

# **WASHINGTON IRVING YABC**

**At Washington Irving Campus**

## **Teachers' Handbook**

**Ayorinde Ayetiwa, Assistant principal**

### **Emergency Lesson Plans**

All teachers are to prepare **three emergency lesson plans** and have them posted on their Google Classroom or have hard copies submitted to Mr. Ayetiwa. These lessons should be an enrichment or reinforcement of lessons previously taught. Students should be held accountable during your absence for assignments, projects, etc., therefore, all assignments must be an assessment tool that contributes towards student grades. Emergency lesson plans are to be replenished via the same method as they are being used up.

### **Google Classroom Backup.**

All teachers are to setup google classrooms as a backup for instructional emergency such as when they are absent or for students that have missed work for similar reasons. Google sheet will be shared with all teachers for them to submit the google classroom codes to Mr. Ayetiwa. The google classroom created will not be a substitute for in person learning, it should only serves for emergency purposes or enrichment or for extended work like home work or student practice.

### **Secure your belongings**

It is important that you secure your personal belongings at all times. Please do not leave personal stuff lying around unattended as we cannot guarantee the safety of such items.

### **Classroom condition**

**Remember that your assigned classroom is a borrowed and shared space.** Therefore, it is your responsibility to ensure that your assigned classroom is kept in neat condition at all times. Please do not hurry out of your classroom leaving it in a disorganized and unkempt manner. Erase the board after use and rearrange displaced tables and chairs. Have students clean up after themselves when they leave thrash lying around. Please remember to leave the room exactly as you found it – in a clean state - Just as you would want your room to be kept. Try build a working relationship with the day school teacher. Be willing to share resources with them.

### **Taking student attendance:**

Attendance folders, when available, should be safeguarded and kept in neat/good condition at all times. Bubble in students' attendance each night that your class meets and return attendance folder to your mail box when you are leaving for the night. Students' attendance should also be marked in your grade book. Please keep a personal record of your students' attendance. Attendance folders will be collected weekly from your mailbox.

### **Staff absentees**

Notify via email or Call Mr. Ayetiwa if you are going to be absent, no later than 2pm on the day of your absence so that a substitute teacher can be arranged on time to cover your class (es). Please note that teacher's attendance will be closely monitored. There will be no more than 4 unexcused absences allowed per teacher or staff members during a given semester. You will need to present a doctor's note for more than 4 absences. You are encouraged to strongly adhere to this policy and failure to do so may lead to a disciplinary action. While we do understand that unforeseen circumstances might arise that will call for your absence, please keep in mind that Yabc students equally need your attention and support. You have accepted this position because you are willing to give just that.

### **Staff Rating**

There will be an end-of-year rating of teachers and other staff members that may be based solely on attendance.

### **Staff Lateness**

Unforeseen circumstances may allow you to be late occasionally to your class especially since many of you will be commuting. If there are situations that may require you to be habitually late especially to the first period class, please speak to Mr. Ayetiwa to see what can be worked out to minimize the impact that your lateness might cause to students' instructional aspirations. We want try to avoid situations whereby students will have to be waiting 20 to 30 minutes every week for their teacher's arrival.

### **Staff Dismissal**

Our work day at YABC officially ends at 8:30 PM depending on your schedule. Remember to clock in and out at the time clock when you arrive and when you leave. Any staff member leaving earlier than the designated hours must clock out. Everyone must leave the building when your class ends. No one staff member should be in the building beyond 9:00pm. Teachers are expected to adhere STRICTLY to the bell schedule outlined below. **Students should not be released early from classes.**

Bell Schedule:

Period 0	3:00	-	4:00pm
Period 1	4:00pm	-	5:25pm
Period 2	5:30pm	-	6:55pm
Period 3	7:00pm	-	8:25pm

### **Doors**

Department of Education policy requires that classroom doors are left unlocked while you are teaching. This facilitates entering your room without disturbing your class and provides safety for all. Door windows are not to be covered to allow for visibility from the outside. The only time a door is to be locked is during an intruder alert or when you leave your room.

### **Classroom Discipline**

There are different methods of maintaining classroom discipline. For some of us, it is a natural outgrowth of our personalities. For others, we have to work on it. Adolescence can be a real test of our ability to maintain a calm demeanor under fire. Use a variety of strategies to diffuse potentially volatile situations, i.e., nonverbal cues, a word whispered in the student's ear, humor (although not at the student's expense), planned ignoring, asking the student to meet with you at the end of the class, engaging the student's energy as a monitor, reminders, etc. All of these can be effective, but no strategy works all of the time. Humiliating or yelling at students just exacerbates the situation. Always try to handle the situation yourself. You are the first line of defense. If the problem

persists, it should be brought to the attention of the guidance counselors, the dean and/ or Mr. Ayetiwa where necessary. Any student who verbally insults or threatens a teacher will be permanently removed from that class. Therefore, it is important that you carry yourself with respect and dignity in the classroom. Always remember that you are the adult!

### **Logging in When Students Leave the Classroom**

All students who need to leave your classroom for any reason, need to sign out with date, time and destination no exceptions! Hall/bathroom passes will be available to each teacher. Students may only leave the room for bathroom privileges at the discretion of the classroom teacher. If you prefer, you could ask a student to wait until there is a logical pause in your lesson. Students need to sign out without their backpack and sign back in upon return regardless of the reason for leaving the classroom.

You should keep track of students who consistently ask to leave the room. Students often leave when bored or when not understanding the content that is being taught. We don't want to deny students in need, nor do we want them on a schedule that interferes with learning. Use your judgment. Students who need to see the Psychologist, social worker, or NYC mission advocate counselors must return with a pass from any of the support staff that they have gone to see. Students may eat in between periods or during transitions. But no students should be allowed to have an elaborate course meal in the classroom during instruction.

### **Teacher Responsibility**

As teachers in the Yabc program, we are responsible for our students' socio emotional and academic needs. We need to check in daily with our students about their emotional and academic status. We have to constantly feel the learning pulse of the students. Let them know that we care about them. Make yourself available for your students whenever your assistance is needed. If you are unable to provide such assistance at the time, please refer the student to Mr. Ayetiwa or the Guidance Counselor. No student or parent should be lodging a complaint they cannot find their teacher or that their teacher is not helpful to them. Teachers are to constantly be providing instruction or learning support to students in their classrooms NOT sitting and flipping through their phones.

### **Lesson Plans**

As professionals, we regularly plan lessons for our students. You may use the same guidelines for creating a lesson plan that follows your day school's instructional model. **Lesson plans are required of every pedagogue.** The principal or site administrator can request your lesson plans on any given night when entering your room. These plans need to be available upon request. All lesson plans must have the common core learning standards and the NYS standards clearly labeled. **Plans must include reading, writing and discussion on any given night.**

### **Classroom Observations**

Principal Matthew Willoughby and/or Mr. Ayetiwa may be observing you formally and/ or informally. There may be more frequent and shorter duration visits or walk-throughs to your

classrooms. All teachers will be informed prior to any formal observation to be conducted by Mr. Ayetiwa or his designee. You may request a pre-observation conference, if you prefer.

### **Walk-throughs**

Daily walk through will be conducted by the site supervisor. During the walk-through exercise, the site supervisor should be able to discern the tone or mode of instruction without interrupting the lesson. So, when appropriate, please make sure that the aim or objective of the lesson is always visible along with a brief description of what task or class activity is being undertaken by students. This could be written as a learning target or objective of the lesson.

### **Assigning Homework**

It is important that teachers assign homework that they can only provide feedback to. While the frequency of assigning homework should be based on your discretion, it is strongly suggested that teachers assign no more than 2 or 3 homework per week.

### **Exams Administration**

Submit copies of your midterms and final exams to Mr. Ayetiwa for approval prior to administering them.

### **Instructional expectations**

It is the goal of this YABC to provide a standard based educational program using a continuum of services available that meet the needs of all students. We plan to reach these goals through collaborative efforts, professional staff development when necessary, early intervention, peer and adult tutoring, student involvement, and technology in a tolerant and open environment. This positive learning environment enabling our mission to be accomplished and that begins in the classrooms, with engaging lessons that are the result of good lesson planning.

We will always emphasize the importance of lesson planning. While the format of the lesson plan is up to the individual teacher, the goal of every lesson must be the same - to maximize student learning. To this end, the following elements should be evident during the lesson:

1. Sound classroom management skills
2. Teacher knowledge of the subject matter
3. Full period of instruction
4. Initial, directed assignment (if applicable to lesson)
5. Motivation
6. Aim or focus
7. Development of the lesson
8. Good questioning technique
9. Attention to different learning styles
10. Student centered learning environment
11. Student to student interaction (where applicable)
12. Reading and writing
13. Assessment of student learning

14. Summary of the lesson
15. Appropriate homework assignment containing reading and writing and vocabulary development

1. Sound classroom management skills - Good classroom management complements a well-planned lesson. The teacher exhibits an organized approach to classroom teaching/learning. Establish a positive learning environment. The teacher sets appropriate behavioral standards and enforces school rules consistently. Know your students well.

2. Teacher knowledge of the subject matter - The teacher has a clear command of the subject matter and is able to present information in a clear, concise and effective manner.

3. Full Period instruction - Students are engaged in meaningful work upon their arrival to class and are continually engaged throughout the period. The final segment of the period (approx. 5 minutes) is used for a final summary.

4. Initial, directed assignment - An initial, directed assignment is utilized to engage students in meaningful work that reinforces the previous day's work, and/or serves as a motivation or a Segway into the day's lesson. This assignment should only be 5-10 minutes in length.

5. Motivation - Every lesson should be motivating - Students need to understand the reason why they should learn what it is the teacher is trying to teach them. A good motivation relates to real life student experiences and creates a "need to know" or a "desire to know" on the part of the students.

6. Aim or focus - Every lesson should have a clear focus or aim that is preferably elicited from the students. It should be represented as a question or a problem to be solved by the class. (eg. "How is the respiration rate of the human body controlled?", "How effective was New Deal legislation in dealing with economic problems of the 1930's? Etc.). The aim should be written on the board when appropriate, but certainly within the first ten minutes of the period. But it is appropriate to have the aim and agenda visible at all times.

7. Development of the lesson - The development of the lesson should contain a dialogue between teacher and students, as well as between students through carefully planned (pivotal) questions that promote critical thinking. This dialogue should be complemented by demonstrations, visual aids, hands-on activities, group work, and/or the use of technology - each of which engages the students in their learning.

8. Good questioning technique - A good lesson plan includes key or pivotal questions that require higher order thinking skills and serve to promote dialogue between teacher and student, as well as between students. Good questions evoke a variety of sustained responses from the students. Questions that require a one-word response should be avoided. As a school community, we will engage in utilizing DOK as a framework to developing questions.

9. Attention to different learning styles - Lessons should be planned so as to address the different learning styles of our students by taking differentiated approach to instruction. Each lesson should

attempt to address the auditory learner, the visual learner, the tactual (hands-on) learner, and the kinesthetic (mobile) learner.

10. Student-centered learning environment - A learning environment that is student-centered will provide the maximum opportunity for learning. As such, lessons should be planned so as to maximize student engagement and student participation. Students should not be passive listeners throughout the lesson. Provide your students with the opportunity to share their thinking in a safe nurturing environment. Students need to be working AT LEAST as hard as the teacher throughout the lesson - reading, responding, in dialogue with other students, problem solving, writing, producing work, and being accountable on a daily basis.

11. **Student to student interaction (Discussion)** - Lessons should be planned to include student to student interaction on a daily basis. Such interaction can be done through “turn and talk” and “think-pair-share” activities, cooperative learning groups, and project-based learning groups.

12. **Reading and writing** - Every lesson should address the basic skills of literacy - listening, reading, and writing. Our students need to read regularly to become better readers and they need to write regularly to become better writers. It is not the sole responsibility of the English teacher to teach reading and writing. Therefore, it is important that teachers embed the three aspects of instruction into their lesson each time as discussed in point 11.

13. Assessment of student learning - During each lesson the teacher must gauge the extent of student learning. This is done mainly through medial and final summaries of the lesson that are elicited from the students through sound questioning techniques. Assessment should also be done, when possible, through direct applications of the concept taught/learned. Students can demonstrate mastery of a particular skill or show that they understand a concept or idea by answering questions orally or in writing.

14. Summary of the lesson - Every lesson must have a final summary. A final summary, elicited from the students through good questioning techniques, provides the teacher with a clear indication of the extent of student learning. A medial summary during the lesson is also advisable. A medial summary reinforces the concept(s) being taught, allows for reflection, and gives students the confidence to move forward by making the lesson relevant to the student’s lives.

15. Appropriate assignments - Every lesson must contain a homework assignment that contains a reading, writing and vocabulary components. It may provide an opportunity for review and application of the day’s lesson or it may require preparation for the following lesson.

It is important that the instruction provided to our students be challenging, motivating and meaningful for our students. Without the active involvement of students, little or no learning takes place. To that end, we as teachers need to encourage the active involvement of all students in the learning process in order to provide an environment that optimizes learning.

### **Report Cards and Grading Policy**

At YABC, we expect that you will do your utmost to submit student grades on or before the due dates through the Stars Classroom. Similar to your day school policy, grades should be numerical,

done in 5-point intervals up to 90. From 90 to 100, you can assign grades in one-point intervals. Failing is any grade lower than 65. However, we ask that no one assign a grade lower than a 50 to any student. **Our role is to do everything we can to provide support for students at risk of failing prior to the end of the marking period.** For students who may have excessive absences or excessive cuts and are failing classes because they do not have significant body of work to accurately assess their skills, those students should be referred to Ms. McLaughlin or Mr. Ayetiwa.

## **Grading Policy for Washington Irving Yabc.**

### First Term/Semester

The Washington Irving Yabc has rolling admissions, as result, we will adopt the following grading policy when entering **first marking period grades of the first semester** going forward:

**P** ----- Passing

**N** ----- Needs Improvement

**F** ----- Failing

**NL** ---- New/ Recent admit

**NS** ---- No Show - for students who, even though they are listed on your roster has never reported to class. Please submit a list of all “No Shows” to (Ayetiwa’s) office via email or otherwise, for a follow up and parental outreach – home call or home visit in addition to ongoing effort to reach the kid, even if it means that we have to double our effort to reach out to the kid.

**Science Lab Grades – P or F. NO number grades for labs.**

Please include comments in all grades awarded with F (Fail). Use the common codes, in addition with any attendance issue that the student may be having.

All teachers should conference with their students especially those who are not meeting the class expectations or requirements for passing the first marking period.

### Consideration for makeup work:

- Makeup work due to EXCUSED absences or failure to complete class work or project when due – **Teachers can allow up to four weeks when accepting late work during marking periods 1 and 2; and up to 2 weeks for marking period three.** Such make up work will **earn students up to 80% of all course work.**
- **Please speak to Mr. Ayetiwa** when making the determination for above mentioned students
- Makeup work for failure to complete assignments or classwork when they are due – students may earn up to 80% of course work
- When giving students opportunities for makeup work, please be mindful of grade due dates and deadlines. There should be no conflict with grade due dates.

**NX** ---- Incomplete work due to extreme extenuating circumstances like surgery (medical) or death in the family. Type of documentation or evidence needed – medical note, brief letter from parent/Guardian explaining student’s circumstances. Students must have addressed this situation before the end of the marking period



**NL** --- New or Recent admit. Plan to give students detailed work necessary to earn a final grade by the end of the semester. Teachers can request for date of student's enrollment. This must have been addressed also.

Teachers must clearly communicate this information to students in their student contract.

### **Second and Third Period Grades:**

45% --- No show

55% --- Academic Failure

65% - 100% - Passing

Science Lab Grades – P or F

All credit-only bearing courses should be separated from regent's prep. Teachers must average the three marking period grades and enter the average as the final grade of the term.

### **Criteria for Credit only**

Socratic seminar, Daily Classwork, Class participation, Homework	15%
Papers/Labs/Projects – Individual or group	45%
Final exam – Minimum of 3 exams (one per Marking Period)	30%
Quizzes	10%

We encourage teachers to make provisions available for makeups

### **Regents prep only**

Prep, drill, and help students develop necessary skills relevant to the test

Give periodic assessments from prior regents' exams

Record student's exam score only

### **Failure Is Not an Option Contract may**

Consist of:

- Missed Assignments – please include the syllabus or curriculum map
- Tests, Projects, etc that student may have missed.
- Due dates for all assignments
- This provision is not extended to students who have unexcused absences due to cutting or students who are habitually late to class. Make up work will ONLY be allowed for such students who corrects their tardy behavior.
- Please have the make-up work prepared ahead for when you need them. Per session is available for teachers that may need extra time to develop their package – please ask.

**STUDENTS WHO ARE HABITUALLY LATE (– UP TO TWO WEEKS OR MORE) TO THEIR CLASSES OR STUDENTS WITH SPORADIC ATTENDANCE (UNEXCUSED ABSENCES) MUST BE INFORMED IN TIME OF THEIR FAILING STANCE. PLEASE REFER SUCH STUDENT TO MR. AYETIWA BEFORE EXTENDING ANY MAKE UP WORK TO HIM/HER.**

This contract may be used by teachers when conferencing with students who have missed classes and are at the risk of failing. Teachers will communicate with students what their options might be in order to pass the course at the time of the conference.

All marking period grades must be averaged at the end of the term and record the average grade as the final grade for marking period 3. For example, you find the average grades of each marking period and have it recorded as the final grade for marking period 3. NO LETTER GRADES i.e. NX, NS or NL should be awarded as a final graded during the marking period 3.