | Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them. | Adheres to and upholds laws, rules, policies, and directives, and holds himself/herself accountable to do the same. |
| b. Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. | (49) Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities. Avoids giving ultimatums. | | |
| | (50) Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way. Seeks to understand professional standards. Keeps license current. Responds to all requests on a timely basis. Monitors students at all times. | | |
| | (51) Maintains accurate instructional and non-instructional records. Maintains all grading records accurate. | | |
| | (52) Maintains integrity and confidentiality in matters concerning student records and collegial consultation. Keeps all collegial information confidential and all student information is shared only with need-to-know individuals. | | |
| | (53) Develops appropriate student-teacher relationships as defined in rule, law, and policy. Institutional Education Philosophies are followed at all times. Keeps all communication with students, parents, community, colleagues, and the school formal and positive. | | |
| | (54) Maintains professional demeanor and appearance as defined by Esperanza Elementary School. Respects the dress code 100% of the time, arrives to work on time at least 95% of the time, works at least 95% of all work days. Reports all absences before absences occur. | | |

Please provide evidence for all ratings of HIGHLY EFFECTIVE on June 2, 2022. Your administrator will provide evidence for any rating of EMERGING/MINIMAL. I verify that I received a copy of the teacher evaluation.

Signed this _____ Day of _____, 202___. Teacher Signature: _____

Instructional



Standards

Eight Components of Sheltered Instruction Observation Protocol (SIOP)

1. Preparation - Language Learners need to be prepared for learning by being able to communicate about the learning experience. They need to be able to ask for help when they need it. They should know the following basic learning phrases or sentences:

"I don't understand."

"Would you please explain that to me?"

"Would you please show me how?"

"What information do I need to remember?"

"Is that important for the test?"

"What is the most important part?"

Learning a new language mirrors the process we go through when we acquire our first language. Language learners typically start with a pre-production, or silent period, when first introduced to a language. During this period, students begin to comprehend the language, but do not yet attempt to speak it. This period can last from a few days to many months, depending on the student. As learners continue to learn the language, they begin to produce one or two word phrases, and then move to sentences. As students are acquiring language, they will often struggle with grammar and pronunciation, but our emphasis should be on conveying meaning, not grammatical perfection.

2. Building Background - Teachers can build background connections for Language Learners by making purposeful connections to prior learning, by teaching the most important vocabulary, and by trying to connect the content to something the student may have already experienced. Building background can be accomplished through use of the following:

KWL Charts - Students chart what they KNOW, what they WANT to know, and what they LEARNED

Pre-Reading Activities - Walk through the text discussing the topics and photos before reading, or looking through a chapter backwards for the big picture view of the entire text.

Using Symbols - students use post it notes with check marks, question marks, and plus signs to label a new text during the first reading. Check marks mean, "I understand this part." Question marks mean, "I need help with this part." Plus signs mean, "This is something new I've learned."

Student Journals -

Personal Dictionaries -

Four Squares Vocabulary - paper folded into 4 parts: part 1 includes an illustration, part 2 includes a sentence, part 3 includes a definition, and part 4 includes the vocabulary word.

Similar Words - Similar Words – synonyms must be in the same language.

Making Predictions - students survey the text and predict what they think they will be learning.

Text to Self-Connections - Research clearly shows that prior knowledge (including experiences and emotions---or schema---is a major factor in students being able to comprehend what they read.

Text to Text Connections - Research shows that students who are explicitly taught and use strategies that activate prior knowledge comprehend better than students who don't.

Guided Comprehension - students learn comprehension strategies in a variety of settings using multiple levels and types of text. It is a three-stage process focused on direct instruction, application, and reflection. Current studies demonstrate that when students experience explicit instruction of comprehension strategies, it improves their comprehension of new texts and topics (Hiebert et al., 1998).

Concepts and Vocabulary - includes strategies and scaffolding for pre-reading

Vocabulary - When teaching language learners new vocabulary, it is important to select the key vocabulary for any given lesson or unit. Here are some guidelines to help you decide which words to teach. The next section will provide some ideas from Northshore School District in Bothell, Washington on how to teach new vocabulary.

Tell the student the word and move on if:

- The word does not represent a new concept
- Students need to understand for this activity but are not likely to need it again
- Teach the student the word if:
- The word represents a new concept
- The word crosses content areas or has multiple uses

- The word is important for students outside of this activity
- Teaching Vocabulary to language learners of a new language
- Pronounce the word
- Provide a definition (show, paraphrase, act out, create experience) in the same language of the word
- Post definition for reference
- Introduce in context in which it occurs or in a familiar context
- Relate word to students' prior experiences. Create an experience that demonstrates meaning
- Word walls
- Generate and record sentences (building from original context or familiar context)
- Use word often in instruction. Point it out in other content areas, have students find it in other contexts, classes, out of school.
- Add to word bank or student-made dictionaries
- Use first language to clarify
- Word webs
- Semantic-analysis chart, concept maps.
- Act out, use visuals or real objects (realia)
- General Principles for Teaching language - Language acquisition theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to language learners (Jameson, 1998)

3. Comprehensible Input - Teachers make assignments clear by using vocabulary students can understand, and by providing a variety of instructional experiences including:

Total Physical Response - teachers use hand gestures, facial expressions, and whole body movement to illustrate concepts or vocabulary words. Students emulate the movements.

Vocabulary Cards - Vocabulary Cards - 1500 most commonly used words in the language the student is learning. with Words are clustered by category and fold to the size of a business card.

Similar Words and Opposite Words – All similar words must be in the same language

Vocabulary Picture Puzzles - Picture Puzzles - when printed from to back, these vocabulary games allow students to work alone or in pairs or small groups to discuss targeted vocabulary words in a social setting while playing a game.

Confusing Words Bulletin Board - students add commonly used slang phrases and idioms to a chart for other students to interpret.

Read Along Audio Files -

4. Student Strategies for Success - Language Learners can benefit from knowing specific strategies to use that increase comprehension including the following:

Survey, Question, Read, Review Recite - Classroom Posters display the steps in each stage of SQRRR

Questions in a Can - teacher or student-created questions ranging from lower to higher level questions are placed in a can. Students draw questions and answer in a team discussion.

Gallery Walks - Students write or draw the most important ideas from a section of assigned text.

Split Page Note Taking - Before reading, students write who, what, when, where, or why questions on the left side of the page and after reading, students write answers on the right side.

Similarities and Differences Using a Venn Diagram.

5. Interactions - Student-to-teacher and student-to-student interactions can be enhanced through the following:

Sufficient Wait Time - In most classrooms, students are typically given less than one second to respond to a question posed by a teacher. Research shows that under these conditions students generally give short, recall responses or no answer at all rather than giving answers that involve higher-level thinking. Increasing the wait time from three to seven seconds results in an increase in:

- 1) the length of student responses
- 2) the number of unsolicited responses
- 3) the frequency of student questions
- 4) the number of responses from less capable children
- 5) student-student interactions

6) the incidence of speculative responses. In addition to pausing after asking questions, research shows that many of these same benefits result when teachers pause after the student's response to a question, and when teachers do not affirm answers immediately.

Group Consensus - the teacher asks specific review questions. Students seated in groups of 4 or 5 write their answers and share them with other group members. Groups must discuss until they reach consensus. The group answer is submitted to the teacher. Points can be scored if the teacher chooses to make the review competitive.

Find Your Partner - each student is given a vocabulary card with either a definition or a term written on it. Students are asked to find the matching card. Then students share with the class the pairs they have made.

Academic Relays - See examples on the D11 web: Grades K-2 Academic Relays and Grade 3-5 Academic Relays

6. Lesson Delivery - Effective lessons clearly state for Language Learners both the content standard and the language standard. Effective lessons are paced to accommodate the learner and keep the learner engaged for at least 90% of the lesson.

Classroom Tips - includes research-based strategies for listening, speaking, reading, and writing.

7. Practice / Application - Language Learners need hands-on materials, opportunities to practice and to apply concepts learned, and opportunities to integrate reading, writing, speaking, and listening skills.

Bingo - provides students a hands-on opportunity to review vocabulary or math facts. BeanGo Cards Small and BeanGo Cards Large - students can review Spanish and English vocabulary words or mat families, or other basic content by completing their own bingo cards. Dried beans can be used as playing pieces.

Graphic Organizers

Compare and Contrast

Fishbone Diagram - used to identify causes and effect or main idea and supporting details

Concept Webs Using Inspiration software

Pizza Pieces - parts of stories or events over time are assigned to individuals or small groups which must write summaries of the assigned part of the story. Students or groups share their part as the pizza pieces are reassembled to make a whole.

Review Games for ESL Students - PowerPoint is used as the method for providing vocabulary review. The PowerPoint files can be adapted by teachers to include specific vocabulary words for a content area.

Vocabulary Card Review Games - Ways to Use Vocabulary Cards includes 5 minute fillers and other strategies to help students learn vocabulary words. The decks of cards listed below by category are in Microsoft Word format so teachers can create word lists of 13 words for any content

Pyramid Game - Major facts and concepts from a unit are written on 6 papers which are taped to the wall in a pyramid shape face down. First students form pairs to play the first round of pyramid. One student (Clue Giver) is given a review sheet and one minute to see how many of the vocabulary terms or concept the Clue Receiver can accurately name. Play continues with the Giver and Receiver changing roles and passing the review sheet. After several rounds the two players with the highest scores move to the final round. The Clue Caller faces the wall with the pyramid shaped pages on it. The Clue Receiver faces the classroom. The teacher begins play by turning over the bottom left-hand card. The Caller gives clues and the Receiver guesses. After a correct answer the teacher turns over the next page and play continues until all pages have been revealed or time runs out.

Computer Review Games - includes PowerPoint vocabulary review games that can be played alone or in pairs. Students keep score for their partners.

8. Review and Assessment - a comprehensive and deliberate review of vocabulary, and key content area concepts, and language standards will enable students to demonstrate mastery. Expecting students with a limited vocabulary to perform well without intentional support or "sheltered instruction" will undoubtedly guarantee frustration and failure.

Table Discussion Groups - students discuss answer to questions similar to those that will be on the assessment.

Simultaneous Roundtable - students help each other review by writing their team number on a paper that is passed from one student to the next. Each student adds a fact about a given concept then passes it on to the next writer. Teams are given a short time frame to complete the task i.e. 2 minutes.

Find a Person Who Knows - students are given review sheets with as many questions as there are students in the class. Students move around the room finding someone who knows an answer. Students can receive only one answer from each person.

Pyramid Game - Major facts and concepts from a unit are written on 6 papers which are taped to the wall in a pyramid shape face down. First students form pairs to play the first round of pyramid. One student (Clue Giver) is given a review sheet and one minute to see how many of the vocabulary terms or concept the Clue Receiver can accurately name. Play continues with the Giver and Receiver changing roles and passing the review sheet. After several rounds the two players with the highest scores move to the final round. The Clue Caller faces the wall with the pyramid shaped pages on it. The Clue Receiver faces the classroom. The teacher begins play by turning over the bottom left-hand card. The Caller gives clues and the Receiver guesses. After a correct answer the teacher turns over the next page and play continues until all pages have been revealed or time runs out.

Check My Work - the teacher writes a list of review statements or facts on a transparency. The sentences include incorrect information much like a mad lib. For example, "Sponge Bob was the first president of the United States, and was elected in 1997." Students point out the mistakes and say fill in the correct information for the class.

Sheltered Instruction Observation Protocol - Rubric

SIOP Component #1: Lesson Preparation

| 1) Content objectives clearly defined, displayed and reviewed with students. | | | |
|--|---|--|--|
| 4 | 3 | 2 | 1 or 0 |
| Content objectives clearly defined, displayed and reviewed with students AND Language objectives clearly defined, displayed and reviewed with students. | One of the objectives lacks specificity or clarity AND/OR teacher did not review one or both objectives with students. | Content objectives for students seem implied. Language objectives for students seem implied. | No clearly defined content objectives for students. No clearly defined language objectives for students. |
| 2) Appropriate use of supplementary materials Content & used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals). | | | |
| 4 | 3 | 2 | 1 or 0 |
| Content concepts appropriate for age and educational background level of students & supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals). | Content concepts appropriate for age and educational background level of students, but lack supplementary materials to make the lesson clear and meaningful. | Content concepts somewhat appropriate for age and educational background level of students. Limited use of supplementary materials. | Content concepts inappropriate for age and educational background level of students. No use of supplementary materials. |
| 3) Meaningful activities with appropriate adaptations made to content. (e.g. surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening and/or speaking. | | | |
| 4 | 3 | 2 | 1 or 0 |
| Adaptation of content (e.g. test, assignment) to all levels of student proficiency AND meaningful activities that integrate lesson concepts (e.g. surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening and/or speaking. | Limited adaptations of content to some levels of student proficiency AND meaningful activities that integrate lesson concepts (e.g. surveys, letter writing, simulations, constructing models) limited language practice opportunities to apply concepts. | Some adaptation of content to all levels of student proficiency. Meaningful activities that integrate lesson concepts but provide few language practice opportunities for reading, writing, listening and/or speaking. | No significant adaptation of content to all levels of student proficiency. No meaningful activities that integrate lesson concepts with language practice. |

SIOP Component #2: Building Background

| 4) Concepts & links explicitly linked to students' background experiences & new information | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 or 0 |
| Concepts explicitly linked to students' background experiences. Links explicitly made between past learning and new concepts. | Concepts indirectly linked to students' background experiences or not at all. Links made between past learning and new concepts were limited or not made. | Concepts loosely linked to students' background experiences. Few links made between past learning and new concepts. | Concepts not explicitly linked to students' background experiences. No links made between past learning and new concepts. |
| 5) Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see). | | | |
| 4 | 3 | 2 | 1 or 0 |
| Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see) AND identified a place to go back and review (i.e. word wall, notebook, or bulletin board). | Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see). | Key vocabulary emphasized (e.g. introduced, but not emphasized). | Key vocabulary not introduced or emphasized. |

SIOP Component #3: Comprehensible Input

| 6) Speech appropriate for students' proficiency level AND clear explanation of academic tasks. (e.g. slower rate, enunciation, and simple sentence structure for beginners). | | | |
|---|---|--|--|
| 4 | 3 | 2 | 1 or 0 |
| Speech always appropriate for students' proficiency level (e.g. slower rate, enunciation, and consistent use of simple sentence structure for beginners) AND Clear explanation of academic tasks. | Speech appropriate for students' proficiency level (e.g. slower rate, enunciation, and use of simple sentence structure for beginners) AND Clear explanation of academic tasks. | Speech sometimes appropriate for students' proficiency level. Unclear explanation of academic tasks. More than 10% of students seemed confused about academic tasks. | Speech inappropriate for students' proficiency level. No explanation of academic tasks. More than 20% of students appeared confused about academic expectations and tasks. |
| 7) Uses a variety of techniques to clarify concept. (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language). | | | |
| 4 | 3 | 2 | 1 or 0 |
| A variety of techniques (3+) used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language). | A limited number (1 or 2) of techniques used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language). | One techniques used to make content concepts clear. Other techniques that may confuse students are used | No techniques used to make content concepts clear. |

| 8) Ample opportunities to use strategies. | | | |
|--|--|--|---|
| 4 | 3 | 2 | 1 or 0 |
| Ample opportunities (more than 3) provided for students to use learning strategies in a fifteen-minute period. | 1-2 opportunities are provided to every student every 15 minutes to engage in learning strategies. | One opportunity is provided to every student to participate every 15 minutes to engage in learning strategies. | No opportunity is provided to students to engage in learning strategies in fifteen minutes. Students doing mostly busy work or free time. |

| 9) Consistent use of scaffolding techniques, including a variety of question types. | | | |
|--|---|--|--|
| 4 | 3 | 2 | 1 or 0 |
| Scaffolding techniques (3+) consistently (3 every 15 min.) used assisting and supporting student understanding (e.g. think-alouds, graphic organizers, cue cards, prompts, stories, question stems, etc.). | Scaffolding techniques (2+ every 15 min.) used assisting and supporting student understanding | At least one scaffolding technique used in 15 minutes assisting and supporting student understanding | No scaffolding technique used in 15 minutes of instruction to assist student understanding of concept. |

SIOP Component #5: INTERACTION

| 10) Frequent opportunities provided for student to use learning strategies. | | | |
|---|---|--|--|
| 4 | 3 | 2 | 1 or 0 |
| Frequent (every 15 minutes each student will respond in chorus, in small group, or individually) opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts AND Grouping configurations support language and content objectives of the lesson. (whole class, small group, dyads, and individually) | INFREQUENT opportunities (Every 15 minutes- every student responds.) AND/OR some Grouping configurations support language and content objectives of the lesson. (whole class, small group, dyads, and individually) | Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts AND/OR Grouping configurations unevenly structured to support language and content objectives. | Interaction teacher-dominated with almost no opportunities for students to talk about or question lesson concepts. Grouping configurations do not support language and content objectives. |

| 11) Questioning techniques used as opportunities to clarify concepts | | | |
|---|---|---|--|
| 4 | 3 | 2 | 1 or 0 |
| 1. Reminds students of questioning and answering protocol (or performs all steps correctly) 2. Asks question 3. All students construct an answer in their heads or in writing 4. Students share their answer with at least one classmate. 5. Teacher randomly selects using established process (popsicle sticks in a cup- electronic selection, et. 6. A student answers the question. | Teacher asks the question, allows for wait time (5 seconds), asks a randomly selected student to respond OR performs at least 2 steps of the protocol (see 4) | Teacher asks the question and selects a student who raises his/her hand to respond. | Teacher asks the question and some students immediately respond with the correct answer. |

SIOP Component #6: Practice and Application

| 12) Hands-on materials and/or manipulatives provided for students to practice using new content knowledge. | | | |
|--|---|---|---|
| 4 | 3 | 2 | 1 or 0 |
| Hands-on materials and/or manipulatives provided for students to practice using new content knowledge. | Limited hands-on materials used AND/OR improper use of materials. | Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge AND/OR materials were not related to objective. | No hands-on materials and/or manipulatives provided for students to practice using new content knowledge. |

| 13) Opportunities to apply concepts | | | |
|--|---|---|---|
| 4 | 3 | 2 | 1 or 0 |
| Activities provided for students to apply content and language knowledge (listed in objectives posted) in the classroom in a 15-minute period. | Activities provided for students to apply one content or language knowledge (listed in objectives posted) in the classroom in a 15-minute period. | No activities provided for students to apply at least one content or language knowledge (listed in objectives posted) in the classroom in a 15-minute period. | No evidence that there was a plan to apply the concepts being taught. |

| 14) Opportunities to integrate content and language skills. (speaking, listening, writing, & reading) | | | |
|---|---|---|--|
| 4 | 3 | 2 | 1 or 0 |
| Students had an opportunity to speak, listen, write, & read in a 15-minute period. | Students had an opportunity to use three language skills in a 15 minute-period. | Students had an opportunity to use two language skills in a 15 minute-period. | Students had no opportunity to use any language skill in a 15 minute-period. |

| 15) Content and language objective clearly supported . | | | |
|--|--|--|--|
| 4 | 3 | 2 | 1 or 0 |
| There is a clear plan to teach content and language objective and support the process with scaffolding, questioning, and a plan to re-teach or support students. | There is a clear plan to teach content and language objective, but lacks support for the process with only one of the following: scaffolding, questioning, and a plan to re-teach or support students. | There is a plan to teach content and language objective, but lacks support for the process with both of the following: scaffolding, questioning. | There is no evidence in the plan to support content and language objectives with scaffolding and questioning techniques. |

SIOP Component #7: Lesson Delivery

| 16. Students engaged 90% to 100% of the time & appropriate lesson pacing is evident AND Language objectives clearly supported by lesson delivery . | | | |
|---|--|---|--|
| 4 | 3 | 2 | 1 or 0 |
| Students engaged approximately 90% to 100% of the period AND Pacing of the lesson impressively appropriate to students' ability levels. | Students engaged approximately 80% to 89% of the period. AND Pacing of the lesson appropriate to students' ability levels. | Students engaged approximately 70% to 79% of the period AND/OR Pacing generally appropriate, but at times too fast or too slow. | Students engaged less than 70% of the period AND pacing inappropriate to students' ability levels. Too fast or too slow for more than 10% of the students. |

SIOP Component #8: Review and Assessment

| 17). Comprehensive review of key vocabulary and content objective. | | | |
|---|--|---|---|
| 4 | 3 | 2 | 1 or 0 |
| Comprehensive review of key vocabulary. Important vocabulary used in the lesson was reviewed and remained posted for the duration of the lesson for students to refer to while the lesson was taught. | Reviewed some vocabulary words, but students could not refer back to them during the lesson. | More than two vocabulary words important to the lesson were not reviewed making it difficult for students to understand objectives. | No vocabulary words were reviewed and/or vocabulary reviewed was not related to the objectives. |

| 18). Constant feedback to students on their output & assessment measures lesson objectives. | | | |
|---|---|--|---|
| 4 | 3 | 2 | 1 or 0 |
| Assessment of learning is occurring at least twice and Feedback is provided to students on their output at least twice in a 15 min. period. | Assessment of learning is occurring at least once and Feedback is provided to students on their output at least once in a 15 min. period. | One element is missing. There is no evidence that assessment nor feedback is being provided. | Both elements are missing. There is no evidence is occurring of assessment, nor feedback during the lesson. |

Classroom Management

| | | | |
|--|---|---|--|
| 19. Behavioral expectations are posted & room appears organized lending itself to movement with easy access to materials. | | | |
| 4 | 3 | 2 | 1 or 0 |
| The three (current) behavioral expectations are posted. Three students were asked to state the rules and without looking at the posted rules, repeated the expectations. Room organized with easy access to movement & access to materials. | Two of three students responded with all three correct expectations without support. Room has some barriers to easy exit or to access to materials for some students (1-3). | One of the three students responded with correct expectations with limited support. | All three students were unable to remember any of the rules without support. |
| 20. Schedule is posted (schedule for the day) | | | |
| 4 | 3 | 2 | 1 or 0 |
| Date, time, subject, standard, and core standard number. | Date, time, subject, and standard. | Date, time, and subject. | Not posted |
| 21. SOCIAL CUES are used to maintain or gain attention (class, class, ---students repeat yes for each time the teacher says class) | | | |
| 4 | 3 | 2 | 1 or 0 |
| Social cue used and engaged less than 90% of the students | Social cue used and engaged less than 80% of the students | Social cue used and engaged less than 70% of the students | No social cues used in a 15-minute period. |
| 22) Time limits are used. (take 2 minutes to complete #8- then at two minutes stop and assess.) | | | |
| 4 | 3 | 2 | 1 or 0 |
| Time limit set and at least 90% of the students observed it. | Time limit set and observed and less than 90% of the students observed it. | Time limit set, but not observed. | Time limits were not used. |
| 23. There is PROXIMITY of teacher to manage the classroom. Teacher's voice, eyes used to manage classroom behavior. (teacher is moving around the room to manage conduct) | | | |
| 4 | 3 | 2 | 1 or 0 |
| Teacher visually attentive, moves around the room, and uses engagement strategies to avoid correcting a student's behavior. (i.e. thank you Juan for taking out your book- indirect example for Juan's classmate who is has not opened his book) | Teacher is visually attentive. Teacher moves around the room to engage students. | Teacher stationary but voice carries. Visually attentive. | Teacher stationary |
| 24. Posted materials are in Spanish & English according to the 90/10 model. | | | |
| 4 | 3 | 2 | 1 or 0 |
| The balance is off by less than 5%. | The balance is off by 6%-10%. | The balance is off by more than 11%-20%. | All of the posted material is only in one language. |
| 25) Teacher uses 5-1 (positive to negative) | | | |
| 4 | 3 | 2 | 1 or 0 |
| Teacher uses 5-1 ratio | Teacher uses 4-1 ratio | Teacher uses 3-1 ratio | Teacher uses 2-1 ratio or less |

BEHAVIOR MANAGEMENT



2024-2025

CLASSROOM BEHAVIOR MANAGEMENT STANDARDS

Every employee at Esperanza Elementary School is responsible to teach, model, and expect proper conduct in school.

CLASSROOM ENVIRONMENT: Physical and Affective

1. Physical: Environment supports learning: it is orderly, inviting, allows for smooth transitions, fosters student interaction, and accommodates instruction.
 - a. Desk arrangement – To allow easy traffic flow and to provide access to learning for all students
 - b. Special needs students accommodated and placed in close proximity to meet hearing, seeing, or behavior needs in order to maximize learning.
 - c. Materials neat and orderly to allow for easy student/teacher access. Label shelves, bind boxes, extra pencils, markers, etc., floor space to accommodate groups and centers.
 - d. Materials that support and reinforce learning should be clear, bold and simple.
2. Affective: Develops positive supportive relationships with students, is firm, fair and friendly, safe, and supportive. Implement elements of Invitational Education
 - a. Classroom climate should be inviting, engaging, non-threatening, and safe.
 - b. Respect should be shown to all; everyone has opportunity to be heard and understood.
 - c. Positive emotional growth is taught and reinforced.

CLASSROOM RULES AND PROCEDURES:

1. Rules: Must be written and explicitly taught, modeled, practiced, recognized (4:1), and celebrated.
 - a. Classroom rules and expectations should be posted so all students can see them. They should be referred to them often.
 - b. Classroom incentives should be understood by all students.
2. Procedures: Must be explicitly defined and consistently reinforced. Students must be able to know: “How do I act?”, “How do I talk?”, and “How do I move?”, during all classroom settings and procedures including: bell work, direct instruction, independent and guided practice, cooperative learning, transitions, when task is finished, and during an attention signal. Establish and teach signals for “zero” noise level and active listening. Establish and use PROMPTS for independent practice or work (i.e. school flag up), group work or practice (soft music)

Teachers are expected to teach students what the following THREE expectations look like in each classroom. Provide specific examples and non-examples.

THE THREE GENERAL RULES ARE: Students will ALWAYS BE.....

1. Respectful- The student will demonstrate respect for self, each other, and guests in our building.
2. Responsible- Every student will be responsible to follow directions, to help others, and to learn.
3. Safe- Students will only engage in activities that are not dangerous for self and/or others.

Level I Violations – TEACHERS WILL MANAGE THE FOLLOWING BEHAVIORS- KEEP a record of level I violations- If you need ideas, consult with your team. If nothing helps, please let me know.

| | |
|----|---|
| 1 | Running and/or making excessive noise in the hall or building |
| 2 | Littering |
| 3 | Improper uniform (refer to dress code) |
| 4 | Failure to follow directions |
| 5 | Unauthorized use of radios, tape recorders, computer games and other electronic devices |
| 6 | Unprepared for class. |
| 7 | Tardies 1-6 in a month |
| 8 | Absences 3+ in a month |
| 9 | Disrespecting property |
| 10 | Cannot resolve conflicts with classmates |
| 11 | Class disruptions |

Level II Violations- (teachers may dispense consequences or seek help from an administrator)

| | | |
|----|--|---|
| 1 | Continuation of documented Level 1 acts of misconduct – (After parent has been notified and/behavioral agreements had been signed OR 3-5 documented teacher interventions) | 1 st time- DOCUMENTED discussion with student & parent 2 nd time- DOCUMENTED Discussion with parent- parent writes a response 3 rd time- OFFICE REFERRAL |
| 2 | Throwing objects (snowballs, stones, etc.) | Start with 2 nd consequence above. |
| 3 | Possession, posting, or distributing unauthorized materials on school grounds | Start with 1 st consequence, 2 nd or 3 rd depending on what the materials are. |
| 4 | Leaving school grounds without permission | Start with 3 rd consequence above |
| 5 | Harassment-verbal/physical (non-sexual) | Start with 3 rd consequence above |
| 6 | Cheating/plagiarism on tests, exams, or school projects | Start with 2 nd consequence above |
| 7 | Loitering | Start with 1 st consequence |
| 8 | Violation of student dress code | Start with 1 st consequence |
| 9 | Plagiarism or cheating | Start with 1 st consequence |
| 10 | Chronic tardiness (7 th in a month) | Start with 1 st consequence |
| 11 | Participating in unacceptable physical contact (rough horseplay, kissing, etc.) | Start with 1 st consequence |
| 12 | Use of an electronic device (cellular phone, laser pointer, personal cd players, I Pod etc.) ANYTIME | Start with 1 st consequence above |
| 13 | Gambling | Start with 1 st consequence |
| 14 | Falsify information | |
| 15 | Truancy | Start with 1 st consequence above |
| 16 | Smoking, chewing tobacco, use of tobacco and/or possession of tobacco, possession but not use of a lighter | Start with 3 rd consequence above. |
| 17 | Using profane, obscene, indecent, immoral or offensive language, and/or gestures, racial or ethnic slurs, or biased language or behavior | Start with 1 st consequence |
| 18 | Interfering with school authorities or program through walk-outs, boycotts, sit-ins, or trespassing | Start with 1 st consequence |
| 19 | Leaving the classroom without permission. | Start with 1 st consequence |
| 20 | Forgery | Start with 3 rd consequence above. |

LEVEL III – ADMINISTRATORS WILL MANAGE THESE BEHAVIORS

| | | |
|---|--|---|
| 1 | Documented 2 nd violation of ONE Level II violation or documented 3 rd violation of any combination of two or three Level II violations. | 1 st time- IMMEDIATE PARENT MEETING 2 nd time- IN-SCHOOL SUSPENSION (1-5 days) 3 rd time- OUT OF SCHOOL SUSPENSION (1-10 days) |
|---|--|---|

| | | |
|---|---|--|
| | | 4 th time- HOME SCHOOL PLACEMENT Possible referral to law enforcement. |
| 2 | Dangerous/destructive behavior. | Determined by administrator |
| 3 | Displaying blatant disrespect toward school personnel. | Determined by administrator |
| 4 | Verbal Assault | Determined by administrator |
| 5 | Smoking, chewing tobacco, use of tobacco and/or possession of tobacco, possession but not use of a lighter. | Determined by administrator |

Level IV- combined with Level V

| | | |
|----|---|--|
| 1 | Continuation of Level III Acts of Misconduct | Minimally students will be in school suspension, out of school suspension, Home school, or they may be expelled by our board of directors. |
| 2 | Inciting a fight or other disruptive behavior | Determined by administrator |
| 3 | Disorderly Conduct (fighting) | Determined by administrator |
| 4 | Use of intimidation, coercion, extortion, force, or threat (Bullying) | Determined by administrator |
| 5 | Hazing | Determined by administrator |
| 6 | Possession of a lighter with the intent to harm person or property | Determined by administrator |
| 7 | Defacing Property | Determined by administrator |
| 8 | Sexual Harassment* | Determined by administrator |
| 9 | Making a false report of sexual harassment | Determined by administrator |
| 10 | Violation of district acceptable computer usage agreement | Determined by administrator |
| 11 | Possession and/or sale of stolen property | Determined by administrator |
| 12 | Chronic Truancy** | Determined by administrator |
| 13 | Insubordination | Determined by administrator |
| 14 | Possession of sexually explicit material (pictures, writing, paraphernalia, etc.) | Determined by administrator |
| 15 | False activation of fire alarms, bomb threats, etc | Determined by administrator |
| 16 | Assault and battery | Determined by administrator |
| 17 | Aggravated Assault (Assault with a weapon-jewelry, brass knuckles, etc.) | Determined by administrator |
| 18 | Arson | Determined by administrator |
| 19 | Distribution, use or possession of alcohol or illegal, dangerous controlled drugs or other substances masquerading as illegally controlled drugs | Determined by administrator |
| 20 | Possession, threat or attempted use or concealing of a weapon or item which may be considered to be used as a weapon (including look alike weapons) | Determined by administrator |
| 21 | Burglary | Determined by administrator |
| 22 | Theft | Determined by administrator |
| 23 | Vandalism – criminal damage to property | Determined by administrator |
| 24 | Sexual crimes, sexually explicit activities | Determined by administrator |
| 25 | Possession, distribution, concealment or use of an explosive device, any gas-ejected device, fireworks, or any substance or device which can be used as an explosive device | Determined by administrator |
| 26 | Any other illegal behavior or criminal conduct | Determined by administrator |

Office Referral Protocol

Once a teacher determines that a student's behavior has deteriorated to the point where it is preventing other students from learning, please adhere to the following process:

1. Complete an OFFICE REFERRAL.
2. Call the office and inform secretary on duty that a student is coming to the office- Secretary will locate the school administrator or designated person to process the office referral.
3. If secretary is unavailable, the student will see the principal's designee.

Students without an office referral will be sent back to class.

If a student refuses to leave a classroom.

1. Please contact school secretary immediately. School secretary will find the school principal or a designated staff member to help remove the offending student out of the classroom.
2. If secretary is unavailable, you as the teacher call the assistant principal.
3. If the assistant principal is unavailable, contact the school principal directly.
4. If the principal is unavailable, if the student is still extremely agitated and unwilling to cooperate, contact parent or emergency contact to come and pick up student.
5. If the parent or emergency contact is unavailable, you as the teacher will make an important decision to call another teacher out of class to help you with the situation. Work together to find next BEST step, which may include the following: A. Cooperating teacher takes student to his/her classroom. B. Remove students to another room and uncooperative student remains with staff assistant and one teacher C. call parent again. D. If the situation warrants, call 911.

BASIC EXPECTATIONS OF TEACHERS

1. Supervise students **100%** of the time students are under your supervision.
2. Intervene to protect a student anytime you see potential for injury, damage to property, or students offending each other.
3. Contact families anytime a student engages in serious antisocial conduct. Keep a record of all home contacts. Date & time, nature of the call, and person contacted.
4. Keep administration informed, in writing, of any concerns regarding students' conduct.
5. Require students memorize the three basic expectations.
6. Be certain that students know examples and non-examples for each of the three basic expectations.
7. Remind students of three expectations at least once a month.
8. Report all incidents to the office regarding injuries and all serious antisocial behavior.
9. Always treat all students with dignity and respect.
10. KEEP STUDENTS SAFE AT ALL TIMES.

REFERRALS MUST BE COMPLETE AND STUDENT(S) REFERRED TO THE OFFICE MUST HAVE AN OFFICE REFERRAL. CALL THE SCHOOL SECRETARY BEFORE SENDING STUDENT.

**Esperanza Elementary School
OFFICE REFERRAL**

STUDENT INFORMATION

Name _____ Home Phone #: _____

INFORMATION ABOUT INCIDENT

Date: _____ Time: _____

Description of Incident

■ Level I violation- Teachers are expected to manage these types of violations

■ Level II violation _____

■ Level III violation _____

■ Level IV violation _____

COMMENTS

PARENT CONTACT: (Date/person contacted/Outcome) _____

TEACHER: _____ DATE: _____ TIME: _____

Do not write below this line

ACTION TAKEN:

■ Office Intervention _____

■ Guardian Contact _____

■ Follow up scheduled _____

■ Suspension (in school) _____

■ Suspension (out of school) _____

■ Other _____

School Administrator

Date

Time

DAILY SCHEDULE

THIS SCHEDULE MAY CHANGE IN 2024-2025. PLEASE VISIT OUR WEBSITE FOR CURRENT SCHOOL SCHEDULE. WE ARE CURRENTLY REDESIGNING OUR STUDENT DAILY SCHEDULE---STAY TUNED WE WILL HAVE NEW INFORMATION IN AUGUST.

| GRADES | BREAKFAST/START CLASSES | | CLASSROOM |
|------------|---|--------|-----------|
| TIME | 8:10AM | 8:30AM | 8:10 |
| ALL GRADES | We will have 3 recess monitors during breakfast, AM RECESS, and Lunch | | |

PLEASE NOTE THE REVERS LUNCH CHANGE

| RECESS | | | LUNCH | | |
|--------|-------|-------|-----------|--------------|-----------|
| OUT | IN | Grade | PAYGROUND | TO CAFETERIA | CLASSROOM |
| 9:45 | 10:00 | KA – | 11:30 | 11:45 | 12:00 |
| | | KB - | | | |
| | | KC – | | | |
| 10:00 | 10:15 | 1A – | 11:40 | 11:55 | 12:15 |
| | | 1B – | | | |
| | | 1C – | | | |
| 10:15 | 10:30 | 2A – | 11:50 | 12:05 | 12:30 |
| | | 2B – | | | |
| | | 2C – | | | |
| 10:30 | 10:45 | 3A – | 12:00 | 12:15 | 12:35 |
| | | 3B – | | | |
| | | 3C – | | | |
| 10:45 | 11:00 | 4A – | 12:10 | 12:25 | 12:40 |
| | | 4B – | | | |
| | | 4C – | | | |
| 11:00 | 11:15 | 5A – | 12:20 | 12:35 | 12:45 |
| | | 5B – | | | |
| | | 5C – | | | |
| 11:15 | 11:30 | 6A – | 12:30 | 12:45 | 12:50 |
| | | 6B – | | | |

Esperanza Elementary School expects every teacher to adhere to this plan. Teachers will work 7:45AM to 3:45PM at a MINIMUM

General Daily Schedule — Teachers are expected to have a general schedule posted next to the door, right outside the classroom. The general daily schedule will consist of blocks of time designated for specific areas of instruction. See the sample below for ideas:

General Daily Schedule SAMPLE

Maestra Garcia -Kindergarten Class Regular Day: 8:10 A.M. – 3:00 P.M.

Friday:8:10-12:55 P.M.

| ALL INSTRUCTION IN SPANISH – because the 30 minute in English will be provided by colleague | | | | | |
|---|--|---|---|---|-------------------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8:10-9:30 | Math Core A | Math Core A | Math Core A | Math Core A | Math Core A |
| 9:30-9:40 | Math Core B | Math Core B | Math Core B | Math Core B | Math Core B |
| 9:40-10:35 | Recess | Recess | Recess | Recess | Recess |
| 10:35-10:30 | Math Core C | Math Core C | Math Core C | Math Core C | Math Core C |
| 11:30-12:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:00-12:30 | Reading | Reading | Reading | Reading | Reading |
| 12:30-1:00 | Computers | Choir | P.E. | Library | School out 1:55Pm |
| 1:00-2:45 | CENTERS Reading Science Social Studies Math Review Spanish Review Art/Fine Arts Science Review Character Development Computers Homework | CENTERS Reading Social Studies Math Review Spanish Review Art/Fine Arts Science Review Character Development Computers Homework | CENTERS Reading Social Studies Math Review Spanish Review Art/Fine Arts Science Review Character Development Computers Homework | CENTERS Reading Social Studies Math Review Spanish Review Art/Fine Arts Science Review Character Development Computers Homework | |
| Students will participate in 4-5 centers each day. Students will spend 20-25 minute-blocks in each center | | | | | |

LANGUAGE OF INSTRUCTION

| English | Spanish | | English | Subjects taught in English and minutes | Subjects taught in Spanish |
|---------|---------|-----------------------------------|-------------|--|---|
| 38 | 337 | K & 1st | 40 min. ELA | NONE -0- minutes per day | All subjects in Spanish - 299 minutes per day |
| 75 | 300 | 2 nd | 40 min. ELA | 35 minutes (SUBJECTS?) | 300 minutes (SUBJECTS?) |
| 112 | 263 | 3 rd | 50 min. ELA | 62 minutes (SUBJECTS?) | 263 minutes (SUBJECTS?) |
| 150 | 225 | 4 th | 60 min. ELA | 90 minutes (SUBJECTS?) | 225 minutes (SUBJECTS?) |
| 188 | 189 | 5 th & 6 th | 60 min. ELA | 128 minutes 60 min math – 60 minutes in CENTERS (ELA, math, chess, social studies, music, P.E., Dance | 189 in Spanish (SUBJECTS?) Spanish 60 minutes, 45 Science, 30 minutes social studies, CENTERS (90 minutes per day), Music, Chess, Library, Dance, P.E. |

Disclosure



Statement

DISCLOSURE STATEMENTS

A **disclosure statement** is an [outline](#) and [summary](#) of topics to be covered in a [course](#). It is prepared by the [teacher](#) who teaches the course, and is usually given to each student during the first class session. A disclosure statement usually contains specific information about the course, such as information on how, where and when to contact the teacher; an outline of what will be covered in the course; a schedule of [test](#) dates and the due dates for assignments; the [grading policy](#) for the course; specific classroom rules; sometimes it includes information on how to make up work; etc. Within many courses concluding in an exam, disclosure statements are used to ensure consistency and as a means of communication between the student, teacher, parent, and administrator.

The disclosure statement serves many purposes for the students and the teacher such as ensuring a fair and upfront understanding between the instructor and students such that there is minimal confusion on policies relating to the course, setting **clear** expectations of material to be learned, behavior expected in the classroom, and effort on student's behalf to be put into the course, providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students, and providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive.

Many items can be included in a disclosure statement to maximize course organization and student understanding of expected material such as grading policy, locations and times, other contact information for instructor such as phone or email, materials required and/or recommended such as textbooks, assigned reading books, calculators (or other equipment), lab work, etc, outside resources for subject material assistance (extracurricular books, tutor locations, resource centers, etc), important dates in course such as exams and paper due-dates, tips for succeeding in mastering course content such as study habits and expected time allotment, suggested problems if applicable, necessary pre-requisites or co-requisites to current course, safety rules if appropriate, and objectives of the course.

As you create your disclosure statement for your **CLASSES** at Esperanza Elementary school, please include your expectations and review them every month or so. These components may include:

1. Behavioral Considerations (i.e. attendance, preparedness, & punctuality) (OUR THREE EXPECTATIONS and what they mean)
2. Effort (i.e. participation, class work, & homework)
3. Achievement (i.e. quizzes & tests)
4. Materials and school supplies every student is expected to have
5. General content and language objectives of grade level (**curriculum map/scope & sequence**)
6. Describe in detail, use a RUBRIC if possible, what a 4 means, a 3, a 2, and a 1.
7. How often will students have homework and how will it affect the grade.

Be certain to have clear, logical, and rational definitions and explanations for each expectation. Grade level disclosure statements are STRONGLY ENCOURAGED.

ALL TEACHERS; PLEASE SUBMIT YOUR DISCLOSURE STATEMENTS NO LATER THAN 3:00 PM ON **Monday, August 14, 2024.**

Testing



Ethics



Standard Test Administration and Testing Ethics Policy for Utah Educators

Patti Harrington, Ed.D.
Superintendent of Public Instruction
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200



Purpose of Testing

When administered properly, standardized assessments allow students to demonstrate their abilities, knowledge, aptitude, or skills (See Board Rule R277-473-9).

Valid and reliable results from uniform assessments provide information used by:

- **Students**, to see how well they have mastered the skills and curriculum they are expected to know.
- **Parents**, to know if their student is gaining the skills and competencies needed to be competitive and successful.
- **Teachers**, to gauge their student's understanding and identify areas of improvement in their teaching.
- **Schools and districts**, to evaluate programs and provide additional support.
- **The public**, to evaluate schools and districts.

As educators, we are obligated to provide students with an opportunity to demonstrate their understanding fairly and accurately.

Educators involved with the state-wide assessment of students must conduct testing in a fair and ethical manner (see Utah Code 53A-1-608; Board Rule R277-473-9).

The best test preparation a teacher can provide is good instruction throughout the year that covers the entire curriculum for a course, using varied instructional and assessment activities tailored to individual students.



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Teaching Practices

Ethical testing begins with ethical teaching.

Educators should:

- Ensure that students are enrolled in appropriate courses so that they receive appropriate instruction.
- Provide instruction on the entire curriculum for a course.
- Provide accommodations during instruction to eligible students, as identified by an ELL, IEP, or 504 team.
- Introduce students to various test-taking strategies throughout the year.
- Use the reference sheets provided for specific assessments throughout the year as instructional tools.
- Reduce classroom interruptions to maximize student learning.

Educators may also:

- Provide practice tests throughout the year using high-quality, non-secure test questions.



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Testing Practices

Educators must ensure that:

- An appropriate environment is set for testing to limit distractions.
- The importance of the test and test participation, or the good faith efforts of all students are not undermined.
- All personnel who administered tests are trained and are accountable for ethically administering tests.
- All information in the Test Administration Manual (TAM) for each test they administer is reviewed and strictly followed (see 53A-1-605; R277-473-9).
- All accommodations are provided for eligible students, as identified by an ELL, IEP, or 504 team.
- The test materials are secure before, during, and after testing – when not in use, all materials must be locked where students, parents, or the public cannot gain access.
- All students who are eligible for testing are tested.
- The appropriate test proctoring occurs. This includes verifying that students are marking answer documents appropriately (e.g., the response is bubbled on the question the student thinks he/she is answering).



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- No person is left alone in a computer lab with student tests that are open. Educators must not enter a student's computer-based test for any reason.

▫ After Testing Is Finished

In order to maintain quality control of answer documents, teachers must work in groups to:

- Ensure that students' erasures are complete.
- Verify that markings in special codes boxes are correct.
- Account for all answer documents.

Educators may not change student answers in any way, for any reason.

Answer documents should be in educator hands as little as possible. This helps to protect the educator from the appearance of impropriety.

Test Results

Test results should be:

- Provided to students and parents.
- Made available to educators for use in improving their instruction.



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- Maintained in students files.
- Kept confidential.

Remember that test materials must be kept secure.

Use of Data From Criterion-Referenced Tests (CRTs)

Educators may use the results from CRTs in considering a student's course grade. However, teachers need to understand what the results mean, and what information they provide.

Raw score results (the percent correct) for paper/pencil tests are available to districts four days after student answer documents are submitted to the USOE for scoring, and unofficial raw score results for computer-based tests are available within 48 hours of the test's electronic submission.

Proficiency levels on assessments are determined after all student answer documents have been scored and the results statistically analyzed. Thus, a raw score from one test may not be equivalent to the same raw score from another test.

Educators must be cautious when using raw score results in their grading systems. Due to the purpose of CRTs, a student who is proficient in the curriculum for a course may receive an apparently low score. Percent correct is used differently with CRTs than it is used in most classroom grading systems.



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It is recommended that educators work in groups to decide how CRT data will be incorporated into grading systems locally.

The process of using data from CRTs in considering a student's grade should be transparent and equitable.

Unethical Practices

It is unethical for educators to jeopardize the integrity of an assessment or the validity of students' responses.

In addition to specific practices identified in State Law and State Board Rule, unethical practices include:

- Providing students with questions from the test to review before taking the test.
- Viewing a test, then changing instruction or reviewing specific concepts because those concepts appear on the test.
- Rewording or clarifying questions, or using inflection or gestures to help students answer.
- Allowing students to use unauthorized resources to find answers, including having materials on walls which provide answers to specific test questions.
- Reclassifying students to alter subgroup reports.
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.
- Returning a student's answer document and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Allowing students to take answer documents or test booklets from the test site (e.g., from room to room, to their home, or to recess).



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Accountability for Practices

Educators are accountable to their district and the Utah State Board of Education for ethical practices. Districts are required to make sure all school testing coordinators, administrators, and teachers administering tests are aware of their role in statewide assessments, and may include testing ethical practices in educator evaluations. (Note: Test results should not be used in educator evaluation.)

Ethical Violations

Ethical violations are to be reported to the supervisor of the person who may be investigated, the school administrator, the district testing director, or the state assessment director.

Protocol

- The district policies and procedures will be followed.
- In most cases, an initial investigation will be conducted at the school level.
- The district testing director will review the initial investigation and determine findings.
- If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review.
- If inappropriate practices are found, teachers may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license (see 53A-1-608; R277-473-9).

For more information about the processes in place concerning the investigation of ethical violations, contact your local school or district testing director.



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Utah State Law

53A-1-608

School district employees may not carry on any specific instruction or preparation of students which would be a breach of testing ethics, such as the teaching of specific test question.

- (2) The school district employees who administer the test shall follow the standardization procedures in the publisher's test administration manual and any additional specific instruction developed by the State Board of Education.
- (3) The State Board of Education may revoke the certification of an individual who violates this section.



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Utah State Board Rule

R277-473-9: Standardized Testing Rules and Professional Development Requirement

- A. It is the responsibility of all educators to take all reasonable steps to ensure that standardized tests reflect the ability, knowledge, aptitude, or basic skills of each individual student taking standardized tests.
- B. School districts shall develop policies and procedures consistent with the law and Board rule for standardized test administration, make them available and provide training to all teachers and administrators.
- C. At least twice each school year, school districts shall provide professional development for all teachers, administrators, and standardized tests administrators concerning guidelines and procedures for standardized test administration, including teacher responsibility for test security and proper professional practices, R686-103-6(I).
- D. All teachers and test administrators shall conduct test preparation, test administration and the return of all protected test materials in strict accordance with the procedures and guidelines specified in test administration manuals, school district rules and policies, Board rules, and state application of federal requirements for funding.



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R277-473-9: Standardized Testing Rules and Professional Development Requirements (Continued)

- E. Teachers, administrators, and school personnel shall not:
 - (1) provide students directly or indirectly with specific questions, answer, or the subject matter of any specific item in any standardized test prior to test administration;
 - (2) copy, print, or make any facsimile of protected testing material prior to test administration without express permission of the specific test publisher, including USOE, and school district administration;
 - (3) change, alter, or amend any student answer sheet or any other standardized test materials at any time in such a way as to alter the student's intended response;
 - (4) use any prior form of any standardized test (including pilot test materials) in test preparation without express permission of the specific test publisher, including USOE, and school district administration;
 - (5) violate any specific test administration procedure or guideline specified in the test administration manual, or violate any state or school district standardized testing policy or procedure;



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R277-473-9: Standardized Testing Rules and Professional Development Requirements (Continued)

- (6) knowingly and intentionally do anything that would inappropriately affect the security, validity, or reliability of standardized test scores of any individual student, class, or school.
- F. Violation of any of these rules may subject licensed educators to possible disciplinary action under Rules of Professional Practices and Conduct for Utah Educators, R686-103-6(I).

R277-473-4: Security of Testing Materials

- A. All test questions and answers for all standardized tests required under Sections 53A-1-601 through 53A-1-611, shall be designated protected, consistent with Section 03-2-304(5), until released by the USOE. A student's individual answer sheet shall be available to parents under the Family Educational Rights and Privacy Act (FERPA), 20 USC, Sec. 1232g; 34 CFR Part 99).
- B. The USOE shall maintain a record of all the protected test materials sent to the school districts.
- C. Each school district shall maintain a record of all of the protected test materials sent to the school districts.
- D. Each school district shall ensure that all test materials are secured in an area where only authorized personnel have access, or are



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- returned to USOE following testing as required by the USOE. Individual educators shall not retain test materials, in either paper or electronic form, beyond the time period allowed for test administration.
- E. Individual schools within a school district shall secure or return paper test materials within three working days of the completion of testing.
 - F. The USOE shall ensure that all test materials sent to a district are returned as required by USOE, and may periodically audit school districts to confirm that test materials are properly accounted for and secured.
 - G. School district employees and school personnel may not copy or in any way reproduce protected test materials without the express permission of the specific test publisher, including the USOE.

R277-473-8: USOE and School Responsibilities for Crisis Indicators in State Assessments

- A. Students participating in state assessments may reveal intentions to harm themselves or others, that the student is at risk of harm from others, or may reveal other indicators that the student is in a crisis situation.
- B. The USOE shall notify the school principal, counselor, or other school or district personnel who the USOE determines have legitimate educational interests whenever the USOE determines, in its sole discretion, that a student answer indicates the student may be in a crisis situation.



- C. As soon as practicable, the district superintendent or designee shall be given the name of the individual contacted at the school regarding a student's potential crisis situation.
- D. The USOE shall provide the school and district with a copy of the relevant written text.
- E. Using their best professional judgment, school personnel contacted by USOE shall notify the student's parent, guardian or law enforcement of the student's expressed intentions as soon as practical under the circumstances.
- F. The text provided by USOE shall not be part of the student's record and the school shall destroy any copies of the text once the school or district personnel involved in resolution of the matter determine the text is no longer necessary. The school principal shall provide notice to the USOE of the date the text is destroyed.
- G. School personnel who contact a parent, guardian, or law enforcement agency in response to the USOE's notification of potential harm shall provide the USOE with the name of the person contacted and the date of the contact within three business days from the date of contact.



Frequently Asked Questions

FAQs may be viewed on the Utah State Office of Education's Assessment and Accountability website:

<http://schools.utah.gov/eval/>

Additional Resources

Utah State Law – Chapter 53A

<http://le.utah.gov/~code/TITLE53A/53A01.htm>

Utah State Office of Education

<http://schools.utah.gov>

Utah State Board of Education – Rules

<http://www.rules.utah.gov/publicat/code/r277/r277.htm>

Utah Professional Practices Advisory Commission (UPPAC)

<http://www.schools.utah.gov/uppac/>

Assessment and Accountability

Utah State Office of Education

<http://schools.utah.gov/eval>

Utah State Core Curriculum

<http://www.schools.utah.gov/curr/core>

National Assessment of Educational Progress (NAEP)

<http://nces.ed.gov/nationsreportcard/>



Deferred Compensation



TEACHERS DEFERRED COMPENSATION PLAN

Teacher and principal will generate a plan for the year that will include specific amounts for each tested subject. Additionally, all teachers are expected to set personal goals, participate as members of a school-wide committee, focus on a subject and become the experts in those areas. Finally, all teachers are expected to meet monthly with their grade level peers at least 9 times during the school year.

Revised 7/30/2024

PERSONAL GOALS PLAN PROPOSAL

Teacher: _____ Date Project Approved: _____

What are your goals for personal growth this year?

| PERSONAL GOAL | | Teacher Comments |
|---|--|------------------|
| <p>Specific</p> <p>What exactly will you improve? Physical, mental, emotional, social, professional. It could include more reading, taking classes, exercising (walking, swimming, etc.). Traveling, camping, meditating, keeping track of what you eat. Keeping track of expenditures. If you want to create a professional goal because it will provide you with personal growth –like getting another degree- go for it. Learn Publisher, Excel, or some other computer program.</p> | | |
| <p>Measurable</p> <p>What are the indicators for success? How will you know if the goal is achieved? How will you track improvement? A calendar, a diary, etc.</p> | | |
| <p>Attainable</p> <p>Resources needed Is it a rational goal? Is it a fair goal?</p> | | |
| <p>Responsible/Realistic/Relevant</p> <p>Who is responsible for what piece. Is it a Relevant & Realistic goal?</p> | | |
| <p>Timeline</p> <p>Exact date the goal will be accomplished. Enough time to achieve the goal Not too much time, which can affect project performance</p> | | |

FOR OFFICE USE ONLY BELOW THE LINE

Project approved.

Please resubmit with suggestions included.

I WAIVE THIS PORTION OF THE ADDITIONAL COMPENSATION

Approval: _____ Date: _____

Comments:

Submit plan by September 17, 2024. Final report due by June 1, 2025

TEACHER: _____

Teacher Observation Form

Observation #: _____

Class: _____ **Date:** _____ **Time:** _____

| Component | OBSERVATION | | | | | Evidence – N/A = will not affect the score |
|----------------------------|-------------|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 | |
| 1 Preparation | | | | | | 1 Clearly defined content objective & language objective. (part of core curriculum – Cite standard) 2 Appropriate use of supplementary materials. 3 Meaningful activities with appropriate adaptations made to content. |
| 2 Building Background | | | | | | 4 Concepts & links explicitly linked to students' background experiences & new information 5 Key vocabulary emphasized |
| 3 Comprehensible Input | | | | | | 6 Speech appropriate for students' proficiency level with clear explanation of academic task(s) 7 Uses a variety of techniques to clarify concept. |
| 4 Strategies | | | | | | 8 Ample opportunities to use strategies. |
| 5 Interaction | | | | | | 9 Consistent use of scaffolding techniques, including a variety of question types. 10 Frequent opportunities for varied interaction and varied grouping configurations. |
| 6 Practice and Application | | | | | | 11 Opportunities to clarify concepts 12 Use of "hands on" materials. 13 Opportunities to apply content and language knowledge. |
| 7 Lesson Delivery | | | | | | 14 Opportunities to integrate all language skills. Speaking, listening, writing & reading 15 Content and language objective clearly supported. |
| 8 Review and Assessment | | | | | | 16 Students engaged 90% to 100% of the time & appropriate lesson pacing is evident. 17 Comprehensive review of key vocabulary and content objective. 18 Constant feedback to students on their output & assessment measures lesson objectives. |
| 9 Classroom management | | | | | | 19 Behavioral expectations are posted & room appears organized lending itself to movement with easy access to materials. 20 Schedule is posted (schedule for the day- NOT ONLY MATH from 9am-10am, but what concepts for that day) 21 SOCIAL CUES are used to maintain or gain attention (class, class, ----students repeat yes for each time the teacher says class) 22 Time limits are used. (take 2 minutes to complete #8- then at two minutes stop and assess.) 23 There is PROXIMITY and teacher's voice; eyes used to manage classroom behavior. (teacher is moving around the room to manage conduct) 24 Posted materials are in Spanish & English according to the 90/10 model. 25 Teacher uses 5-1 (positive to negative) |

4= Highly evident and highly effective 3=Evident 2= Evident and somewhat effective. 1= evident, but lacks effectiveness 0 not evident or not effective

POINTS POSSIBLE: _____ POINTS IN THIS OBSERVATION: _____ PERCENTAGE: _____

Comments:

Observer: _____ Print Name: _____ Date: _____



Leadership Expertise 2024-2025 PLAN

ALL TEACHERS ARE EXPECTED TO HAVE A LEADERSHIP EXPERTISE ASSIGNMENT AS PART OF THEIR WORK AT ESPERANZA

Teacher: _____ Date: _____ AREA SELECTED: _____

Amount paid in advance is meant to compensate the teacher to perform the following expectations:

1. Research area of expertise
2. Develop a presentation to introduce the area of expertise to novice implementers (5-15 minutes- possibly a PowerPoint – 20 slides)
3. Support **new** staff as they learn about your area of expertise
4. Know the topic deeply
5. Receptor of information regarding the topic from outside the school
6. Read and understand information received
7. Assist and support leadership team to be fully compliant, if necessary
8. Offer creative methods to involve the school in your area of expertise
9. Keep faculty, staff, and administration informed regarding events, & conferences.
10. Submit a copy to school principal

Please submit a plan by December 15, 2024

| | |
|---|---|
| All activities will be preapproved at least ONE CALENDAR WEEK prior to implementation. All activities are optional. | |
| _____ | 1. Present information at one faculty meeting. |
| _____ | 2. Present information at one parent meeting. |
| _____ | 3. Present information at community event. |
| _____ | 4. Develop own project dealing with area of expertise. |
| _____ | 5. Radio interview. (5-15 minutes) |
| _____ | 6. Television interview. (5+ minutes) |
| _____ | 7. Video – 5-minute video explaining area of expertise for the website. |
| _____ | 8. Other: Design group activity & assign monetary value (i.e. theatrical production \$200) BE CREATIVE! |

Approved: _____ Date: _____

*Teacher can perform one activity for additional compensation up to the maximum amount available. For example, a teacher can decide to present at faculty meetings or parent meetings more than once.

Esperanza Elementary School PLC Meeting

Date: _____

Meeting #: _____

Professional Learning Community: (circle one)

K 1st 2nd 3rd 4th 5th 6th

| | Name | Signature |
|---|------|-----------|
| 1 | | |
| 2 | | |
| 3 | | |

| Team Leader |
|-------------|
| |

| PLAN FROM PREVIOUS MEETING |
|----------------------------|
| |

| ISSUES ADDRESSED AT THIS MEETING |
|----------------------------------|
| |

| PLAN FOR NEXT MEETING |
|-----------------------|
| |

Attach other handouts or extra sheets-
teachers are expected to attend 10 PLC meetings

PLC MEETINGS & TOPICS

| TOPIC# | Topics to Discuss | Approximate Dates | OUTCOME |
|--------|---|-----------------------------------|--|
| #1. | Meet as a pod- Elect leadership team REPRESENTATIVE | Before August 10 th | Election of rep- K&1 st – 2 nd & 3 rd – 4 th , 5 th , & 6 th |
| #2 | Daily teaching & learning calendar (rotation vs keeping students all day) | Before August 12 th | Publish daily teaching calendar |
| #3 | Disclosure Statement (individual or grade level) | Before August 13 th | Disclosure ready to provide to parents |
| #4 | Classroom Management Collaboration (buddy rooms – time out rooms | Before August 14 th | Written plan to administrator |
| #5 | DATA DIVE- How are the kids doing in Spanish (IDELES) | After first round of assessments | Written summary & intervention plan |
| #6 | DATA DIVE- How are the kids doing in math (MATH TEST) | After first round of assessments | Written summary & intervention plan |
| #7 | DATA DIVE- How are the kids doing in English (Dibels) | After first round of assessments | Written summary & intervention plan |
| #8 | PTC Calendar, Plan, Collaboration | Before PT Conferences | Written plan on process |
| #9 | What's working –What needs to change | Before the holidays | Written summary of what is working- & written plan of changes needed |
| #10 | Daily teaching & learning calendar (rotation vs keeping students all day) | Before August 12 th | Publish daily teaching calendar |
| #11 | DATA DIVE- How are the kids doing in Spanish (IDELES) | After second round of assessments | Written summary & intervention plan |
| #12 | DATA DIVE- How are the kids doing in math (MATH TEST) | After second round of assessments | Written summary & intervention plan |
| #13 | DATA DIVE- How are the kids doing in English (Dibels) | After second round of assessments | Written summary & intervention plan |
| #14 | Preparation for SAGE ASSESSMENTS | BEFORE SAGE TESTS IN MAY | Written summary of plan |
| #15 | Performances for DECEMBER Festival | Before DECEMBER Festival | Written plan |
| #16 | Performances for SPRING FESTIVAL | Before SPRING Festival | Written plan |
| #17 | Grade Level SPELLING BEE (SPANISH & ENGLISH) | Mid-April | Written plan |
| #18 | DATA DIVE- How are the kids doing in Spanish (IDELES) | After 3rd round of assessments | Written summary & intervention plan |
| #19 | DATA DIVE- How are the kids doing in math (MATH TEST) | After 3rd round of assessments | Written summary & intervention plan |
| #20 | DATA DIVE- How are the kids doing in English (Dibels) | After 3rd round of assessments | Written summary & intervention plan |

6 meetings are required for the \$300 guaranteed compensation. Teams can meet 4 additional sessions of at least 1 hour each for \$200 in deferred compensation. Select a team member to keep track of the meetings and signed documents.



Homework

Research-based Homework Guidelines

Research provides strong evidence that, when used appropriately, homework benefits student achievement. To make sure that homework is appropriate, teachers should follow these guidelines:

I. Assign Purposeful Homework

Legitimate purposes for homework include practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest (Marzano & Pickering). Identifying a purpose for homework and effectively communicating is key. In *The Battle over Homework*, homework should have different purposes at different grade levels:

- *For students in the earliest grades, it should foster positive attitudes, habits, and character traits; permit appropriate parent involvement; and reinforce learning of simple skills introduced in class.*
- *For students in upper elementary grades, it should play a more direct role in fostering improved school achievement.*
- *In 6th grade and beyond, it should play an important role in improving standardized test scores and grades. (Marzano & Pickering)*

II. Design Homework to Maximize the Chances that Students Will Complete It

Assign homework at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting (Marzano & Pickering). Non-challenging homework is not good homework and is demotivating to students. In fact, when students feel unsuccessful approaching homework tasks, they often avoid the tasks completely as a way to protect their self-esteem. The presentation of homework—the way it looks on paper, whether it appears easy or hard, fun or tedious, interesting or boring—is probably most important to younger students and academically challenged students. For instance, learning disabled students often react more positively to assignments that are visually uncluttered. They may be easily overwhelmed by spaces too small to write in or by too much information on a page. Homework can be made more appealing by the use of color or pictures and by decreasing the amount of writing or copying that students have to do (Vatterott).

III. Parental Involvement: Establish and Communicate a Homework Policy

Students and their parents need to understand expectations for homework, including the purpose of homework, amount of time to spend on homework, consequences for missing or late assignments, and how parents should be involved in their child's homework. A clearly articulated homework policy can decrease tensions about homework that arise among parents, teachers, and students. Moreover, following explicit homework policies can enhance student achievement. Below are four parental involvement activities that (a) contribute to student motivation and performance and (b) can be enacted by almost all families, across cultures, educational backgrounds, and family's socioeconomic circumstances

1. Parents MUST interact with the student's teacher about homework

- *Communicate with the teacher about student performance, progress, homework*
- *Meet school requests and suggestions related to homework (e.g., sign completed tasks, offer requested help, participate in homework intervention program)*

2. Parents MUST establish physical and psychological structures for the child's homework performance

- *Specify regular times for homework, establish structures for time use*
- *Articulate and enforce expectations, rules, and standards for homework behavior*
- *Help student structure time, space, and materials for homework*
- *Structure homework within the flow of family life; ensure parental "availability on demand"*

3. Parents MUST provide general oversight of the homework process at home

- *Monitor, supervise, oversee the homework process*
- *Attend to signs of student success or difficulty related to task or motivation*

4. Parents MUST respond to the student's homework performance

- Reinforce and reward student’s homework efforts, completion, correctness
- Recognize and offer emotional support for student performance, ability, effort
- Review, check, correct homework (Walker et al.)

A note of caution: Research indicates that when parents help their children with homework, they can interfere with student’s learning. Parents should know what homework their children are responsible for completing, and they certainly can facilitate the homework process, but they should not solve problems for their children. This can be clarified through written homework policies or at parent-teacher conferences (Marzano et al., p. 119)

IV. Carefully Monitor the Amount of Homework Assigned

The amount of homework should be appropriate for the student’s age and not take too much time away from other home activities (Marzano & Pickering). The National Education Association and the Parent Teacher Association, recommend the maximum amount of nightly homework should not exceed 10 minutes per grade level per night.

V. Feedback, Grading, and Support

Timely and specific feedback on homework can improve student achievement. Teachers may not have enough time to provide extensive feedback on every homework assignment, but they can make this task more practicable by using different methods to comment on homework. For example, a teacher might set up opportunities for students to share their work with each other and offer peer feedback; or when students are practicing a skill for homework, they can be asked to keep track of their accuracy and speed. Another option is to have students keep a homework portfolio that is collected and commented on once a week (Marzano et al., p. 123). Harsh late policies can contribute to failing grades and can discourage students from completing work. What percentage of Ds and Fs each semester is due to incomplete homework? Do those Ds and Fs represent a lack of learning or a lack of compliance? Educators can **decriminalize** homework grading by providing more lenient late policies or mandatory homework club, which focus on learning by requiring that all homework be completed. The most successful homework support programs provide mandatory early intervention(e.g., students must attend when missing three assignments) and voluntary drop-in service for students who prefer the school environment for homework (Vatterott).

ESPERANZA ELEMENTARY SCHOOL GENERAL HOMEWORK GUIDELINES---- TEACHERS CAN DECIDE TO ASSIGN LESS TIME FOR HOMEWORK OR ASSIGN NO HOMEWORK- If teachers decide to assign more homework, students and parents can opt out of the additional homework. Opting out of the additional homework cannot affect a student’s grade.

| | Reading Minutes Per Night | | Math Homework | | Other Homework | | TOTAL HOMEWORK 4-5 TIMES A WEEK | |
|-----------------|---------------------------|---------|---------------|---------|----------------|---------|---------------------------------|---------|
| | Minimum | Maximum | Minimum | Maximum | Minimum | Maximum | Minimum | Maximum |
| K | 3 (read to) | 5 | 3 | 5 | 3 | 5 | 9 | 15 |
| 1 st | 5 (read to) | 10 | 5 | 10 | 5 | 10 | 15 | 30 |
| 2 nd | 10 | 20 | 10 | 15 | 10 | 15 | 30 | 35 |
| 3 rd | 10 | 20 | 10 | 15 | 10 | 15 | 30 | 45 |
| 4 th | 15 | 30 | 15 | 20 | 15 | 20 | 45 | 55 |
| 5 th | 20 | 30 | 20 | 25 | 20 | 25 | 60 | 80 |
| 6 th | 20 | 30 | 20 | 30 | 20 | 30 | 60 | 90 |

These are general guidelines. Teachers & parents must communicate to establish guidelines for students who have mastered their grade level curriculum. Also if a student has a learning disability that might prevent them from engaging fully in academic tasks for certain periods of time.

RESOURCES HOMEWORK HELPER

- 1 <http://www.superteacherworksheets.com/> Super Teacher worksheets. This is probably the only SITE you will need (be careful some of the worksheets cost money.)
- 2 <http://www.softschools.com/math/worksheets/> Soft Schools Math
- 3 <http://www.teach-nology.com/worksheets/> Technology All Subjects- GREAT RESOURCES
- 4 <http://www.k5learning.com/reading-comprehension-worksheets/> K5 Learning Reading Comprehension
- 5 <http://www.education.com/worksheets/reading/> Education.com Reading by grade level
- 6 <http://www.tlsbooks.com/spellingworksheets.htm> TLS Books Spelling worksheets
- 7 http://busyteacher.org/classroom_activities-vocabulary/spelling-worksheets/ Busy Teacher Spelling & More

Esperanza Elementary School

Faculty Meeting Schedule

2024-2025

| | | | |
|----|-----------------|------------|------------|
| 1 | Faculty Meeting | 8/5/2024 | 8AM |
| 2 | Faculty Meeting | 8/16/2024 | 1:30pm-3pm |
| 3 | Faculty Meeting | 8/30/2024 | 8:00AM |
| 4 | Faculty Meeting | 9/13/2024 | 1:30pm-3pm |
| 5 | Faculty Meeting | 9/27/2024 | 1:30pm-3pm |
| 6 | Faculty Meeting | 10/18/2024 | 1:30pm-3pm |
| 7 | Faculty Meeting | 11/1/2024 | 8:00AM |
| 8 | Faculty Meeting | 11/21/2024 | 1:30pm-3pm |
| 9 | Faculty Meeting | 12/06/2024 | 1:30pm-3pm |
| 10 | Faculty Meeting | 12/20/2024 | 1:30pm-3pm |
| 11 | Faculty Meeting | 01/10/2025 | 1:30pm-3pm |
| 12 | Faculty Meeting | 01/24/2025 | 1:30pm-3pm |
| 13 | Faculty Meeting | 02/07/2025 | 1:30pm-3pm |
| 14 | Faculty Meeting | 02/21/2025 | 1:30pm-3pm |
| 15 | Faculty Meeting | 03/14/2025 | 8AM |
| 16 | Faculty Meeting | 03/28/2025 | 1:30pm-3pm |
| 17 | Faculty Meeting | 04/11/2025 | 1:30pm-3pm |
| 18 | Faculty Meeting | 05/02/2025 | 8:00AM |
| 19 | CELEBRATION | 05/16/2025 | 1:30pm-3pm |

Other meetings will be schedule as needed

ESPERANZA ELEMENTARY SCHOOL

PET REQUESTED: _____

Classroom Pet Request

TEACHER: _____ GRADE: _____ DATE: _____

REASON FOR BRINGING THE PET: _____

PERIOD OF TIME THE PET WILL BE IN THE CLASSROOM: ___ 1-5 DAYS ___ 6-30 DAYS ___ 30-90 DAYS ___ ALL YEAR

Introduction

A classroom pet can enhance a humane education curriculum and help students develop compassion and respect for animals. Teachers tend to acquire classroom pets with the intention of making the classroom more fun and interesting for students, but pets shouldn't be acquired simply for their entertainment value.

Acquiring a classroom pet in the hopes that it will teach responsibility to students may be too ambitious—it is best to teach responsibility first and ensure that students are mature enough to understand the many aspects of pet guardianship before committing to the care of a classroom pet.

Policy

The teacher has found that NO STUDENT is allergic or sensitive to any particular species or their food or bedding materials for this pet. Furthermore, this pet is not immune compromised, and therefore more susceptible to zoological illnesses.

The teacher has provided the following information to parents and/or guardians: A. TYPE OF PET B. TYPE OF FOOD THE PET EATS and C. TYPE OF BEDDING NECESSARY FOR THE PET

Educators will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (how its care will fit into the curriculum), and a plan for how any injuries (bites, scratches) will be managed should they arise.

Type of pet: •only domestic animals may be kept as pets •wild animals may not be kept as pets (this includes locally caught frogs, snakes, etc.)

•animal must be diurnal (awake during the day)

•whenever possible, the pet should be acquired through an adoption center, rescue, or other re-homing opportunity

Responsibilities: The primary educator in the classroom is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met. The animal's guardian is responsible for:

•researching the animal's species and consulting reliable sources (veterinarian, humane educator) regarding appropriate diet, housing, exercise, and socialization

•ensuring that the animal is fed appropriately, handled properly, and that its habitat is cleaned regularly; using logs to track feedings and cleanings is recommended

•seeking regular and emergency veterinary care for the animal (including vaccinations required by state law), and is responsible for all veterinary fees

•taking the animal home during weekends, holidays, and vacations

•continuing to care for the animal at home in the event that a future student is allergic and the animal is unable to live in the classroom

Other criteria:

•classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times

•students will only handle the animal under direct supervision of an adult

•if students are given responsibilities for feeding the animal or cleaning the animal's habitat, this will be assigned as a reward not as a punishment, and students will be supervised during all interactions

•students must wash their hands prior to and after handling the classroom pet or cleaning its habitat

•animals will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts

•the heat in the classroom will be kept within an acceptable range during the nighttime

Appropriate species:

•Guinea Pigs—can be well socialized when handled appropriately and regularly; need room for exercise and ample housing

•Ferrets—are generally very social animals; need very large cage space and plenty of supervised time out of the cage for exercise, so more appropriate for upper elementary levels; ferrets are required by law to be rabies vaccinated

•Gerbils—sociable and curious; may be difficult for children to handle because of their small size, but they are fun to observe

•Domestic Rats—sociable if handled regularly; very intelligent

•Domestic Mice—sociable; may be difficult for children to handle because of their small size, but they are fun to observe

•Fish—a good choice if a robust species; not generally interactive, but fun to observe

Inappropriate species:

•Red-Eared Slider Turtles—reptiles require very consistent tank heating; their lifespan is over 30 years

•Anoles (American chameleons)—amphibians require consistent tank heating; require very delicate handling

•Hamsters—nocturnal (sleep through the day and awake at night), more likely to bite

•Rabbits—most are relatively large and need a good amount of cage space and room to exercise; are naturally skittish and difficult to pick up; require a calm environment

•Chinchillas—most need a good amount of cage space and room to exercise; they are naturally very curious and prefer exploration to being held and sitting calmly in one's lap; they are more prone to illness due to fluctuations in temperature and humidity, which can be difficult to control in a classroom.

DO NOT WRITE BELOW THIS LINE

____ Classroom Pet Approved starting _____

____ Classroom Pet Denied _____

SIGNATURE _____ DATE: _____

School Policy on Classroom Pets

Introduction

A classroom pet can enhance a humane education curriculum and help students develop compassion and respect for animals. Teachers tend to acquire classroom pets with the intention of making the classroom more fun and interesting for students, but pets shouldn't be acquired simply for their entertainment value. Acquiring a classroom pet in the hopes that it will teach responsibility to students may be too ambitious—it is best to teach responsibility first and ensure that students are mature enough to understand the many aspects of pet guardianship before committing to the care of a classroom pet. Below is Esperanza's Policy to establish guidelines on how classroom pets are cared for and which species may be kept as pets.

Policy

Considerations to make in advance:

Before acquiring a classroom pet, the teacher will investigate whether any student is:

- allergic or sensitive to any particular species or their food or bedding materials
- immune compromised, and therefore more susceptible to zoological illnesses

Educators will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (how its care will fit into the curriculum), and a plan for how any injuries (bites, scratches) will be managed should they arise.

Type of pet:

- only domestic animals may be kept as pets
- wild animals may not be kept as pets (this includes locally caught frogs, snakes, etc.)
- animal must be diurnal (awake during the day)
- whenever possible, the pet should be acquired through an adoption center, rescue, or other re-homing opportunity

Responsibilities:

The primary educator in the classroom is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met.

The animal's guardian is responsible for:

- researching the animal's species and consulting reliable sources (veterinarian, humane educator) regarding appropriate diet, housing, exercise, and socialization
- ensuring that the animal is fed appropriately, handled properly, and that its habitat is cleaned regularly; using logs to track feedings and cleanings is recommended
- seeking regular and emergency veterinary care for the animal (including vaccinations required by state law), and is responsible for all veterinary fees
- taking the animal home during weekends, holidays, and vacations
- continuing to care for the animal at home in the event that a future student is allergic and the animal is unable to live in the classroom

Other criteria:

- classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times
- students will only handle the animal under direct supervision of an adult
- if students are given responsibilities for feeding the animal or cleaning the animal's habitat, this will be assigned as a reward not as a punishment, and students will be supervised during all interactions
- students must wash their hands prior to and after handling the classroom pet or cleaning its habitat
- animals will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts
- the heat in the classroom will be kept within an acceptable range during the nighttime

Appropriate species:

- Guinea Pigs—can be well socialized when handled appropriately and regularly; need room for exercise and ample housing
- Ferrets—are generally very social animals; need very large cage space and plenty of supervised time out of the cage for exercise, so more appropriate for upper elementary levels; ferrets are required by law to be rabies vaccinated
- Gerbils—sociable and curious; may be difficult for children to handle because of their small size, but they are fun to observe
- Domestic Rats—sociable if handled regularly; very intelligent
- Domestic Mice—sociable; may be difficult for children to handle because of their small size, but they are fun to observe
- Fish—a good choice if a robust species; not generally interactive, but fun to observe

Inappropriate species:

- Red-Eared Slider Turtles—reptiles require very consistent tank heating; their lifespan is over 30 years
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- Hamsters—nocturnal (sleep through the day and awake at night), more likely to bite
- Rabbits—most are relatively large and need a good amount of cage space and room to exercise; are naturally skittish and difficult to pick up; require a calm environment
- Chinchillas—most need a good amount of cage space and room to exercise; they are naturally very curious and prefer exploration to being held and sitting calmly in one's lap; they are more prone to illness due to fluctuations in temperature and humidity, which can be difficult to control in a classroom

Fieldtrip Request Form

MAXIMUM FIELDTRIPS PER GRADE LEVEL – PLEASE ADHERE TO THIS EXPECTATION

SCHEDULE ALL FIELDTRIPS PRIOR TO APRIL 8, 2025

Please read and complete the following:

1. Teachers will submit request form for initial approval at least one calendar month before the fieldtrip will take place. Some sites require 3-6 months advance reservation.
 2. Entire reservations will be finalized at least two weeks before the fieldtrip.
 3. **Chaperones will leave children who are not Esperanza Elementary School children at home.**
 4. The process will be completed by the teacher or staff member responsible for the students involved.
 5. Faculty or Staff Member Coordinating the fieldtrip: _____
 6. Fieldtrip Destination & Address _____
 7. Date of Fieldtrip: _____ Alternate Date: _____
 8. Number of students involved: _____ Number of Chaperones Required: _____
 9. Chaperones requested: Staff _____
10. Person(s) coordinating reservations: Site _____ Bus _____ Lunch _____ Chaperones: _____
 ___ Approved ___ No approved ___ Resubmit with the following information

 Eulogio Alejandre M.S., Principal

 Date

Comments:

PLEASE RESUBMIT THIS FORM FOR FINAL APPROVAL AFTER EVERYTHING IS RESERVED AND SCHEDULED- REQUIRED TWO FULL CALENDAR WEEKS PRIOR TO THE FIELDTRIP OR ACTIVITY

| | | |
|------------|---|---|
| Bus | RED STAR TRANSPORTATION Office Hours: Monday thru Friday / 8:00 AM – 5:00 PM Office: (801) 685-8560 Fax: (385) 695-2174 24-HR Emergency & Roadside Assistance: (801) 403-5904 Email: Info@RedStarTransportation.com Address: 2920 Directors Row, Unit D Salt Lake City, UT | Bus has been reserved: _____ _____ |
| Lunch | Kitchen Manager | Lunch has been ordered: _____ |
| Chaperones | Teacher will contact parents | Chaperons have been scheduled: _____ _____ |

Day of the trip:

1. School cell phone 2. School contact numbers (office manager, front desk, principal, assistant principal)
3. Student roster with two contact phone numbers. 4. Chaperones roster and contact numbers. 5. Bus company information

APPROVED: _____

DATE: _____

Eulogio Alejandre M.S., Principal

Request for Permission to Show Movie in Class

(A movie can only be shown for educational purposes)

Teacher Name:

Date:

Grade/Content Area:

Specific Class(es) and time(s):

Title of Movie:

Number of Students to see film (total):

Type of Media (VHS, DVD, YouTube, etc.):

Movie Rating:

Release date of movie:

1. How much of the movie are you asking to show in class? How much overall time do you plan showing the movie?

2. Have you previewed the entire movie prior to making this request?

3. Will you be present the entire time the movie is shown in your classroom?

4. What is the end result of studying this movie in your class? What connections will students be making?

Content Objective:

Language Objective:

Core Curriculum Standard taught or reinforced:

5. What alternatives have you considered if this request is refused?

6. What concerns might a parent/stake holder have about this movie?

7. Parent permission required.

When was the parent permission sent?:

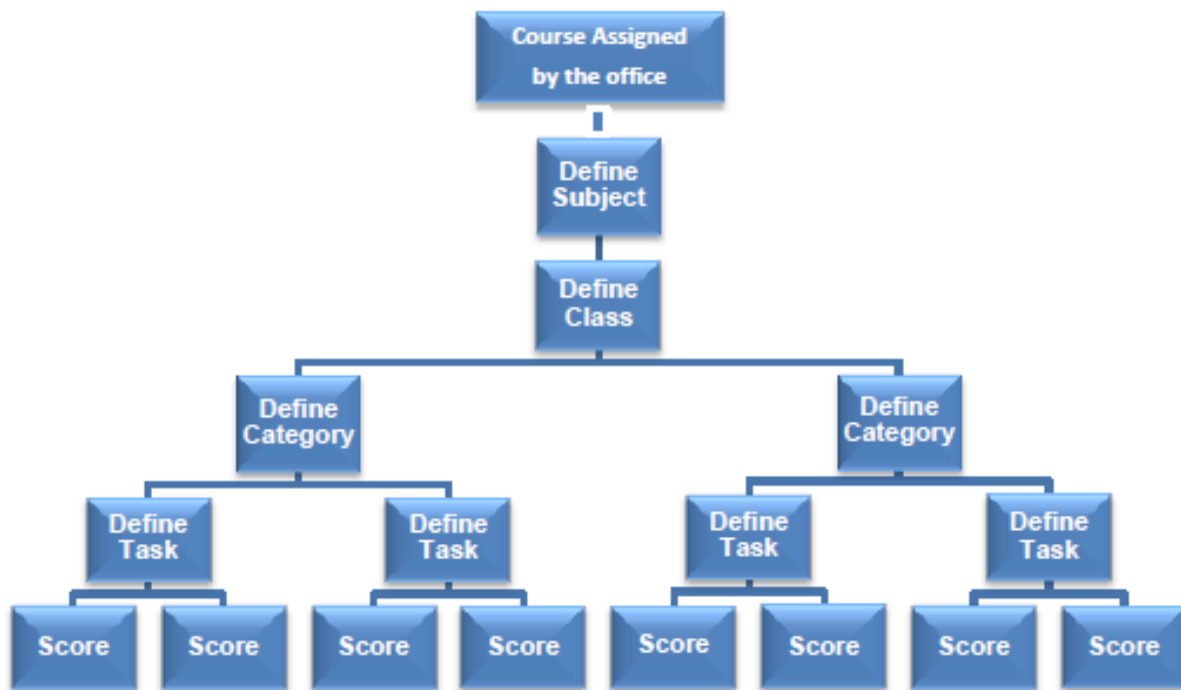
How many students have not returned the permission slip?

8. What is the alternate assignment for students whose parents request that they do not see the movie?

Eulogio Alejandre, M.S.

Date

SIS Grade Book



Grade Book Task Bar Drop-down Menu:



| | | | | |
|-----------------|----------------------------|---------------------------|--------------------------|------------|
| SIS 2000+ Home | Define Class In Grade Book | Score Entry | Citizenship By Item | Attendance |
| Attendance | | Student Scores | Citizenship Log | Grade Book |
| Change Password | | Define Tasks | Define Citizenship Items | |
| Grade Book | | Copy Tasks | Define Citizenship | |
| | | Change Subject Assignment | | |
| | | Define Subject Template | | |

Grade Book

Introduction

The grade book focus has been to allow teachers easy set up and navigation in the grade book. The grade book was created with teacher usage in mind for simple, fast, and accurate data entry. Subject Templates are used to simplify initial setup from term-to-term and from year-to-year. Citizenship is based on positive and negative incidents called Citizenship Items. Entering and editing scores is fast and convenient with the spreadsheet-like screen. When navigating in a web browser, the user must **always** save the data entered by clicking on the save button or the data entered will be lost. Even the screen refreshing without saving data entered will be lost. Remember to always save data before navigating away from the screen.

Expectations

1. Grade Book will be completely set up by August 21st.
2. The subjects that need to be set up are:
 - Mathematics
 - Language Arts
 - Spanish
 - Science
 - Social Studies
 - Art
3. Please set up the citizenship grade, but limit it to
 - H= Honors
 - S= Satisfactory
 - N= Needs to improve

Academic Grades will be set up using our numerical system.

| Progress Report - PR1, PR2, & PR3 | End of Year Summary |
|---|---|
| 4 Early Mastery – Student has already mastered this standard and is receiving support to extend learning. | 4 Student mastered grade-level standard and received support to support extended learning. |
| 3 On Track at this time- Student is on track to master this standard by the end of the school year. | 3 Student mastered standard |
| 2 Progressing – Student is making progress toward meeting this standard at this time; sometimes demonstrating skills needed to meet standards, at other times showing a lack of understanding or ability to apply the concept or skills. | 2 Student met some grade level standards, but additional interventions may be helpful. |
| 1 Insufficient Progress – Student is showing risk of not mastering the standard by the end of the year and is receiving intervention support. N/A Standard has been taught | 1 Not yet mastered – student will require additional interventions. |

MINIMUM ACADEMIC CONSIDERATIONS

Achievement: Include appropriate test scores, and other formative quiz results

Effort: A. In class assignment completion and homework.

B. Class participation. (Daily points or some other tracking mechanism) Students are not present to participate can lose points.

Special Projects: Projects that may take several days to complete, autobiographies, science projects, journals, etc.

CITIZENSHIP CONSIDERATIONS (these examples only)

Attendance: Provide term minimum point systems (10 per day)

Punctuality (5 points per day)

Conduct (10 points per day)

***Please provide opportunities to make up part or all of the points. For example, make up incomplete class work and homework by a certain date after absences or tardies. Conduct, punctuality, and absences can be made up by projects like, classroom clean up, reading self-help materials, reflective writing assignments.

Marking Daily Attendance

Teachers will mark attendance between **8:15-8:45AM**. Please use the following codes to mark attendance. Please call Chrystal or Paula if you need help.

| MAESTROS - TEACHERS | | |
|---------------------------------|--------------------------------|-----------------------------------|
| X= | Ausentes | Absent |
| T= | Tarde | Tardy/late arrival |
| . = | Presente (no se hace nada) | Present (do not change anything) |
| ADMINISTRACIÓN - ADMINISTRATION | | |
| Z | Suspendidos | Suspended |
| E | Ausente con permiso | Absent, but excused |
| V | En vacaciones | On vacation |
| A | Actividad Escolar | School activity |
| U | Ausente sin permiso | Absent & unexcused |
| C | Salió de clases con permiso | Left school early with permission |
| I | Suspendido, pero en la escuela | Suspended in school |

1. Please encourage parents to bring a note to school to excuse students.
2. Students who arrive after 8:30AM will need to arrive to classrooms with an excuse from the office.
3. Students who arrive to your classroom without an excuse from the office after 8:35AM (allow from 8:30-8:35 for students to get to your classroom) our secretary will also send students to the classroom if students arrive at exactly 8:30AM, please allow ample time to get to your classroom. I believe that 5 minutes is sufficient.
4. Communicate with parents often regarding attendance. Students who are arrive late (after 8:30AM) once a week or more are missing lunch and other learning opportunities. Please communicate with families to find out if there is anything the school can do to support families.
5. Please schedule meetings with parents if a student is late or absent more than 10% of the days in a previous month. Meetings should be schedule the first week of each month to be effective. Please invite the principal and the vice principal to the meetings. One of us will make every effort to be present.

PLAN FOR SUBSTITUTES

Planning for absences

All educators know how imperative it is to have teachers in their classrooms all 179 days that students attend school. However, we know that such daunting goal is nearly impossible to achieve. For that reason, we are forever thankful for substitute teachers who support us when teacher must be absent. We encourage teachers to plan vacations during holidays and non-school days. Teachers must also plan for emergency time off. Please compile a substitute packet to include the following:

1. A class list. Substitutes should send the class list to the office at 9:00AM, indicating which students are absent.
2. A second list should also be left with a series of suggestions on how to maintain order in the classroom: For example....
 - A. Students who may have difficulty staying on task and how to direct and redirect these students. Potential rewards and consequences that may be used to keep such students engaged in class activities.
 - B. What to do and who to call when maintaining order seems impossible.
 - C. Seating chart with students' names, if available
3. Breakfast plan- detailing the routine.
4. Emergency Preparedness Plan.
5. Contact list in the school. Front desk, vice principal, principal, POD leader.
6. Teacher Assistant responsibilities.
7. Daily schedule.
8. Classroom Routines. Be specific and detailed about specific routines like...
 - A. Requesting permission to go to the bathroom
 - B. Sharpen pencils
 - C. Getting drinks of water
 - D. Turning homework in
 - E. Other routines in your classroom
9. Think about what the substitute will need to know and describe in detail how to get it done.
10. Leave some activities that can be done when students are done with assignments.
11. If possible, leave your contact information, even if the substitute can leave a message for you.

PLEASE RESCHEDULE ALL REQUESTS FOR PAID TIME OFF (PTO) IF YOU DO NOT HAVE A LESSON PLAN OR YOU DID NOT PREPARE A LESSON PLAN FOR THE ENTIRE DAY FOR YOUR SUBSTITUTE

**ESPERANZA ELEMENTARY SCHOOL
HANDBOOK ACKNOWLEDGMENT**

I acknowledge that I have received a copy of the Esperanza Elementary Teacher Handbook. I understand that this handbook DOES NOT replace any written communications included in teacher agreements, but instead sets expectation regarding Esperanza Elementary working conditions and procedures.

I have read and understand the contents of this handbook and will act in accord with these expectations. When in conflict with teacher agreements as a condition of my employment with Esperanza Elementary, THE TEACHER AGREEMENTS shall supersede information in this handbook. I understand that if I have questions or concerns at any time about the handbook, I will consult my immediate supervisor or the principal.

PLEASE INITIAL

_____ *STUDENTS WILL BE SUPERVISED AT ALL TIMES- 100% OF THE TIME, WITHOUT EXCEPTION.*

_____ *Students will be informed to remain in school property 100% of the time.*

_____ *behavior expectations will be reviewed -AT LEAST- once a month with my students.*

_____ *I will adhere to the employee dress expectations **100%** of the time.*

_____ *ALL injuries (faculty, staff, and students) will be reported to the office by completing an incident report.*

_____ *ALL school financial transactions will be processed through the school's financial accounts. Teachers cannot accept cash from anyone.*

_____ *Without exceptions, every grade will participate in two fieldtrips MAXIMUM. There will no fieldtrips after April 1, 2024.*

_____ *Movies will only be shown in classes for educational only purposes and will be approved in advance.*

_____ *Pets will be on school premises only after being approved.*

_____ *Teachers will be in the building from 7:45AM-3:45PM minimally, other hours may be required to meet the educational needs of students.*

_____ *I will ALWAYS have a substitute plan in the office and I will replace it within 48 hours of using it.*

Printed Name

Grade

Signature

Date