



# **New Teacher Information**

## **2008-2009**

*Preparing Students for Tomorrow...Today*

**Bobby G. Webb, Ed.D., Superintendent**

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*Shelby County Schools offers educational and employment opportunities without regard to race, color, national origin, religion, sex, or disability.*

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Ms. Maura Black Sullivan, Assistant Superintendent of Planning & Student Services

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Ms. Karen Woodard, Middle and Secondary Education

Mr. Herchel Burton, Director of Student Services

Ms. Dee Dee Lunsford, School Counseling & Intervention and Alternative Services

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Ms. Melissa Loutfi, Executive Director of Instructional Technology

Mr. Phillip M. Simpson, Director of Transportation

Mr. Mike Tebbe, Director of Communications and Athletics

### **Curriculum & Accountability Specialists**

Ms. Laurie Butler, Library Media

Dr. Allison Clark, Mathematics

Dr. Andre Crafford, Elementary Instruction

Ms. Rochelle Douglas, AYP

Ms. Margaret Gilmore, Programs

Mr. Todd Goforth, ELL

Ms. Donna Jones, Pre-K/K

Mr. Clark Knight, Career & Technology

Dr. DeAnna McClendon, Reading

Mr. Dedric McGhee, Science

Mr. Matt Nelson, English & Foreign Language

Ms. Relzie Payton, Social Studies

Ms. Mary Williams, Elementary Instruction

### **Special Education Specialists**

Ms. Cathy Henderson

Ms. Laurie Henderson

Ms. Carol Hudgens

Ms. Karen Jackson

Ms. Beth Murphree

Ms. Sandra Ourth

Ms. Beth Schermerhorn

### **Federal Programs**

Mr. James Aldinger

### **Lead Teachers**

Amanda Galbraith, Art

Jane Munsell, Music

### **Exemplary Teachers**

Ms. Angela Allen

Mr. Tim Jones

Ms. Brenda Lawson

Mr. Mike Morrison

Mr. Michael Semore

### **Technology Specialists**

Ms. Ann Erickson

Ms. Jan Perkins

Mr. John Simi

Ms. Melody Thomas, PowerSchool

### **Instructional Leadership Coaches**

Ms. Lindsey Fiveash, Elementary School

Ms. Yolanda Hodge, Elementary School

Dr. Elaine Raby, Middle School

Ms. Annette Wade, Middle School

Ms. Takashia Neal, High School

Ms. Shannon Pryor, High School

# Welcome

Welcome to Shelby County Schools, henceforth known as SCS. You have joined 4200+ educators who have committed the next 180 school days to preparing children for the future. We share your enthusiasm for a new school year.

We are glad that you have accepted a position in what we believe to be one of the finest school systems in the country. We are committed to providing excellence for our students, and to providing you with all of the resources possible to make this a successful year.

This handbook is one of many invaluable tools prepared for you this year. If you are a new educator, this resource has the potential of answering many of the questions that you might have in your role as a teacher for SCS. If you are a seasoned educator, this guide will help you to become acclimated to the SCS way.

Many individuals will reach out to guide and assist you during this school year. They will include the administrative team at your local school, an instructional coach, a master mentor, and instructional specialists. You are valuable to SCS and we will do everything possible to make this year a success.

Again, welcome! We wish you a wonderful and productive school year.

Bobby G. Webb, Ed.D  
Superintendent

## **SHELBY COUNTY SCHOOLS FACTS**

- 4th largest school system in the state of Tennessee and 106<sup>th</sup> largest of the nation's 15,571 public school systems
- Twenty-six of fifty-one schools built since 1990 (current construction costs over 30% below SE avg.)
- Over 48,000 students
- Students-55% White, 36.2% African American, 4.4% Asian Pacific Islander, 4% Hispanic, .4% Native American
- 5,200 employees-55% of teachers with Masters Degree of higher

## **ACADEMIC EXCELLENCE SINCE 1867**

- All "A's" on the 2007 Tennessee Report Card
- SCS one of only ten of Tennessee's 136 systems with all "A's"
- "A's" on systemwide Writing Assessment on Tennessee Report Card
- NCLB-100% proficient or advanced on all benchmarks
- Achievement test scores above state and national averages
- Over \$75 million of scholarships to 1,300 members of the 2008 class
- *What Parents Want Award* (14 consecutive years)

## **SCHOOL FUNDING** (\*Average Per Pupil Expenditures)

- Tennessee ranks 45th in USA
- SCS is funded \$437 under Tennessee average
- Per Pupil Average (USA=\$9,012 / TN=\$7,794 / SCS=\$7,357)
- \$20 million = Cost for SCS to reach Tennessee average
- SCS one of ten of Tennessee's 136 systems to have all "A's" on 2007 Tennessee Report Card – other nine systems averaged \$1,537 more per pupil

Source: 2007 Tennessee Report Card

## **2008-2009 SHELBY COUNTY SCHOOLS BUDGET**

- \$353 million
- Revenue – 1% Federal / 48% State / 51% Local
- Expenditures – 77% Instruction / 16% Operations & Support / 5% Administration / 2% Capital Outlay

# SHELBY COUNTY POLICIES AND PROCEDURES

The SCS Policy Manual may be accessed at our system website: <http://www.scsk12.org>  
Click on "Board of Education" and choose "Policy Manual."

## **Staff Ethics (Policy #4003)**

Each employee serves as the representative of the SCS Board. All employees should strive to maintain standards of ethical behavior.

Standards of ethical behavior expected, but not limited to, include the following:

- Maintain a two-way communication with pupils, parents, staff members and community.
- Solve problems which arise in a just and equitable manner.
- Grow in skill and understanding in the job assigned.
- Interpret the system's goals and operations to the public.
- Refrain from any activities or dealings which will personally enhance the employee to the detriment of the system.
- Abide by established procedures to express complaints and grievances.
- Follow all policies and administrative rules.
- Maintain a professional relationship with students, parents, staff members, and community.
- Maintain confidentiality of records as required by school system policy, state and federal laws.

## **Bloodborne Pathogen Exposure Control (Policy #4007.1)**

The Shelby County Board of Education will provide post exposure medical evaluation for employees exposed to bloodborne pathogens because of contact with blood or other potentially infectious materials during an exposure incident. Further medical treatment, medical prophylaxis or counseling indicated by the post exposure medical evaluation will be supplied by the Shelby County Board of Education.

## **Harassment of Employees (*Sexual, Racial, Ethnic, Religious*) (Policy #4009)**

We strive for a working environment for employees that is free from sexual, racial, ethnic, and religious harassment. It shall be a violation of this policy for any employee or any student to participate in harassment activities exhibited through disparaging conduct or communication that is sexual, racial, ethnic, or religious in nature.

## **Flexible Inservice Hours**

This flexible day (six hours) fulfills one day of the five state required days for inservice. Workshops will be offered throughout the school year at the school and system level. The workshops will be in increments of one, two or three hours.

Every Shelby County teacher under contract, including interim teachers (regardless of employment date), must acquire 6 hours of flexible inservice between June 2, 2008 and May 8, 2009. These hours must occur outside the regular school hours. No partial credit will be given; it must be the entire 6 hours. Failure to comply with this requirement will result in a deduction of one day's salary. If a stipend is being paid for the workshop or the workshop is held during a paid workday, it will NOT count as flexible inservice hours.

Registration for these workshops is through My Learning Plan, which is accessible via the Shelby County Schools web page under "Staff Development."

For approved hours, check SCS Morning Announcements, My Learning Plan, or the local school administration.

## **PROFESSIONAL INFORMATION**

**Accidents** – Incidents that involve an injury with students or faculty/staff/adults should be reported to the school administration immediately, and a written report must be filed. (Policy # 4012 Accidents on the job.)

**Administering medication** – Teachers may not administer prescription or non-prescription medication to students. Medication is ONLY administered in the school office with written parental consent.

**Extra Duties** – Teachers will be required to serve in many capacities, which may include bus duty, hall duty, extra curricular activities, parent-teacher organizations, etc. Fulfilling duties such as these enables the teacher to contribute to the total success of the school.

**Field Trips** – ALL field trips must be approved by SCS. See local school administrator to secure the appropriate forms well in advance of the planned trip.

**Leaving the room unattended** – Students are the legal responsibility of the teacher. Leaving the class unattended constitutes negligence.

**Special education requirements and IEP information** – All teachers are responsible for reviewing the Individualized Education Plan (IEP) for each special education student served. See the Special Education section in this manual for more detailed information.

**Student Dress Code enforcement** - All certified and classified personnel will be responsible for consistently reporting violations of the dress code to the site administrator/designee. (Policy #6205)

**Employee Attire**- Each individual school will have guidelines for appropriate teacher dress. Refer to the school faculty handbook. Refer to the SCS student dress code policy #6205 for additional guidelines.

**Transporting students** – Teachers may only transport students to school sponsored/approved activities for which appropriate parental consent forms have been secured.

**Video Policy**- Check with the local school administrator for other policies & procedures on showing videos that may be specific to the school.

**Tutoring** - Definition: A tutor is an instructor who teaches on an individual basis for monetary remuneration, but who may or may not be affiliated with a school system in performing this task. (Policy #4221)

### **Lesson Plans**

Planning is the foundation of a good lesson. Clear, concise, and sequential plans are necessary. Effective planning encourages one to think specifically before teaching a lesson. It brings to focus the sequence and continuity of learning and provides one with a point of reference during teaching. Use the curriculum map as a guide.

Useful web sites for sample lesson plans:

<http://www.jc-schools.net>

<http://www.internet4classrooms.com/>

## **Teaching Strategies**

Teaching is both a science and an art that requires thoughtful planning of content and the selection of appropriate teaching strategies for effective instruction. Models of instruction are ways for teachers to organize or present lessons. The instructional model preferred by most SCS administrators is the Direct Instruction Model.

### **Direct Instruction Model**

The term “direct instruction” refers to a pattern of teaching in which the teacher explains a new concept or skill. After instruction, students demonstrate their understanding by practicing first under teacher direction and then continue to practice with teacher guidance. Independent practice shows evidence of learning and follows guided practice and closure. Direct instruction is generally used for whole group instruction.

### **Differentiated Instruction**

A very important part of any model of instruction is the selection of appropriate strategies for instruction and the creation of a more flexible classroom environment sensitive to student learning needs. Differentiated Instruction is a teaching concept in which the classroom teacher plans for the diverse needs of students. It should be utilized to reach every level of intelligence in every subject area using a variety of instructional strategies. Consideration of these intelligences and various learning styles are significant in planning for optimal learning.

## **Communication**

Educating students is a team effort involving the student, parent, teacher, and administrators. Open communication is the key to success. Parents will want to know that the teacher is willing to talk, listen, and work cooperatively. It is important to establish contact as early as possible in the school year, preferably before a problem escalates. It is recommended that the teacher either make a phone call or send home a letter of introduction during the first few days of school. Frequent contact will improve the effectiveness of communication.

## **Substitute Folder**

The purpose of the substitute folder is to facilitate instruction when the regular classroom teacher is absent. The folder should be updated periodically. The local school administrators will have specific guidelines for establishing and updating this folder.

## **Supplies (Warehouse)**

Classroom supplies, office supplies, and athletic equipment are available for purchase through the SCS warehouse at discounted prices. Please see the Financial Secretary or other appropriate administrative staff member at the local school for order forms and procedures.

## **Teacher Centers**

The Teacher Centers are located at Oak Elementary and Sycamore Elementary. These centers offer technology, equipment, and materials for teacher use. Visit the SCS webpage for information concerning hours of operation.

## **Definition of Terms**

**APEX** – Academic Program for the Exceptional student. These are students who are certified as “gifted” by state identification criteria.

**COE** – Central Office East, 130 Flicker Street, Memphis, TN 38104

**COW** – Central Office West. This is the location of the Shelby County Board of Education office located at 160 S. Hollywood, Memphis, Tn., 38112.

**Curriculum Mapping/Pacing** – Yearly curriculum/subject scope and sequence planning guide.  
[http://www.scsk12.org/scs/curriculum\\_guides/default.html](http://www.scsk12.org/scs/curriculum_guides/default.html)

**Drop Boxes** – Electronic storage files where files can be stored by teacher name or subject area.

**Highly Qualified** - Requirement for teaching in public schools mandated through “No Child Left Behind” legislation.

Link for Overview of HQ requirements: <http://tennessee.gov/education/lic>

Link to check individual HQ status: <http://www.k-12.state.tn.us/tcertinf/search.asp>

**Lead Teachers**- Teachers who provide assistance to teachers in the areas of art, music, and physical education and wellness.

**IEP** – Individualized Education Plan. The IEP is a plan for teaching a student with certified disabilities based upon the individual's present levels of performance, strengths and weaknesses, and correlated to the curriculum standards. This plan is developed for students with disabilities and includes accommodations to be implemented in the regular classroom and during standardized testing. All IEP Team members are legally held responsible for implementing the IEP as written.

**Instructional Coaches** – A program provided in conjunction with the Master Mentoring Program to all teachers new to SCS.

**Interim** - A student progress report or other written communication sent to parents at the midpoint of each grading period.

**Master Mentor Program** – This program is provided to all teachers new to SCS. The Master Mentor is an assigned veteran teacher who is readily available to assist new teachers on site.

**PONY** – Shelby County Schools’ (SCS) intra-system mail service. Check with the local school’s office for drop off and delivery information.

**POWERGRADE**- Electronic grade book system used by Shelby County.

**POWERSCHOOL** - Student Information System that includes the PowerGrade program, attendance, parental portal to grades, lesson plans, and other useful information.

**PRAXIS** - A test that may be used as part of the teaching licensing certification process.

**SCEA** – Shelby County Education Association. This is the local chapter of the NEA (National Education Association), a professional organization for teachers. Each school has at least one teacher that serves as an SCEA representative. <http://shelbycea.org/>

**SIP** – School Improvement Plan

**SPI's** - State Performance Indicators from the State Curriculum Standards. These are the objectives to be assessed through standardized testing. These should be referenced in daily lesson plans.

<http://www.tennessee.gov/education/ci/standards>

**TPI's** - Teacher Performance Indicators from the State Curriculum Standards.

# **ASSESSMENT**

## **Responsible Assessment Procedures**

Information recorded on accumulative records is confidential. (Policy #4003 & #6301)

## **Grading Procedures**

Shelby County Schools operates with four nine-week grading terms. In grades 1-5 (with the exclusion of music, art, and physical education), a minimum of eighteen grades per subject per nine-week term should be recorded for every student. Fifty percent of the eighteen grades must be earned and recorded by the interim of the grading period.

Testing and report card calendars for the 2008-2009 school year are available on the SCS web site.

# **TECHNOLOGY**

## **CTT--Curriculum Technology Trainer**

Each school is assigned a CTT who is there on a part-time basis. This person will assist the teachers with implementing technology projects with their classes. Teachers who are interested in working on technology projects should e-mail the CTT contact for their school.

## **STS – School Technology Support**

It is the responsibility of School Technology Support (STS) staff to handle the first level of hardware and software technical support in the two (2) schools to which he/she is assigned.

## **E-MAIL--Electronic Mail**

In most schools nearly all communication is done in the form of e-mail. Teachers hired before school started were given the opportunity to attend an E-mail class and establish an address. Those hired later are responsible for attending a class and receiving an E-mail address.

## **Acceptable Use Policy**

All Shelby County Schools employees are required to adhere to the Acceptable Use Policy. Read the Acceptable Use Policy for district-provided access to electronic information services and networks for employees (Policy # 4100 and #4100R). One may view this by going to the Shelby County web page and clicking on "SCS Board of Education". Then choose "Policy Manual" and proceed to areas of concern.

## **Acceptable Use Policy for Students (Policy # 6215)**

The teacher must be familiar with the policies and regulations for use of district-provided Internet access.

## **START OF SCHOOL CHECKLIST**

Before the students enter the classroom door, certain procedures and steps should be designed and developed to ensure a successful first day of school. Consider the following items on the checklist below.

- Classroom routines and procedures have been developed.
- Routines and procedures have been taught and reinforced.
- Routines and procedures are posted neatly and are large enough to be read.
- Rules and consequences are posted.
- Heading sample is displayed.
- Professional diplomas are displayed.
- Homework assignments with due dates are posted in the same place every day.
- Student schedule is posted.
- A signal to quiet the class has been taught and is used as needed.
- Warm-ups (or “bellwork” activities) are used to start instruction.
- Relevant sponge activities are used to maximize instructional time.
- Classroom is arranged to promote/facilitate educational activities.
- Classroom environment conveys the message that learning is important.
- “Sunshine” or positive calls have been made and/or note sent home.

Source: Wong, Harry K. (1991). *The first days of school*. USA: Harry K. Wong Publications.

## **FIRST DAY OF SCHOOL**

A teacher would not wing it in a classroom any more than a coach would on a football field or a pilot would on a flight from New Orleans to Kansas City. The first day of school is an important event for both teacher and student. The following list contains valuable information for use on the first day of school.

- Greet each student at the door
- Welcome students to the class and introduce yourself
- Explain procedures for arriving in and leaving class
- Explain rules and daily procedures
- Number assignments
- Respect the classroom and supplies
- Designate areas for the teacher’s belongings and students’ belongings
- Explain thematic and other lessons
- Explain use of centers
- Explain to students how to organize notebooks and materials

Source: Wong, Harry K. (1991). *The first days of school*. USA: Harry K. Wong Publications.

## **TIMELINE**

### **During the first nine weeks . . .**

- Attend local inservice activities
- Attend systemwide inservice meeting
- Meet with Instructional Coach and school mentor
- Plan lessons accordingly to state standards and student needs
- Review student IEPs in Special Education files and make note of modifications
- Prepare information and materials for Curriculum / Parent Night
- Maintain an accurate and up-to-date gradebook by entering student grades into PowerGrade (No PowerGrade for Kindergarten teachers)
- Review and distribute interim reports to students
- Make plans for Open House Night to showcase student work
- Plan for formal evaluations through *Framework for Evaluation and Professional Growth*
- Submit grades for First Nine Weeks Report Card
- Review and distribute student report cards

### **During the second nine weeks . . .**

- Continue to meet with Instructional Coach with questions and concerns.
- Meet with school mentor
- Maintain an accurate and up-to-date gradebook by entering student grades into PowerGrade (No PowerGrade for Kindergarten teachers)
- Review and distribute interim reports to students
- Submit grades for Second Nine Weeks Report Card
- Submit grades for semester averages for report card

### **During the third nine weeks . . .**

- Continue to meet with Instructional Coach with questions and concerns
- Meet with school mentor
- Maintain an accurate and up-to-date gradebook by entering student grades into PowerGrade (No PowerGrade for Kindergarten teachers)
- Review and distribute interim reports to students
- Submit grades for Third Nine Weeks Report Card

### **During the fourth nine weeks . . .**

- Continue to meet with Instructional Coach with questions and concerns.
- Meet with school mentor
- Maintain an accurate and up-to-date gradebook by entering student grades into PowerGrade (No PowerGrade for Kindergarten teachers)
- Review and distribute interim reports to students
- Submit grades for Fourth Nine Weeks Report Card
- Submit grades for semester averages for report card

### **Requirements during the school year. . .**

- Acquire 6 hours of flexible inservice
- Attend Crisis Management Training
- Attend SCS Bloodborne Pathogens Training in universal precautions
- Attend school faculty meetings

## Instructional Coaches

An instructional coach will visit each new teacher on a regular basis. During classroom visits, the coaches will provide feedback in the following areas: classroom management, lesson design and planning, organization, policy and procedures, evaluation preparation and teaching strategies.

My instructional coach is \_\_\_\_\_

E-mail address: \_\_\_\_\_

## Master Mentors

The purpose of the Master Mentoring Program is to provide needed assistance to teachers new to Shelby County Schools. A Master Mentor is a valuable asset assigned by the local school administrator. They provide guidance and support to help the teacher have a productive school year and assist with on-site policies/procedures, classroom management, and technical support. Confidentiality should be maintained between the mentor and mentee.

My master mentor is \_\_\_\_\_

E-mail address: \_\_\_\_\_

Planning period : \_\_\_\_\_

## Important Information

Central Office.....321-2500

Certification---Debbie Cannady.....dcannady@scsk12.org.....321-2641

Employee Benefits---Karen Naccarato.....knaccarato@scsk12.org.....321-2517  
<http://www.scsk12.org> (See employee benefits)

Insurance---See Employee Benefits

Leave of Absence---Brenda Rudolph.....brudolph@scsk12.org.....321-2647

Maternity Leave---See Human Resources

PowerSchool---Melody Thomas.....mthomas@scsk12.org.....321-2683

SCEA---Katie Stanton, President.....sceapres@bellsouth.net.....386-8771

Teacher Licensure---State Department of Education.....1-615-532-4880  
<http://www.tennessee.gov/education>

Tenure---See Human Resources