**Pewamo-Westphalia**

**Middle/High School**

Team Handbook



2017-2018

“Show us your personal best!”

**Foundational Expectations [the pillars to our champions’ culture]:**

-- **Personal Best**

 - **positive attitude**

 - **tremendous work ethic**

 - **high character**

 **- authentic relationships**

-- ensure that teaching is for learning (both scholastic and life lessons)

-- turn out better students/better people

**Our yearlong vision targets:**

1. We will grow our champions' culture.

2. We will utilize data to drive instruction via interim assessments

3. We will implement proven, effective instructional methods.

4. We will make technology an effective ingredient to quality instruction.

5. We will increase the rigor, frequency, format, and HOTS of our formative, interim, and summative assessments.

6. We will keep our Atlas curriculum maps "alive."

**Our intent:**

– be the #1 overall school in the state of Michigan

**Instructional Expectations:**

-- when attempting to make an instructional decision, please ask, “does it align to our champions’ culture, and is it best for the child”

-- post learning targets every day, for every course, so that every student knows exactly what they should be learning (i.e. a promise to our students of what we will be learning; not what we are doing)

-- start each class period with a verbal review of posted learning target(s), or have your students unpack/discern the learning target(s)

-- reference/remind students of your learning target throughout the lesson (ex. ask students to wonder or ask questions about the learning target)

-- engage all students (ex. evidence of learning, 100% eye contact, active participation, involved in learning, sitting up straight, etc.)

-- demonstrate daily evidence of student learning (ex. students writing, discussing, creating, performing, presenting, etc.)

-- classroom managed to meet the champions’ cultural expectations of our school

-- frequent and high rigor formative assessments to ensure learning, throughout the lesson (constantly interrupting instruction, projects, readings, lectures, assignments, etc. to check for learning)

-- make formative assessments more rigorous and at a higher DOK by asking “why?”, “how do you know”, “prove it”, etc.

-- innovate wildly!!!

-- create interim, formative, and summative assessments that align to the rigor, format, standards, and DOK of end goal assessments (ex. our assessments should “look and feel” like the SAT, M-STEP, etc.)

-- use formative and interim assessment data to drive reteaching

-- constant circulation and conferencing to check for learning, to hold accountable, and to build relationships

-- use multiple forms of representation to engage your “fringe kids”

-- demand a bell to bell work ethic

-- use new tech. as an ingredient for instruction

-- students go “morgue quiet” during P.A. announcements

-- help keep our hallways “morgue quiet” by keeping students in class, unless there is a purposeful rationale

-- students are dismissed by the Educator, not the bell (no lining up at the door)

-- students remain seated, and/or engaged in learning, until dismissed (no lining up at the door)

-- students will only leave the classroom with permission from the Educator, and with a pass

-- at the start of every 1st hour, all students will participate in The Pledge and go quiet for announcements; and then, at the start of 5th hour, all HS students will watch Channel One/CNN, and all MS students will be guided through our MS homeroom content/pacing guide

-- give students numerous opportunities and formats to demonstrate their learning (i.e. multiple scoring chances and different forms of assessment)

-- intermittently “SPARK” your classes with movement/active learning

-- build authentic **relationships** with your students to help dictate engagement – “Students don’t care how much you

 know until they know how much you care.”

-- ensure that extra credit meets the following requisites: 1) content/curricular in nature, 2) available/applicable to all students, and 3) not hindered nor helped by socioeconomic status

-- ensure that all videos that are shown meet the following requisites: 1) aligns to our champions’ culture, 2) aligns directly to content/curriculum, and 3) has some form of debrief or writing prompt following the video

**Professional Expectations:**

-- when attempting to make a professional decision, please ask, “does it align to our champions’ culture, and is it best for the child(ren)”

-- update PowerSchool **within 1 week of tests/quizzes and communicate grading timeline for projects, papers, productions, etc.** (enter zeros for missing assignments to give true representation of achievement)

-- take attendance/tardies every hour in PowerSchool

-- turn in signed attendance sheets every Friday

-- arrive at teaching station each day by 7:58am and depart no earlier than after our buses have left the parking lot

-- please try to be here every day, as there is no one better at educating students in your classroom than you!

-- drive a bell-to-bell learning environment

-- if you boot a student out of your room, you must text toddo or Coach C., and after school, make contact with his/her Parents

-- please keep your room prideful, organized, and clean (please have your students clean up after each class period)

-- hold students accountable to our champions’ culture (ex. attitude, effort, character, etc.) and handbook (ex. hats off, no backpacks nor phones, etc.)

-- be empowered to innovate wildly! – let us know how to equip you to do so, with PD, tools, etc.

-- show off students’ work or demonstrate their learning by posting or displaying it

-- complete at least 3 Teacher shadows and provide feedback/documentation

-- communicate and cooperate with fellow Staff members

-- common class preps. must have common assessments, common pace, common rigor, and common lessons

-- test make-ups should be done at the Teachers’ discretion, but not during another class, nor at a time that will cause the student to miss further instruction

-- communicate with Parents informing them of pertinent occurrences involving their student

-- develop formative, interim, and summative assessments that align with the rigor, format, DOK, etc. of end goal assessments

-- use authentic data from interim assessments to drive improvements to instruction

-- map curriculum via Atlas (see yearly Atlas goal)

-- develop effective methods to make tech. an ingredient to your instruction

-- arrange classroom in a set up that is conducive to a 1:1 environment (i.e. how do you see all of the ChromeBook screens? – via constant circulation, screens facing your desk, etc.?)

-- please keep our students’ feet on the floor, sitting up straight, awake, etc.

-- model/enforce our champions’ culture/vision

-- keep students consistently supervised and cared for, maintaining a safe learning environment (i.e. stay with your kids)

-- actively participate in school and Staff functions, PD’s, conferences, ceremonies, etc.

-- create lesson plans with the following baseline expectations: content standards, learning targets, anticipatory set, activities/practice, assessments (formative, summative, etc.), and re-teaching

-- modify and/or provide ParaPro’s with assignments, assessments, etc. for their assigned IEP student at least 3 days in advance of other students

-- honor deadlines for turning in exams, grades, writing prompts, surveys, attendance, etc.

-- any guests or volunteers that enter our classrooms must have filled out the background check paperwork in the central office

-- district policy states that we may wear jeans on Fridays if we wear P-W gear and/or P-W blue and gold

-- fill out an accident report in the front office any time a student is injured while under your supervision

-- please follow through on your SafeSchools video modules to learn how to prevent sexual harassment – please see our district compliance officer w/ any concerns (Mr. Wright)

**BELL SCHEDULE 2017-18**

**DAILY SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Period** | **Time** |  |
| 1st | 8:03 AM – 8:53 AM |
| 2nd | 8:57 AM - 9:47 AM |
| 3rd | 9:51 AM - 10:41 AM |
| 4th | 10:45 AM - 11:35 AM | Lunch 2 11:35 AM - 12:05 PM |
| 4th | 11:15 AM - 12:05 PM | Lunch 1 10:41 AM - 11:11 AM |
| 5th | 12:09 PM - 1:09 PM  |  |
| 6th | 1:13 PM - 2:03 PM |
| 7th | 2:07 PM- 2:57 PM |

**[The Pledge of Allegiance and announcements will occur 1st hr., whereas HS Channel One/CNN, and MS homeroom will occur at the start of 5th hour every day]**

**2-HOUR DELAY SCHEDULE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| **HOUR** | **START** | **END** | **CLASS LENGTH** |
| **1** | 10:00 | 10:37 | 37 minutes |
| **2** | 10:41 | 11:16 | 35 minutes |
| **3** | 11:20 | 11.55 | 35 minutes |
| **4** | 11:59 | 12:34 | 35 minutes |
| **A LUNCH** | 11:55 | 12:21 | 26+4 = 30 minutes |
| **4** | 12:25 | 1:00 | 35 minutes |
| **B LUNCH** | 12:34 | 1:00 | 26+4 = 30 minutes |
| **5** | 1:04 | 1:39 | 35 minutes |
| **6** | 1:43 | 2:18 | 35 minutes |
| **7** | 2:22 | 2:57 | 35 minutes |

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**[there will not be HS Channel One, nor MS homeroom on days with 2 hour delays]**

**PEWAMO-WESTPHALIA MIDDLE/HIGH SCHOOL VISION STATEMENT**

We will create a caring community of purposeful learning that supports and celebrates the individuality of each child. We will strive to ensure that our children are safe, healthy, engaged, challenged, and supported.

***Our yearlong vision targets:***

1. We will grow our champions' culture.

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5. We will increase the rigor, alignment, format, and HOTS of our formative, interim, and summative assessments.

6. We will keep our Atlas curriculum maps "alive."

**OUR BELIEF STATEMENT**

* Student learning is our highest priority.
* Teaching is for learning.
* All students are unique and have potential to learn.
* High expectations will be set for each student.
* Learning is a lifelong process.
* Schools, parents, and community working together are accountable for providing students the opportunity to develop academically, physically, emotionally, and socially.

**OUR MISSION STATEMENT**

Our goal is to prepare students today for the challenges and opportunities of tomorrow by helping them develop the skills necessary to become responsible members of a changing society and challenging them through a quality curriculum delivered by a caring educational community.

**THE P-W FIGHT SONG**

*Onward Pirates,*

*Here’s to our colors*

*Of blue and gold*

*Onward Pirates*

*A flag of vict’ry*

*We’ll soon unfold*

*Rah, Rah, Rah*

*We sing for our school*

*A song of*

*Go Pirates!*

*Go, Go Blue!!*

*And win for*

*Our school honor*

*And fame*

*For our spirit’s true!*

**ANNOUNCEMENTS**

**It is the Teacher’s responsibility (and part of their classroom management expectations) to ensure that at any time the P.A. is broadcasting an announcement, that all students within his/her classroom, become completely quiet and turn their attention to the announcement.**Announcements should be added via Google Documents, under “Morning Announcements”, rather than going to Mrs. H.

**ATTENDANCE**

**Attendance Procedures**

1. If a student enters your room after the bell, the student must have a pass, or mark him/her tardy.  If a student does not show up for class, please mark him/her absent.
2. Please enter absences/tardies in PowerSchool within each class period for student safety purposes.

**If You Have a Sub**

1. Have the Sub drop off paper attendance to Mrs. Diana Hengesbach at the end of the day
2. Have the Sub also leave you an additional attendance tally on a piece of paper on your desk.

**BELLS**

Please note that **the Teacher dismisses students, not the bell**.  That being stated, **students are expected to remain seated, or involved in learning, until the Teacher releases them after the bell (i.e. bell to bell work ethic). Students should not line up at the classroom door awaiting dismissal.**

**CALENDAR OF EVENTS**

Any events/meetings that are planned by a group or organization must be cleared and communicated to the school leadership at least one (1) month prior to the event.

**DISCIPLINE**

* Please maintain and nurture a positive, yet disciplined and productive, learning environment for all students, that aligns with our champions’ culture.  **Learning should take place for the entire class period,** and **students should not leave the classroom without permission and a pass from the Instructor**.  Moreover, the **Teacher will dismiss students at the end of the class period—not the bell.**
* Teachers are encouraged to handle their own classroom management.  If you remove a student from your classroom, the Michigan SNAP suspension law requires the Teacher to contact the parent of this action.  You may request a meeting with the parent to discuss the situation.

**STAFF PD MEETINGS**

Staff PD meetings are held between once and three times per month.  All Teachers are required to attend, unless there has been proactive communication with school leadership, whereas a scheduled date will be arranged for a makeup mtg.

**2017-2018 P-W MS/HS Staff PD Schedule**

-- [You can visit your Google Calendar to view our Staff PD schedule for this year]

**2017-2018 Interim Assessment and Data Dive/Action Plan Dept. Meeting Schedule**

Each teacher will administer an interim assessment in each of their preps according to the established schedule found on the MS/HS PD Google Calendar. Each department will be required to hold a department meeting during the data dive/action plan creation window (up to 3 hours). There will be flexibility in when/how long department meetings last.

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**FIELD TRIPS AND OUTSIDE CLASS ACTIVITIES**

The school leadership may approve a field trip request.  Requests must be made at least one month prior to the planned event.  Forms are available on our website.  **Overnight trips, or out of state trips, must have the approval of the Board of Education.**  Please spread fieldtrips throughout the course of the year, rather than end-of-the year trips.

**FINANCIAL ACCOUNTING**

The school leadership must approve all purchases and disbursements via requisitions found on our website (purchase orders).  All purchase requisitions should be filled out by the Dept. Leader or Program Owners.  Funds received will be credited to the proper organization and will remain credited until removed in the proper manner.

**FUNDRAISING**

Individual organizations/programs/etc. will need to advise the school leadership of their fundraising purpose, event, date, time, location, methods, and any other pertinent information.

**GRADE BOOKS**

Grade books are furnished and will remain the property of the school. These books are to be kept in an orderly fashion and in such a way that the grades are self-explanatory.  Students must not have access to the grade books.  Even when using online grading, it is important to keep a back-up grade book.  **PowerSchool grading should be updated at least 1 time every week, making sure all missing assignments are entered as zeros so there is a true representation of achievement.**

**GRADING SCALE**

|  |  |
| --- | --- |
| A | 100-94 |
| A- | 93-90 |
|  B+ | 89-88 |
| B | 87-83 |
| B- | 82-80 |
|  C+ | 79-78 |
| C | 77-73 |
|  C- | 72-70 |
|  D+ | 69-68 |
| D | 67-63 |
| D- | 62-60 |
| E | 59 and below |

**HEALTH RECORDS**

The office staff maintains health records in student cumulative folders. All vaccinations and immunizations must be kept current as required by law.  Teachers should notify the Counselor of students whom you know to have a recurring health problem.

**INCOMPLETE GRADES**

Teachers may give students an incomplete grade if there is a good reason some assignments have not been completed.  Students who receive an incomplete grade have 2 weeks to make up the work.  If the work has not been completed after two weeks, the students will receive a zero on the missing assignments. In unusual circumstances (i.e. medical conditions, family emergency, etc.), students may request the Teacher to give an extension in order to complete the work.  Documentation must be provided if requested by the Teacher.

**ATHLETIC CONTEST PARTICIPATION**

Each student who participates in athletic practices/contests must show evidence of a physical examination card, administered on or after April 15th of the preceding year.

**LESSON PLANS**

Educators are expected to operate and organize the implementation of their curriculum via lesson planning.  **Lesson plans should include the following baseline expectations:  content standards, learning targets, anticipatory set, activities/practice, assessments (formative, interim, summative, etc.), and re-teaching**.  Teachers should be prepared to present a lesson plan for each day of the school year, and on each lesson plan, the content expectations (ex. CCSS, NGSS, HSCE’s, etc.) must be listed.  A pacing guide and/or daily calendar of objectives can also prove one’s preparation. **Teachers are expected to post their daily learning targets on the white boards or projector screen in their room, so that every student knows exactly what they are going to be learning that day – and the learning targets should be referenced/reviewed several times throughout the lesson.**

**MAIL**

Each teacher is provided a mailbox.  All mail will be placed in the boxes.  Teachers should pick up their mail at regular intervals.  School letterhead and postage will be provided only for school business.  Students are not to pick up mail from Teachers’ mailboxes.

**MAKE-UP WORK**

Make-up assignments will be at the discretion of the teacher.  Please note your policy on your course syllabus.  Make-up work is different than absent work.  If a student is absent, they will have the same number of days to make that work up that they were absent for, unless a different arrangement is made between the student and teacher.

**PARENT/TEACHER CONFERENCES**

All Teachers are expected to attend Parent/Teacher Conferences.  Grade reports will be distributed at the end of each quarter.  If additional time is needed, please schedule a future time and date with the Parent.  Conferences are held in November in the afternoon and evening.

**PASSES**

**All Teachers are expected to keep students in their classroom, and under their supervision, for the entire class period,** in order for quality instruction to occur.  In the event that a student must leave the Teacher’s supervision, no matter the reason, **he/she should be sent with a signed planner/handbook or Teacher pass**.  **If the rationale for the student to leave the classroom is student-based, the Teacher must sign and date the student’s handbook/planner, and the student must carry the signed pass with him/her while in the hallways.**  **If the rationale for the student’s departure from class is Teacher-based, the Educator may send the student with a Teacher’s pass.**

**PRINCIPAL OUT OF BUILDING**

Whenever the principal is out of the building, the first designee shall be the AP.  The designee in charge will handle problems that require immediate action. In some situations, the building principal and/or AP may assign the Counselor or a Teacher to substitute for them during a time of need.

**PURCHASES**

* **All purchases from general fund budgets are to be issued in the form of a purchase requisition, first approved by the Dept. Leader, and then signed by the principal BEFORE the purchase is made.**
* Purchase requisition forms can be accessed through the district’s webpage under ***Employee Forms***.  Pewamo-Westphalia Schools are not responsible for purchases made without a purchase order.
* **The school cannot be charged sales tax.  You will need to garner the school's tax-exempt number from either your Dept. Leader or principal, as this will be required before sales tax can be exempt.**

**RECEIVING MONEY FROM STUDENTS**

Teachers must keep a record of all money received.

**RESERVATIONS**

The cafeteria, auditorium, JH gym, and fieldhouse can all be reserved using Google Calendar.  Please send your reservation to the principal, or ask Mrs. H. for access to the calendar.

**ROOM ASSIGNMENTS**

* Teachers may be asked to change classrooms in the event of reorganization of the school.  In addition, Educators may be asked to rotate between MS and HS classrooms, in order to keep our MS and HS students separated.
* Every Teacher is responsible for maintaining a clean and prideful classroom at all times.  The Teacher must ensure that his/her students are using equipment, textbooks, desks/chairs, etc. properly and safely.  **Students should not sit on desks, lean back on chairs, or put their feet up on school furniture.**  Moreover, no students nor food should enter the classrooms during lunch periods, unless preapproved.  There should also be some visibility through the hallway windows into the classroom, so observations may take place, and student-safety is maintained.
* At the end of each day, **students should be asked to pick up trash off of the classroom floors and hallways, put their chairs on top of the tables/desks, and help maintain an atmosphere of ownership** in our building.  With further reductions to our Custodial Staff, Teachers will be asked to tie off their garbage bags and place the full bags in the hallway as they depart for the day.

**SCHOOL BUSINESS ACTIVITIES ON REGULAR SCHOOL DAYS**

The principal may approve the use of regular school days for teachers to attend professional development activities, or for other school business activities.  Any conference requests must be made at least two (2) weeks in advance to secure a Substitute Teacher.

**SCHOOL DAY**

* The school day begins at 8:03 a.m.  All Teachers must be at their teaching station by 7:58 a.m. and should not depart the school until after the student buses have left the parking lots.
* The Pledge of Allegiance and announcements will take place during 1st hour, and HS Channel One/CNN and MS homeroom will be during the start of 5th hour.
* There will be two (2) lunch periods during 4th hour (6th-8th Grades/9th-12th Grades).
* If a Teacher needs to leave the school at any time during school hours, it is important that he/she let the office staff know and communicate with school leadership.

**SCHOOL PUBLICATIONS**

The school leadership should critique school publicity—this includes newspaper articles, pictures, school publications, etc.

**SCHOOL-SPONSORED ACTIVITIES**

A member of the Staff or school leadership shall accompany students on all school-sponsored or school-endorsed activities.  All expectations pertaining to student conduct and behavior shall apply.  Infractions of these expectations may result in suspension from participation in all extra-curricular/co-curricular activities.

**SPONSORS OF EXTRA-CURRICULAR ACTIVITIES**

As a Sponsor/Coach/Leader, you have assumed a responsibility that will have a tremendous effect upon the lives of the young men and women with whom you come into contact daily. Remember, you are not only coaching these students in an activity, but more importantly, you are also teaching them about life’s lessons. The following guidelines are established so that you will know what is expected of you as a Sponsor/Coach/Leader:

* Your academic classroom comes first.
* Student participants must be supervised at all times, including after contests or practice sessions.
* Sponsors of each activity is responsible for seeing that no student is left unsupervised.
* Sponsors are not to leave the school building until Parents have picked up all participants.
* Sponsors are to support, communicate, and cooperate with each other.
* A Sponsor should not attempt to talk a student out of participating in another sport/activity.
* No student-athlete is to participate in a practice or contest without a physical examination on file in the office.
* Every Sponsor is to carry with him/her on every trip an emergency release form signed by a Parent or Guardian, granting the Sponsor vital contact information and medical history.

**STUDENT ACADEMIC PROGRESS**

Please keep Parents informed of student progress by means of PowerSchool and phone calls. Online **grading should be updated on a weekly basis, whether new data is entered or not.**  **School/Parent communication/cooperation is essential to the structure of a highly effective school system.  Please be sure to uphold this responsibility by updating PowerSchool and making phone calls home**.

**SUBSTITUTE TEACHER RESPONSIBILITIES**

The following materials should be prepared, frequently updated, and left in a prominent place on your desk, as well as kept in the emergency substitute folder provided for you in the front office:

* Class Rosters (Grade Book or Copy)
* Seating Chart
* Expectations of the Sub. and students
* Class Schedule
* Daily and Weekly Lesson Plans (include 3 to 4 alternate activities which a Substitute could follow if lesson plans are not applicable - alternate activities do not include taking students to the computer lab.)
* Location of general supplies and equipment.
* Names of two (2) responsible students who can help.
* Teacher Editions, materials, and any other information which could be helpful.

**TEACHER ABSENCES**

As much as possible, the classroom Teacher should be prepared for someone else to carry on for a day, or a few days, in case of illness, emergencies, etc.  Write lesson plans with clear objectives, page numbers, activities noted, etc.

* Make clear to your students that they are responsible to the Substitute Teacher and that the Substitute has the same authority to carry out the regulations and expectations as the regular Teacher.  Our reputation as a school is often times communicated in mid-Michigan by our Substitute Teachers – please make sure our kids understand how important it is to treat our Subs. with dignity, pride, and respect.
* **An emergency lesson plan/folder should be kept in the office by every Teacher, under Mrs. Hengesbach’s watch, in case of a sudden and/or unexpected absence from school.**

**TEXTBOOKS**

Textbooks are the property of Pewamo-Westphalia Schools and are on loan to the students during the school year. Teachers are responsible for checking these books out to the students at the beginning of the semester and checking them back in at the close of the semester.  **Teachers must record textbook numbers on a textbook inventory form.**  A fair value amount will be assessed based on cost, age of books, and damage, as determined by the Teacher.  Please be very specific as to the condition of the textbooks, both when distributed and when collected. Fines will be collected by the Teacher and turned into the office at the end of the school year.

**TITLE VI. TITLE IX, AND SECTION 504 OF THE REHABILITATION ACT OF 1973**

* The Pewamo-Westphalia Board of Education does not discriminate on the basis of sex, race, color, handicap, or national origin in regard to hiring practices, promotions, dismissals, or fringe benefits.
* No student is discriminated against on the basis of sex, race, color, handicap, or national origin as to school services, benefits, aids and admission into any vocational and other special or advanced programs and courses.
* All classes, extra-curricular activities, and programs are co-educational.
* All physically handicapped students have accessibility to educational facilities and programs.
* Pregnancy of teachers and staff is treated as any other sickness or disability.
* Any person having a complaint concerning discrimination based on sex, color, race, handicap, or national origin should contact:

**Pewamo-Westphalia Board of Education**

**5101 Clintonia Road**

**Westphalia, MI 48894**

* Statements of nondiscrimination are disseminated to students, parents, and employees through the Student Handbook, Faculty Handbook, and the *Pirate Log*.

**USE OF TRAINED DOGS**

Subject to the following conditions, the school leadership may authorize the use of trained dogs to locate controlled substances on school grounds:

* The dogs may be used for blanket searches of lockers and automobiles parked on school grounds.  The dogs may also be used for individualized sniffs of lockers and automobiles when a school official has reasonable suspicion that the particular locker or automobile contains contraband.
* No one will be allowed to leave his or her assigned areas during the search.

**WITHDRAWAL PROCEDURE**

No student under the age of eighteen (18) can withdraw from school without the written consent of a Parent/Guardian.  Students must complete all required withdrawal paperwork (including release papers from Central Office), return all school materials, and pay any fees or fines that are due, prior to withdrawal.

**PEWAMO-WESTPHALIA MIDDLE/HIGH SCHOOL**

**EMERGENCY/CRISIS INSTRUCTIONS**

**FIRE DRILL/EVACUATION:**

1. Close all windows and doors, and turn off the lights.
2. Take your attendance/grade book with you.
3. Move students in an orderly and quiet fashion to the nearest exit, and **move away from the building, across the parking lot**, or an alternative safe place.
4. **Keep your group of students together, so you can identify any that are missing.**
5. Do not return to the building until you hear an “all clear” from school leadership.

**LOCKDOWN/RUN, HIDE, FIGHT METHODOLOGY**

1. All doors should be closed/locked immediately.
2. Turn off all the lights.
3. Move all students to a position where they are **not visible from the interior windows**, keeping them low to the floor and out of site from the hallway.
4. Close and lock all blinds and windows.
5. Keep the students completely **quiet (no talking).**
6. Account for all students on your roster (if lockdown occurs during passing time, lunch, or conf. period, pass a notebook to gather the names of all students under your care).
7. Do not allow anyone out of your sight or classroom.
8. Do not allow anyone in to your classroom once you have it secured.
9. Return to normal protocol after hearing an “all clear” from school leadership.
10. As soon as you hear the words "lock down", **sprint** to a classroom, closet, storage room, etc. (**any Staff member may call a lock down** over the P.A., as well as call 911)
11. Close the door behind you as soon as possible (most doors are automatically locked)
12. If there is not a Staff member in the room, **students must initiate the lock down protocol by themselves (do not wait for an adult)**
13. Turn off the lights in the room
14. Move as far away from interior windows as possible, so there is **no visibility from the hallway**
15. Stay low, seated on the floor
16. Be **completely silent**
17. Pass around a pad of paper and pen to take a **silent roll call**of who is in the room
18. Do not open the door for anyone (until you hear the words "all clear" from a trusted voice)
19. If you are in a bathroom, go into a stall, lock the door, place your feet up on the toilet, and be **completely silent**
20. If you are outside of the building during a lock down, **sprint to the nearest safe area** and find shelter behind locked door
21. If you are able to run away from the danger safely, please grab as many kids as you can and do so. Sprint to the nearest safe area.
22. If you find yourself in a situation where you need to fight, please feel empowered to do so.
23. As a Staff member, please make sure you know exactly how to operate our P.A. system, as well as the location of the panic button under Mrs. H's desk  - every single one of our Staff members is empowered and affirmed to call a lock down, hit the panic button, call 911, etc. - we can apologize for a misinterpretation, but we cannot bring back lives.

**TORNADO WARNING:**

1. Close all windows and doors, and turn off the lights.
2. Take your attendance/grade book with you.
3. Move students in an orderly and quiet fashion to their designated safety area.
4. Have all students assume a **sitting position, facing the wall** with hands and arms covering the head **(it is imperative that all students are quiet—limit talking).**
5. Under no circumstances are students to remain in the rooms on the West side of the building.
6. If you are unable to make it to the designated area, choose an area away from glass windows, wide free-span ceilings (ex. gyms), and/or outside walls which may be blown in.
7. Keep your group of students together, so you can identify any that are missing.
8. Do not return to your classroom until you hear an “all clear” from school leadership.

Middle School Wing: Students line up against the long wall between the Media Center and the first short hallway.  Students sit on floor covering their heads in a “crouched” position facing the wall to protect them from glass/debris.  The bathrooms may be used.  Stay out of the short hallways.

High School Wing: Students line up in the hallway from the restrooms to room 303 facing the lockers in a “crouched” position covering their heads.  The bathrooms may be used.  Stay away from West walls, windows, and free-spanning areas.

**2016-2017 Emer. Drill Schedule**

**[please add to your personal planner/calendar, but do not share the dates with our students, and refer to your red emergency procedures folder for proper protocol with your class**

-- [You can visit your e-mail to view the list of emer. drills for this year]

**TEACHER JOB DESCRIPTION**

**Reports to:** school leadership

**Job Goal:** The classroom Teacher directs, leads, and evaluates the learning experiences of pupils in all activities sponsored by the school, interprets the policies of the school to parents and other patrons, and executes Board and school leadership expectations within the classroom and community.

**Duties and responsibilities include, but are not limited to the following:**

1. Meet and instruct assigned classes in the locations and times designated, for the entire class period, using effective and proven educational methodology.
2. Develop and maintain a classroom environment conducive to effective learning.
3. Prepare for classes assigned, and show written evidence of preparation, in accordance with state requirements (i.e. lesson planning with content expectations listed, curriculum mapping, pacing guides, etc.).
4. Create behavioral guidelines, major learning objectives, supply lists, student expectations, and grading procedures, and distribute these to each student during the first week of school (i.e. syllabus, course outline, etc.).
5. Take appropriate action to correct and improve students who disrupt classroom procedures (i.e. hold students accountable).
6. Employ a variety of differentiated instructional techniques.
7. **Evaluate student learning on a daily and moment-by-moment basis, using formative assessment methods to check for understanding.**
8. Maintain accurate, complete, and correct student and personal records as required by law.
9. Be prepared to actively participate in Staff PD’s/Parent-Teacher conf./Awards Ceremonies/etc.
10. Be prepared to actively participate in content area department mtgs., and implement dept. and school-wide vision/PD’s/school improvement plan.
11. Assist in upholding and enforcing student handbook expectations and school board policy.
12. Communicate and cooperate with other members of the Staff.
13. Work to establish and maintain open lines of communication with students and their Parents concerning the academic and behavioral progress of all assigned students (ex. phone calls home, etc.).
14. Seek out continual professional growth through an ongoing program of reading, workshops, seminars, conferences, in-service, PD, or advanced course work at institutions of higher learning.
15. Prepare, present, and evaluate instruction for learning, using State and Federal standards and benchmarks.
16. Provide social and emotional guidance to pupils that will promote their overall welfare and educational development.
17. **Incorporate end goal/standardized test-type activities/questions/projects into your daily schedule and assessments (i.e. M-STEP, SAT, etc.) – must have the same format, rigor, alignment, etc.**
18. Teachers are to check roll at the beginning of each class; and notify the front office at the beginning of the class when you suspect a student is skipping your class.
19. Please see to it that students do not tamper with nor damage school property.  Only teachers should operate televisions, videos/DVD’s, answer the telephone, etc.
20. All Teachers are responsible for keeping their classrooms neat.  Please **see to it that students do not write on, put feet on, nor sit on top of desks.  Teachers should have their students pick up all the trash off of the floor, put up chairs, and organize the classroom, prior to dismissal from class.**
21. Report damaged or vandalized property to the school leadership as soon as possible.
22. Teachers are responsible for locking windows and doors, and turning off all classroom lights, at the close of the day.
23. Be sure that all students are familiar with, and follow, all emergency procedures.
24. Report student injury or illness to the office on the day of occurrence.
25. **All films and/or videos must be approved by the school leadership prior to being shown to the students.  Moreover, all film/video activities must be aligned to our champions’ culture, content/curricular in nature, and finish with a debrief or writing of learning.**
26. Teachers are responsible for keeping their highly qualified status and certifications active, via continuing ed. credits, PD logged hours, MDE cert. updates, etc.
27. Teachers are responsible for keeping an inventory of their classroom, equipment, materials, books, etc., and holding students accountable to return materials in the same condition they were distributed.
28. Teachers are to be at their teaching station by 7:58am each morning, **expect each class of students to have a “bell to bell work ethic”,** and depart school no earlier than after the student buses have left the campus at the conclusion of the school day.
29. Teachers are expected to administer a semester exam and final exam.
30. Teachers are responsible to meet the standards and expectations communicated to them by school leadership.

**2017-18 Department Leaders/School Improvement Team**

**Teacher Department**

Mr. Cary Bashore Math

Mr. Brian Rehmann Electives

Mr. Eric Wrzesinski Social Studies

Mrs. Kara Griffith Science

Mrs. Shannon McGee ELA

 PE

Mrs. Joan Esch Foreign Language

Mrs. Margo McCord Special Education

**Reports to**:  school leadership

Duties and responsibilities include, but are not limited to the following:

1. Being the content expert and visionary Leader for your dept.
2. Organizing/facilitating department meetings.
3. Working to align your content/scope/sequence with all courses, including the 3 Elem. Schools
4. Inviting Elem. school Teachers to Dept. mtgs.
5. Producing an agenda and mtg. minutes for each dept. mtg., and distributing it ahead of time.
6. Ensuring that Dept. mtgs. are dedicated to curriculum mapping on Atlas, data analysis, instructional improvements, and developing authentic assessments.
7. Taking minutes at each meeting (including a roster of attendants) and sending a copy to the school leadership.
8. Following and enforcing the curriculum.
9. Implementing State and Federal standards and benchmarks into local curriculum.
10. Ordering, organizing, and taking inventory of textbooks.
11. Overseeing department’s budget for fiscal year, and developing a vision for the dept. budget’s use.
12. Creating and approving purchase requisitions, and turning them in to the principal.
13. Ensuring tasks are completed and holding department members accountable.
14. Attending all S.I.T. mtgs.
15. Being an integral part of our shared leadership model by providing detailed input and collaboration to drive our MS/HS vision.

**2017-18 Mentor Assignments**

**Probationary Teacher Mentor**

Mrs. Stephanie Bowerson

Ms. Rachel Dyer Mrs. Tracy Aldrich

Ms. Nicole Kent Mrs. Sharon Brown

**Reports to**: school leadership

Mentor Teacher Program:

1. The Mentor and probationary Teacher will utilize the guidelines set forth by school leadership in the mentor contract.
2. Any other duties may be assigned per school leadership.

**2017-18 Class Advisors**

**Class Advisor**

Freshman Ms. Annette Blair

Sophomore Mrs. Joan Esch

Junior Mr. Eric Wrzesinski

Senior Mr. Mark Rademacher

**Class Advisor duties and responsibilities (but not limited to):**

**Freshman:**

1. Organize homecoming activities for Freshmen class.
2. Supervise or provide supervision of float building.
3. Organize selection of homecoming representatives.
4. Collect class dues.
5. Collect Service-Learning hours throughout the year.
6. Hold class council meetings as necessary.
7. Election of Freshmen officers and council in September.
8. Election of Sophomore officers in May.
9. Assist Student Council Leader.

**Sophomore:**

1. Organize homecoming activities for Sophomore class.
2. Supervise or provide for supervision of float building.
3. Organize selection of homecoming representatives.
4. Hold class council meetings as necessary.
5. Collect Class dues.
6. Collect Service-Learning hours throughout the year.
7. Elect Junior officers in May.
8. Assist Student Council Leader.

**Junior:**

1. Organize homecoming activities for Juniors.
2. Supervise or provide supervision of float building.
3. Organize selection of homecoming representatives.
4. Collect class dues.
5. Collect Service-Learning hours throughout the year.
6. Organize Junior-Senior Prom.
7. Hold class council meetings as necessary.
8. Elect Senior officers in May.
9. Assist Student Council Leader.

**Senior:**

1. Organize homecoming activities for Seniors.
2. Supervise or provide supervision of float building.
3. Organize selection of homecoming representatives.
4. Collect Service-Learning hours at the end of 1st semester.
5. Organize/lead graduation planning
6. Organize Senior Trip.
7. Hold class council meetings as necessary.
8. Attend Dances, Prom, and Homecoming.

**Office Staff Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mrs. Diana Hengesbach and Mrs. Missy Droste** | **Mrs. Lauren Christensen** | **Mrs. Lisa Bartlett** | **Mrs. Lauren Christensen** | **Mr. Todd Simmons** |
| **Secretary** | **Athletic Director** | **Counselor** | **Assistant Principal** | **Principal** |
| Front desk/phones | Eligibility | Class Coverage | Curriculum | Teacher/Coach/student supervision |
| Office and facility scheduling | Coaches’ evals. | College Applications | Class coverage | Truancy |
| Announcements | MHSAA/CMAC mtgs. | Counseling | MDE Reporting | Class coverage |
| Student homework | Athletics mtgs. | Financial Aid | Lunch Duty | Teachers/Support Staff evals. |
| Student photos | Contest coordinator | Scheduling | Evaluations | School improvement/culture/vision |
| Substitute Teachers | Contest scheduling  | Scholarships | School improvement | Emer. drills/school safety |
| Mailings | Facility Use/Reser. | Enrollment | PD development/planning | Faculty/academic/Staff handbooks |
| Attendance | Officials/Ticket Takers/50-50/Volunteer scheduling | Tutoring | Standardized testing coordinator | ISD/MASSP/curriculum council/school board mtgs. |
| Student files/ recognition/certificates |  | Transcripts | Mtg. supplies/food | Lunch duty |
| Health and pupil reports |  | Awards Night | Student behavior/supervision | S.I.T./Dept. Heads |
| Student in the Spotlight |  | Orientation | Instructional leadership | Calendar/facility use |
|  |  | P/T Conferences |  | Helping Hands |
|  |  | Standardized testing coordinator  |  | Hiring |
|  |  |  |  | Teacher/Staff mtgs. |
|  |  |  |  | PD development/planning |
|  |  |  |  | Instructional leadership |
|  |  |  |  | Tutoring  |
|  |  |  |  | Facility improvement |



|  |
| --- |
| **Pewamo-Westphalia MS/HS Mentor Contract** |

 The role of Mentor is one to be taken very seriously, as you are responsible for attempting to guide and lead a peer towards their greatest teaching potential, through supportive, consistent, honest conversation. In accepting this role, the Mentor agrees to hold a meeting with the Mentee Teacher ***at least*** 10 times annually, and document where and when the mtgs. take place. Documentation should be turned into the school leadership for verification before the end of the school year. The content of each meeting should include, but not be limited to, the following questions/discussion items/advisement:

\_\_\_\_ building interim assessments to be data-driven (Atlas/Illuminate) \_\_\_\_\_ our champions’ culture

 (personal best = attitude,

 effort, character, and

 relationships)

\_\_\_\_ lesson planning (include listing of standards and learning targets) \_\_\_\_\_ insurance/benefits/union

\_\_\_\_ effective instructional practices (UDL, multi-modal, etc.)

 \_\_\_\_\_payment structure

and direct deposit (online

 check stub)

\_\_\_\_ professional development log and required hours \_\_\_\_\_textbook/equip./supply needs

\_\_\_\_ continuing credits/maintaining certification \_\_\_\_ classroom management

solutions

\_\_\_\_ school leadership’s expectations \_\_\_\_methods to engage all students

\_\_\_\_ building real relationships with students/Staff \_\_\_\_ building authentic

assessments (rigor,

alignment, and format

matching end goal

assessments)

\_\_\_\_ PowerSchool and FoxBright Website \_\_\_\_ semester exams

\_\_\_\_ SAT/M-STEP/end goal assessment preparation \_\_\_\_ Parent/Teacher conferences

\_\_\_\_ Maintenance/Custodial/reserving facilities \_\_\_\_formative/interim assessments

 leading to re-teaching

\_\_\_\_ effective formative assessments (constant checking for learning) \_\_\_\_ IDP

\_\_\_\_ creating an inventory list for everything in your classroom \_\_\_\_ Parent communication

\_\_\_\_ how to request personal days, reimbursement, etc. \_\_\_\_\_Employee forms on our

 website

\_\_\_\_\_ PD requests \_\_\_\_ end of the year check out list

\_\_\_\_\_ domain V pre-test/post-test \_\_\_\_ getting involved in after

 school activities

\_\_\_\_\_ making tech. an effective ingredient to instruction \_\_\_\_ hitting content standards

\_\_\_\_\_ grading, attendance, and tardies \_\_\_\_ increasing DOK/rigor of

 formative, interim, and

 summative assessments to

 align with SAT/M-

 STEP/college

\_\_\_\_\_ posting/verbalizing learning targets \_\_\_\_ Atlas curriculum mapping

\_\_\_\_\_ GradeCam (Illuminate) \_\_\_\_ new tech. (Helix, doc.

 camera, etc.)

\_\_\_\_\_ effective methods for “difficult” students/Parents

 This is not an exhaustive list (please add to it as you see fit). Please put the date in the blanks above, next to the topic, indicating when it was reviewed. Any matters not included in this list should be added to the meeting notes and submitted to school leadership.

Meeting dates and notes:

 Concerns:

 I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to serve a four-year term as a

Mentor to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 By accepting this responsibility, I agree to meet with the mentee Teacher at least 10 times yearly, and provide advice in all the areas listed on page 1 of this document. I will give the above named the expertise of my years of experience, and guide them in the ways of a dedicated and driven employee to the school district. I will advise the mentee to always put the needs of students first, while maintaining a professional relationship that incorporates trust and respect. I agree to all conditions in this contract and will fulfill its requirements to the best of my ability.

**Signatures:**

**Mentor signature Date**

**Mentee signature Date**

**Principal signature Date**

**IDP**

The following IDP is being developed to assist the Teacher in improving their skills, in the hopes of becoming a Master Educator. The responsibility of this plan is primarily that of the Teacher’s, with the support of the school leadership. The school leadership will develop a list of “focus areas” based on the areas that the Teacher must improve in. The focus area will be developed collaboratively, clearly defined, be based on both formal and informal observation, and work as the target for the Teacher to reach within the guidelines developed by school leadership. School leadership will work to assist the Teacher by providing support services such as professional development opportunities linked to the focus areas, mentoring services, and timely follow up in accordance with this plan.

**Yearly Professional development:** Mr./Ms.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed \_\_\_\_\_\_\_\_ hours of professional development during the \_\_\_\_\_\_\_\_\_\_ school year.

**Focus Area:**

Plan of action

**Timeline:**

**Evidence of completion**:

**Responsible party**

**Focus Area:**

Plan of action -

**Timeline:**

**Evidence of completion**:

**Responsible party:**

**Focus Area:**

Plan of action .

**Timeline:**

**Evidence of completion**:

**Responsible party**

**Teacher's signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor's signature Date**

**2017-2018 Eval. Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher |  |  | position conducting the eval. |
| Last Name | First Name | Asst. Principal | Elem. Prin./Dir. of Spec. Ed. | MS/HS Principal |
| Adams | Natasha |  |  | X | IDP |
| Aldrich | Tracy | X |  |  |  |
| Bashore | Cary | X |  |  |  |
| Blair | Annette | X |  |  |  |
| Bowerson | Stephanie |  |  | X | IDP |
| Butcher | Gaby | X |  |  | IDP |
| Cornman | Tim |  | X |  |  |
| Dyer | Rachel |  |  | X | IDP w/ Mrs. Aldrich as Mentor |
| Esch | Joan | X |  |  |  |
| Griffith | Kara | X |  |  |  |
| Johnston | Stacey |  | [Mr. Wright] |  |  |
| Kent | Nicole |  | X | X | IDP w/ Mrs. Brown as Mentor |
| Keyes | Ken | X |  |  |  |
| Klein | Doug |  |  | X |  |
| Kurka | Mike |  |  | X |  |
| McCord | Margo |  | X |  |  |
| McGee | Shannon |  |  | X |  |
| Pohl | Brian |  |  | X |  |
| Rademacher | Mark | X |  |  |  |
| Rehmann | Brian | X |  |  |  |
|  |  |  |  |  |  |
| Tien | Cassey |  |  | X | IDP |
| Voisinet | Randy | X |  |  |  |
| Wrzesinski | Eric | X |  |  |  |
| Bartlett | Lisa |  |  | X |  |
| Becker  | Brie |  |  | X |  |
| Droste | Missy |  |  | X |  |
| Halsted | Tia |  |  | X |  |
| Hengesbach | Diana |  |  | X |  |
|  |  |  |  |  |  |
| Kramer | Christine |  |  | X |  |
| Martin | Amy |  |  | X |  |
|  |  |  |  |  |  |
| Nurenberg | Stacey |  | X |  |  |
|  |  |  |  |  |  |
| Schmitt | Tracy |  |  | X |  |
| Simon | Amanda |  |  | X |  |

**Atlas Curriculum Mapping Goals**

Curriculum mapping is an ongoing process that is meant to undergo revision; your map is a “living document” that may take years to complete. The purpose of curriculum mapping is to provide stakeholders the opportunity to view what is being taught in the classroom and for each teacher/department to identify gaps in the curriculum or identify topics that are being covered at multiple grade levels; curriculum maps are also each teacher’s legacy and a guide for future teachers to follow. The following dates for phase completion are our goals as a district:

Phase 1—Completion Date: June 2014

* **Course Calendar**--an estimated number of weeks spent on each unit
* **Unit Abstract**--a description of unit content in narrative form (i.e. In this unit, students will...)
* **Content Standards**--choose the appropriate standards and identify which are taught in each unit
* **Academic Vocabulary and Content**--a list of ideas, topics, concepts, subject specific vocabulary covered in each unit
* **Learning Targets**--these are the objectives/student outcomes using a verb derived from the DOK chart

Phase 2—Completion Date: June 2015

* Course Calendar (Revise)
* Unit Abstract (Revise)
* Content Standards (Revise)
* Academic Vocabulary and Content (Revise)
* Learning Targets (Revise)
* **Assessments**--a list of formative and summarize assessments linked to each standard assessed. Formative assessments may include such methods as graphic organizers, do nows, exit tickets, think/pair/shares, individual white boards, debates, cold calls, whole class discussion, vote with your feet, conferencing, etc. Summative assessments could be tests, quizzes, papers, presentations, projects, speeches, exams, etc. but can also evolve to include individual assignments. Links to assessment documents are encouraged

Phase 3—Completion Date: June 2016 and beyond [“keeping our curriculum maps alive!”]

* Course Calendar (Revise)
* Unit Abstract (Revise)
* Content Standards (Revise)
* Academic Vocabulary and Content (Revise)
* Learning Targets (Revise)
* Essential Questions (Revise)
* Assessments (Revise)
* Resources (Revise)
* **Essential Questions**—questions (written in student-friendly language) addressing big ideas, topics, or concepts in each unit
* **Resources**--a list of textbooks, novel guides, websites, video clips, movies, etc. that are used in teaching each unit

Building Blocks of Effective Assessment

* Assessments must be the starting point.
* Assessments must be transparent.
* Assessments must be common.
* Assessments must be interim (timely feedback that drives instruction).

**“Standards are meaningless until you define how you will assess them.”**

**–Paul Bambrick-Santoyo, *Driven By Data* (2010)**

Six Assessment Questions “Aligned” to the Same Standard

1. Identify 50% of 20
2. Identify 67% of 81
3. Shawn got 7 correct answers out of 10 possible answers on his science test. What percent of questions did he get correct?
4. J.J. Redick was on pace to set an NCAA record in career free throw attempts. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. What percentage of free throws did he make?
5. J.J. Redick was on pace to set an NCAA record in career free throw attempts. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. In the first tournament game, Redick missed his first five free throws. How far did his percentage drop from before the tournament game to right after missing those free throws?
6. J.J. Redick and Chris Paul were competing for the best free-throw shooting percentage. Redick made 94% of his first 103 shots, while Paul made 47 out of 51 shots.
	1. Which one had the better shooting percentage?
	2. In the next game, Redick made only 2 of 10 shots while Paul made 7 of 10 shots. What are their new overall shooting percentages?
	3. Who is the better shooter?
	4. Jason argued that if Paul and J.J. each made their next 10 shots, their shooting percentages would go up the same amount. Is this true? Why or why not?

Three “Little Red Riding Hood” Assessment Questions

1. What is the main idea of this story? (open-ended response)
2. This story is mostly about:
	1. Two boys fighting
	2. A girl playing in the woods
	3. Little Red Riding Hood’s adventure with a wolf
	4. A wolf in the forest
3. This story is mostly about:
	1. Little Red Riding Hood’s journey through the woods
	2. The pain of losing your grandmother
	3. Everything is not always at it seems
	4. Fear of wolves
* In a multiple-choice question, the *options* define the rigor.
* In open-ended response, the *rubric* defines the rigor.
* Any good assessment will combine multiple forms to achieve the best measure of mastery.

