

# Holy Martyrs Cabayan Elementary Holy Martyrs Ferrahian High School

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## FACULTY HANDBOOK October 2017

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## **PREFACE**

It is the responsibility of the school administration and it is the right of a teacher to have an explicit set of expectations that define a teacher's role and his/her responsibilities. Central to these expectations are the teacher's efforts to uphold the school mission, to achieve the school goals and objectives, as well as to instruct according to California State Standards.

At Holy Martyrs Cabayan Elementary a teacher must:

- a. Uphold the school's mission set forth by the Board of Regents of Prelacy Armenian Schools
- b. Strive and meet, through instruction, the school's goals and objectives set in the Expected School-Wide Learning Results (ESLRs)
- c. Instruct according to the California State Standards for Teaching Profession:
  1. Engaging and supporting all students in learning
  2. Creating and maintaining effective environments for student learning
  3. Understanding and organizing subject matter for student
  4. Planning instruction and designing learning experiences for all students
  5. Assessing student learning
  6. Developing as a professional educator
- d. Explore aspects of teaching practices by asking probing questions about the teaching standards

Beyond the minimum expectations that define the teacher's role a teacher must fulfill certain responsibilities that are inseparably part of the school's expectations, which are:

- a. Planning and preparing for instruction according to school-specified course syllabi, lesson plan formats and assessment procedures
- b. Strictly following school attendance rules and supervision regulations
- c. Enforcing all laws and regulations to maintain an orderly classroom and a safe school environment

## **DEFINING A TEACHER'S ROLE**

- Upholding the School Mission
- Achieving School Goals and Objectives
- Instructing According to the Teaching Standards
- Teaching Profession Standards and Elements

## **UPHOLDING THE SCHOOL MISSION**

Teachers must strive to carry out the school's mission set forth by the Board of Regents of the Armenian Prelacy Schools, excerpts include:

1. Preserve, enrich, and further enhance the wealth of Armenian culture and the well-being of the Armenian Nation within the overall American society.
2. Provide the students with the very best means and facilities to master both oral and written fluency in Armenian and English languages.
3. Encourage the students to develop an appreciation for both Armenian and American cultures and act as talented and exemplary members of the society.
4. Assure the intellectual, spiritual, and physical development of the new generation through the application of an educational program in which the pursuit of higher studies, the strict enforcement of positive and constructive school discipline, and the maintenance of a healthy social environment constitute the basic rules.
5. Strive for the undeviating development of ethnic Armenian education within the framework of universal human values, as well as provide all Armenian students with an opportunity to grow within an Armenian-speaking environment and acquire strength from traditional Armenian values, such as family, religion, nation, morality, and arts.
6. Educate a generation that cherishes and takes pride in its nation and culture, is well-informed about its national rights, and constantly, vigilantly, and actively struggles to achieve these rights by participating in patriotic endeavors of mainstream national, social, church, political, cultural, and sports institutions.

## **ACHIEVING SCHOOL GOALS AND OBJECTIVES**

It is expected from the teachers to plan their instruction such that they systematically contribute to the realization of the objectives and the goals set in the Expected School-Wide Learning Results defined as follows:

### **EXPECTED SCHOOL-WIDE LEARNING RESULTS - Revised February 2012**

Holy Martyrs Cabayan Elementary & Ferrahian High School will prepare its graduates to be:

#### **1) EFFECTIVE COMMUNICATORS WHO**

- a) Are proficient in oral and written English language skills.
- b) Use all communication means and skills appropriately.
- c) Use technology effectively and responsibly.

#### **2) INDIVIDUALS EMPOWERED IN THE ARMENIAN CULTURE WHO**

- a) Are proficient in oral and written Armenian language skills.
- b) Preserve and promote the Armenian heritage.
- c) Take pride in Armenian history and pursue the aspirations of the Armenian people.

#### **3) CRITICAL THINKERS AND LIFE-LONG LEARNERS WHO**

- a) Utilize analytical skills to synthesize information and solve problems.
- b) Apply academic knowledge to real-life situations.
- c) Aspire to obtain college or vocational education.

#### **4) RESPONSIBLE INDIVIDUALS WHO**

- a) Live with moral values and good character.
- b) Collaborate with others and contribute to the community.
- c) Take responsibility for planning their future.

#### **5) GLOBAL CITIZENS WHO**

- a) Demonstrate awareness of worldwide issues.
- b) Respect the cultural diversity of the United States of America and the world.
- c) Appreciate and contribute to the well-being of the overall environment.

## **INSTRUCTING ACCORDING TO THE TEACHING PROFESSION STANDARDS**

Holy Martyrs Cabayan Elementary School has adopted The California Standards for the Teaching Profession (CSTP-2009) as its general guideline to define a teacher's responsibilities in the field of instruction.

According to CSTP the standards are organized around six interrelated domains of teaching practice. The following are the six standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students.

In this document, each standard is introduced in a narrative description that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into a set of big ideas (elements) that identify key areas within that particular domain of teaching.

Each element is further illustrated with reflective questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stems, "How do I..." and "Why do I..." and are meant to encourage teachers to examine the rationale --the ethical, philosophical, empirical, and theoretical bases -- for central aspects of their teaching. Although it is encouraged to refer to all three levels of the standards (narrative, elements, and reflective questions) for practical purposes the "reflective questions" included in the CSTP are left out of this Faculty Handbook.

The California Standards for the Teaching Profession support the creation of classroom communities and curricula in which students with varying backgrounds, learning styles, strengths, interests, needs and abilities are engaged and challenged as learners. The use of the term "all students" throughout the standards document reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

The standards also value the diversity of teachers' backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of all students.



In its conclusion The California Standards for the Teaching Profession (CSTP-2009) states: Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students' differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California's children and our nation's future.

# **TEACHING PROFESSION STANDARDS AND ELEMENTS**

## **Standard 1: Engaging and Supporting All Students in Learning**

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

*1.1 Using knowledge of students to engage them in learning*

*1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests*

*1.3 Connecting subject matter to meaningful, real-life contexts*

*1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs*

*1.5 Promoting critical thinking through inquiry, problem solving, and reflection*

*1.6 Monitoring student learning and adjusting instruction while teaching*

## **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

*2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully*

*2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students*

*2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe*

*2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students*

*2.5 Developing, communicating, and maintaining high standards for individual and group behavior*

*2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn*

*2.7 Using instructional time to optimize learning*

## **Standard 3: Understanding and Organizing Subject Matter for Student Learning**

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject

matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

*3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks*

*3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter*

*3.3 Organizing curriculum to facilitate student understanding of the subject matter*

*3.4 Utilizing instructional strategies that are appropriate to the subject matter*

*3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students*

*3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content*

#### **Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

*4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction*

*4.2 Establishing and articulating goals for student learning*

*4.3 Developing and sequencing long-term and short-term instructional plans to support student learning*

*4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students*

*4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students*

#### **Standard 5: Assessing Students for Learning**

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

*5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments*

*5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction*

*5.3 Reviewing data, both individually and with colleagues, to monitor student learning*

*5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction*

*5.5 Involving all students in self-assessment, goal setting, and monitoring progress*

*5.6 Using available technologies to assist in assessment, analysis, and communication of student learning*

*5.7 Using assessment information to share timely and comprehensible feedback with students and their families*

***Standard 6: Developing as a Professional Educator***

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

*6.1 Reflecting on teaching practice in support of student learning*

*6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development*

*6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning*

*6.4 Working with families to support student learning*

*6.5 Engaging local communities in support of the instructional program*

*6.6 Managing professional responsibilities to maintain motivation and commitment to all students*

*6.7 Demonstrating professional responsibility, integrity, and ethical conduct*

## **RULES AND REGULATIONS**

- Teacher Performance
- Classroom Organization
- Supervision Regulations
- Attendance
- Homework and Assessment

## **TEACHER PERFORMANCE**

Teachers are expected to uphold and enforce all regulations set forth by the Prelacy Board of Regents and the school administration, as well as state laws pertaining to education.

Teacher must:

- 1) Strive to establish a climate of mutual trust within the school community.
- 2) Avoid discussion of issues which may result in unnecessary tension among the teachers or the students. Specifically, do not discuss specific issues pertaining to students and teachers in group discussions
- 3) Clearly establish and implement your own classroom procedures and regulations in addition to the rules listed in the Elementary Handbook.
- 4) Take all necessary and reasonable precautions to protect the students, the equipment, the materials, and the facilities.
- 5) Create a classroom atmosphere that is orderly and focused on learning.
- 6) Encourage students to set and maintain high behavioral standards at all times.
- 7) Immediately report all safety related student violations to the administrative office by filling out a referral form.
- 8) Refer cases of severe and disruptive behavior to the Principal.
- 9) Under all circumstances avoid any form of physical contact with a student for disciplinary measures. Corporal punishment is unlawful.
- 10) Do not use cell phones and/or the Internet for personal matters during class time. Such contacts must be limited to professional use or for emergencies only.
- 11) During instruction time, you are allowed to take water, coffee or tea to classroom. Food is not allowed.
- 12) Social activities, including birthdays cannot be held in classrooms.
- 13) Do not release classroom, cabinet, or equipment keys to students.
- 14) Take the time to read all correspondence distributed to students and/or parents.
- 15) Request all necessary teaching materials from the office prior to the start of a class.
- 16) Do not use photocopier during class time. Do not send a student to the office or the faculty room for copying purposes.
- 17) Do not initiate any kind of fundraising without the prior approval of the principal.
- 18) Under no circumstances are visitors, including parents, alumni and faculty's children allowed in classrooms. Such restrictions apply for the faculty lounge, the library, the computer lab, and the PE classes as well. All visitors must first obtain a pass from the administrative office.
- 19) Guest lecturers are allowed in the classrooms with permission from the administration only.

## **CLASSROOM ORGANIZATION**

### Classroom Organization:

- 1) Maintain a clean, neat, safe, and a well-organized classroom.
- 2) Damages to furniture, fixtures and walls must be reported to the office for immediate repair and renewal in writing.
- 3) The classroom must be well organized. Please pay attention to the following:
  - a) Students desks and furniture are arranged appropriately for effective instruction
  - b) All emergency related matter, such as earthquake carry-on, wall mounted extinguisher, exit door key are in place next to the exit doors
  - c) Emergency evacuation map and Incident Command Structure is posted next to the exit door
  - d) No storage outside of the cabinets; absolutely no clutter
  - e) Place trashcans one next to the exit door and the second underneath the teacher's desk. Keep A/C unit, documents camera and interactive board on off position while leaving the classroom.
  - f) Last period teachers are responsible for closing the windows and locking the door.
- a) Bulletin boards must be organized and display subject relevant materials and current student work
  - i. All postings such as student work, handwritten announcements, theme decorations, etc. must be on the bulletin boards only.
  - ii. No postings are allowed on the walls. Only, printed/published posters, pictures, illustrations, etc. can be posted on the walls.

### Homeroom Teacher Responsibilities:

- 1) Homeroom teachers must conduct the morning meditation and the American and Armenian Pledge of Allegiance 5 minutes after the first bell. For all other class periods, instruction should begin immediately after the bell.
- 2) Homeroom teachers must post the "Tardy/Absence Slip and Lunch Count" on the door of the classroom before the 1<sup>st</sup> period or have it sent to the Office.
- 3) Homeroom teachers must check the classroom on daily basis for possible damage caused to walls, desks, and other furniture and fixtures. Damage must be reported in writing to the administrative office.

### Supervision inside the Classroom

- 1) Students, late to class, will lose participation points.
- 2) Teachers are not allowed to dismiss students before the end of a class.
- 3) Teachers must leave the classroom doors unlocked during instruction and while using the classroom privately.
- 4) Students may never be left unattended in a classroom. In case of an emergency, the teacher must call and inform the office or send a student to the office to report the same.
- 5) Teachers should not allow students from other classes to attend their lectures or be present in their classrooms without informing the Administration.

# **SUPERVISION REGULATIONS**

## **Recesses and Lunch Break**

Teachers may be asked to supervise students during recess or lunch breaks as follows:

- Oversee all activities at a designated area. Be observant to prevent minor incidents or injuries from occurring.
- Make sure students do not enter classrooms during recesses.
- Do not allow students to run on the premises.
- The cafeteria and the seating benches are reserved for snacks and lunch. Students cannot play in these areas. After lunch/snacks, guide students to clean their area and leave in an orderly manner.
- Teachers are encouraged to initiate activities with students.

## **Field Trips**

- Teachers may be asked to chaperon students on field trips.
- It is required that one chaperon be assigned for every 10 students.
- Every class is allowed to participate in two field trips per year. Transportation and entrance fees are paid by the students.

## **Assemblies**

Teachers must attend and supervise school assemblies. Teachers play a major role in managing the conduct of the students. The following directives must be adhered to:

- Meet the students in the classroom, after roll call; escort the class to the assembly hall.
- Seat the students in their designated areas.
- Supervise the students during the entire duration of the assembly. Remain standing in the aisle next to the teacher's class. Teachers should not congregate during the assemblies.
- Remove unruly students from the assembly hall and refer them to the administration.
- At the conclusion of the assembly, check for proper and orderly dismissal of the students.
- Teachers are not allowed to consume drinks during school assemblies.

## **Additional Responsibilities**

Teachers may be assigned various responsibilities as follows:

- Act as department coordinator
- Act as organizer of extracurricular activities
- Organize commencement ceremonies



## ATTENDANCE

Adherence to the daily schedule of the school is one of the minimum expectations that the administration expects of teachers. Full time teachers must be on campus ten minutes before the homeroom start time and fifteen minutes after the last bell.

Teachers are not permitted to be in classrooms after school hours, weekends, or vacations, without notifying the administration in advance.

### Tardiness

The following policies apply:

1. Faculty members who arrive late to school (after 8:10 a.m.) will be documented.
2. Frequent tardiness (three-times/quarter) will result in a conference with the principal.
3. Excessive tardiness (six-times/quarter) will be documented on the teacher's evaluation form and could result in unpaid suspensions and possible employment termination.

### Absences

The following policies apply:

1. For scheduled absences, faculty members must fill out the appropriate form in advance and present it to the Office Manager.
2. Teachers are not allowed to leave the campus during recesses, lunch breaks and preparatory/conference periods without permission.
3. To leave the campus for any reason, including emergencies and medical needs, faculty members must sign out with the Office Manager.

### After-School Activities

Teachers are expected to attend school-sponsored activities scheduled after school hours. These include Back-to-School, Academic Awards, Armens Awards assemblies, and year-end commencement ceremonies.

# **HOMEWORK AND ASSESSMENT**

## Homework Assignments

Homework must be assigned to reinforce, to further extend, and to help enrich the materials taught in class.

- Homework must be reasonable in length (no more than 25-30 minutes study time per subject.)
- Assignments and due dates must be clearly explained.
- Completed homework must be checked at all times, acknowledged, and reviewed with the students.
- For mathematics and science homework, it is encouraged to solve the problems in the classroom.
- Students must be encouraged to use notebooks for homework or for class assignment
- Credit must be given for homework assigned.

## Tests

- Teachers must allow a student with an excused absence to complete a missed classroom work or a test.
- No more than two tests must be scheduled in a given day. The test scheduled last will be automatically canceled by the administration.

## **PROFESSIONAL EXCELLENCE**

- Professional Excellence Plan
- Professional Excellence Plan Guideline

## **PROFESSIONAL EXCELLENCE PLAN**

The Professional Excellence Plan (PEP) aims to improve the individual teacher's professional knowledge, skill sets and growth. Even where a high level of skill and teaching ability already exists, this process should encourage self-evaluation and self-improvement. It also provides the teacher with periodic assessment and feedback on progress in attaining specific performance objectives and goals.

PEP implementation:

- 1) Individual PEPs are planned every academic year.
- 2) PEP will be followed up by the following highpoints:
  - a. Beginning of each school year, new PEP is submitted
  - b. During the first month of the academic year, every teacher will meet with the academic advisor to discuss individual PEP plans, and receive feedback and the 'go ahead'.
  - b) While observing for academic performance, the academic advisor will observe the teacher for PEP purposes and considerations.
  - c) At the end of each semester, teachers submit a self-evaluation.
  - d) At the end of the year a comprehensive evaluation is completed by the academic advisor and a copy mailed to teachers and another filed in personnel folder.

# **PROFESSIONAL EXCELLENCE PLAN GUIDELINE**

The following may be used as an optional guideline for PEP follow-up:

## **Professional Development:**

- Improvement of Subject Matter
  - o College work towards teaching credential or degree
  - o Subject area improvement course
  - o Subject area seminar 3-5 days
  - o Subject area seminar 1day
  - o Personal research/study
- Improvement of Skills
  - o Classroom management
  - o P.R. with students, parents, colleagues
  - o Technology: Use of equipment (document camera, smart board, etc.)
  - o Technology: Application programs (Power Point, etc.)

## **Integration of Technology**

- In Teacher Instruction:
  - o Subject area interactive computer programs for student practice or assessment
  - o Utilization of software programs for instruction that address course content area
  - o Use of internet resources for instruction and research
- In Student Learning:
  - o Computer/technology based projects
  - o Technology based assessments
  - o Internet based research driven homework

## **Instruction Strategies:**

- Differentiated Instruction
- Teaching modalities

## **Assessment Strategies:**

- Pre-assessment
  - o Assessment of students' prior knowledge
- Instruction Instant Feedback
  - o Question/Answer
  - o Student work observation
  - o Student-led discussions
  - o Ungraded quizzes or pretests
- Core Assessment
  - o Quizzes, Tests
  - o Projects, Lab work
  - o Classroom participation
  - o Homework
  - o Portfolios
- Summative Assessment
  - o Unit or chapter tests
  - o Major or Semester tests
  - o Standardized tests

## **JOB DESCRIPTIONS**

- Department Coordinator
- Teacher Assistants
- Character Education Coordinator

## **DEPARTMENT COORDINATOR**

The overall responsibility of a department coordinator is to coordinate all activities pertaining to the department. The basic tasks of the department coordinator are:

To closely follow the implementation of the school curriculum by

- adhering to California Department of Education Content Standards
- pursuing the implementation of the ESLRs
- addressing WASC action plans

To assist the school administration by assisting in

- the hiring process of new teachers
- the selection process of new textbooks
- the preparation of class schedules
- mentoring new teachers
- integrating technology into the curriculum
- MMS Grade Book planning

To ensure that student assessment methods

- correspond to the guidelines set by the administration
- are consistent with the department guidelines
- allow for alternative grading
- provide for instant feedback

To hold departmental meetings as follows:

- A departmental meeting at the beginning of the year to organize the extracurricular activities and to schedule class-level educational field trips
- Four quarterly departmental meetings with an agenda to monitor the progress of the department and to address the issues and the problems as a group
- A year-end departmental meeting to discuss the vertical articulation on the covered material and to evaluate the overall performance of the department

## **TEACHER ASSISTANTS**

Provide support to the elementary or the kindergarten teachers in their daily tasks:

- Assist the teacher in enforcing the classroom and the school discipline policy
- Assist the teacher with class-work or in preparing the bulletin boards as needed
- Discuss the daily duties with the teacher before the start of the class
- Walk around the classroom regularly to make sure every child is on task
- Substitute when necessary
- Aid in the preparation of class projects such as arts and crafts, holiday programs, etc.
- Maintain folders to collect each student's weekly papers

Teacher Assistants should not:

1. Discuss student progress and behavior with parents. All questions regarding the students should be directed to the teacher.
2. Discuss teachers or make judgments regarding a teacher's classroom management style, instruction methods and the programs
3. Issue disciplinary measures directly to the students. All disciplinary issues first must be discussed with the teacher having authority during the time the disciplinary infraction had happened. Following the discussion the teacher will take the necessary disciplinary action.



## **CHARACTER EDUCATION COORDINATOR**

The Character Education program at Cabayan Elementary School is implemented by a coordinator, assigned by the administration. The coordinator reports to the academic advisor. The following are the responsibilities of the coordinator.

- Consult with the principal and the academic advisor about themes that enforce character education. Select eight themes to be presented during a school year. One topic per semi-quarter.
- Announce the theme at the beginning of a semi-quarter. Encourage all teachers to elaborate on the subject and make it a part of class discussions.
- Ask the English language teachers to assign a special project to the students to write a short essay or a poem that clearly connects with the subject of the character education theme. This project will be graded as part of the course grade.
- Select the top two articles/poems from each grade level at the end of each semi-quarter. At the end of the academic year, the coordinator together with the teachers will select the top winners who will be recognized accordingly.
- The Armenian department may choose to adopt an additional set of character themes based on the Armenian cultural values and follow a similar selection process.
- Promote the Character Education program through the following options:
  - 1) Post the articles on the school bulletin boards
  - 2) Post the winning articles on the school website
  - 3) Draw a sketch of the theme in art class through the assistance of the art teacher.

## **PLANNING FOR INSTRUCTION**

- Preparing for Instruction
- Syllabus
- Daily Lesson Plan Format
- Back-To-School Night General Guidelines

## PREPARING FOR INSTRUCTION

It is expected for teachers to prepare and systematically plan for instruction through the use of course syllabi and daily lesson plans. This plan must:

1. Meet the individual needs, interests, and abilities of the students
2. Employ a variety of instructional resources, materials and methods, that will provide for creative teaching
3. Utilize a variety of media, field trips, and a variety of vocational teaching methods
4. Use homework effectively for drill, review, enrichment, or project work

### Course Syllabi

It is the responsibility of all teachers to submit to the administration comprehensive course syllabi by the beginning of the academic school year. The following criteria must be taken into consideration while preparing a syllabus:

1. A comprehensive annual schedule for instruction must be prepared for each course based on the eight semi-quarter instruction periods.
2. Textbook chapters/units must constitute the basic structure of a course syllabus.
3. Additional resources must be incorporated to fully address the California State Standards.

### Lesson Plans

It is the responsibility of all teachers to prepare and submit to the administration, at the beginning of each week, daily lesson plans for each course they teach. Lesson plans must be prepared according to the content of the course syllabus.

Daily lesson plans must be posted on the announcements' white board at the beginning of each week. Below is a list of steps involved in developing a lesson plan, and a description of what each component should entail. Each daily lesson plan is for one 45-minute instructional period.

***Course, Grade:*** The course name and the grade level.

***Week of:*** Date of the first day of the week,

***Teacher:*** Last name first, first name last,

***Objective (and Homework):*** A short statement of “what the students will be able to do” by the end of the lesson. This should be a refinement of the broader representative objective as stated in the course Standards proposed by the California Department of Education (CDE). The last line of the box must be used for homework assignments.

***Instructional Strategies:*** Explain your instructional strategies (conceptual vehicles, techniques, methods) that will help you transfer knowledge and information to the students. Also, mention the instructional procedures that will be followed during this instructional period. Among these procedures are: Prior lesson review, Homework review, Interactive Board, New lecture, Question/Answer, Demonstration, Power Point, Class discussion, Class reading, Class writing, Workbook, Group study, Hands-on activities, Project-based learning, Video/Audio, etc.

## WEEKLY LESSON PLAN

<b>Course, Grade :</b>		<b>Week of:</b>		<b>Teacher Name :</b>	
<b>MON</b>	<b>Objective:</b>  <b>Homework:</b> <b>Test/Quiz:</b>	<b>Content Specific Teaching Strategies:</b>			
<b>TUE</b>	<b>Objective:</b>  <b>Homework:</b> <b>Test/Quiz:</b>	<b>Content Specific Teaching Strategies:</b>			
<b>WED</b>	<b>Objective:</b>  <b>Homework:</b> <b>Test/Quiz:</b>	<b>Content Specific Teaching Strategies:</b>			
<b>THU</b>	<b>Objective:</b>  <b>Homework:</b> <b>Test/Quiz:</b>	<b>Content Specific Teaching Strategies:</b>			
<b>FRI</b>	<b>Objective:</b>  <b>Homework:</b> <b>Test/Quiz:</b>	<b>Content Specific Teaching Strategies:</b>			

# WEEKLY LESSON PLAN

	COURSE, GRADE :	WEEK OF:	TEACHER NAME :
<b>MON</b>	<b>OBJECTIVE:</b>   <b>HOMEWORK:</b> <b>TEST/QUIZ:</b>	<b>CONTENT SPECIFIC TEACHING STRATEGIES:</b>	
<b>TUE</b>	<b>OBJECTIVE:</b>   <b>HOMEWORK:</b> <b>TEST/QUIZ:</b>	<b>CONTENT SPECIFIC TEACHING STRATEGIES:</b>	
<b>WED</b>	<b>OBJECTIVE:</b>   <b>HOMEWORK:</b> <b>TEST/QUIZ:</b>	<b>CONTENT SPECIFIC TEACHING STRATEGIES:</b>	
<b>THU</b>	<b>OBJECTIVE:</b>   <b>HOMEWORK:</b> <b>TEST/QUIZ:</b>	<b>CONTENT SPECIFIC TEACHING STRATEGIES:</b>	
<b>FRI</b>	<b>OBJECTIVE:</b>   <b>HOMEWORK:</b> <b>TEST/QUIZ:</b>	<b>CONTENT SPECIFIC TEACHING STRATEGIES:</b>	

# SYLLABUS

Teacher	
E-mail	
Phone	
Conference Hours	

Course Name	
Course Number	
Grade Level	
Textbooks	
Resources	
Required Materials	
Course Description:	

<b>ESLRs Addressed</b>				
1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
<b>Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course</b>				

# Content Standards

The following is the California Department of Education Content Standards of this Course.

If need be please use additional pages

**Common Core Standards  
(If available)**

**The following is the Common Core Standards**

**If need be please use additional pages**



## Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

<b>Semi-Quarter 1</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 2</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 3</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 4</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 5</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 6</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 7</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

<b>Semi-Quarter 8</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

# Classroom Rules

**This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.**

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# Assessment Method

**This section includes rules set by the school administration**

## Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

## Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

## Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

**This section includes grade percent distribution and additional rules set by the teacher**

# Department Rubrics

This section includes rules set by the school administration

## **BACK-TO-SCHOOL NIGHT GENERAL GUIDELINES**

The following format is recommended for your presentation:

1. Welcoming message
  - a. Introduce yourself; give a brief history of your professional background such as education, degrees/certifications, professional associations, years of experience in teaching, etc.
  - b. Subject(s) you teach
2. Syllabus presentation (refer to syllabus format)
  - a. Your contact info, such as, e-mail, conference hours, webpage, etc.
  - b. Course name and course description
  - c. Textbooks and resources used
  - d. Course content standards
  - e. Annual class schedule prepared on semi-quarterly basis
  - f. Classroom rules
  - g. Assessment method
  - h. School grading policy
3. Instruction/Teaching
  - a. Share your instructional goals for the year
  - b. State what your academic expectations are from the students
  - c. Inform about the existing co-curricular and extra-curricular activities
  - d. Explain your teaching methods
  - e. Share your technology integration plans
  - f. Explain your homework policy
  - g. Share a sample of your lesson plan
4. Invite parents' involvement
  - a. Establish a good rapport with the parents
  - b. Be positive; welcome all comments
  - c. Allow parents to ask general questions
  - d. For specific issues, encourage parents to schedule conferences
5. Schedule

<b>6:30 – 6:40</b>	<b>Coffee</b>
<b>6:40 – 7:00</b>	<b>Principal's Welcoming Remarks</b>
<b>7:00 – 7:10</b>	<b>1<sup>st</sup> Period</b>
<b>7:10 – 7:20</b>	<b>2<sup>nd</sup> Period</b>
<b>7:20 – 7:30</b>	<b>3<sup>rd</sup> Period</b>
<b>7:40 – 7:50</b>	<b>4<sup>th</sup> Period</b>
<b>7:50 – 8:00</b>	<b>5<sup>th</sup> Period</b>
<b>8:00 – 8:10</b>	<b>6<sup>th</sup> Period</b>
<b>8:15 – 8:20</b>	<b>7<sup>th</sup> Period</b>



## **TEACHER EVALUATION**

- Teacher Evaluation Guideline
- Teacher Observation for Instructional Purposes
- Teacher Observation for Academic Purposes
- Teacher Comprehensive Review

## **TEACHER EVALUATION GUIDELINE**

The teacher evaluation process provides an avenue of communication between the administration and the individual teacher. Through this process, administrative decisions are made regarding teacher retention, placement, promotion, recommendation letters, and professional development.

The evaluation process of a teacher is accomplished through

- observation of a teacher's organizational and instructional skills,
- comprehensive performance review,
- teacher-administrator conference on a need basis,
- observation by the principal and a follow-up conference.

### Organizational Observation

1. A 10-15 minute observation is conducted by the academic advisor.
2. The observation is conducted the 2<sup>nd</sup> week of every quarter; a subsequent visit may be scheduled on need basis.
3. The observation is conducted to assess the organizational preparedness of the teachers.

### Instructional Observation

1. A 25-30 minute observation is conducted by the academic advisor.
2. The observation is conducted in the 4<sup>th</sup> week of every quarter; a subsequent visit may be scheduled on need basis.
3. Teachers will be observed for their instructional preparedness, skills, methods, strategies and performance.

### Teacher-Administrator Conference

1. A teacher-administrator conference is held as a follow-up to the organizational or instructional reviews
2. The teacher-administrator conference is conducted to discuss the deficiencies observed during the organizational and instructional observations. The conference is intended to improve the overall performance of the teacher and to provide guidance on how to enhance the implementation of the school's educational program.
3. The principal could schedule a follow-up special principal-teacher conference on need basis.

### Comprehensive Review

1. The comprehensive performance review is conducted by the principal with the academic advisor. The comprehensive review is completed toward the end of the first semester taking into consideration the organizational and instructional observations.
2. Based on the results of the comprehensive review, the respective academic advisor will hold a follow-up conference with the teacher, who appears to be having difficulty in class instruction and need additional guidance and support. A plan for remediation and/or assistance will be established. This remediation plan should be specific in nature and should include detailed, short-term goals.

### Observation by the Principal

- 1) Based on the results of the comprehensive review and the follow-up conference organized by the academic advisor, the principal conducts a classroom observation of the teacher.
- 2) Following the observation the principal conducts a conference with the teacher.
- 3) The conference includes discussions about
  - a. The assessment of the comprehensive review.
  - b. The assessment of the observation conducted by the Principal
- 4) At the end of the conference expectations will be mutually established and will be documented for follow-up purposes.

## TEACHER OBSERVATION - ORGANIZATIONAL

TEACHER \_\_\_\_\_ ROOM \_\_\_\_\_ DATE \_\_\_\_\_

GRADE \_\_\_\_\_ SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_ DURATION \_\_\_\_\_

Physical Aspects of Classroom	Comments
No damage to cabinets, bookcases, carts, teacher desks, student desks	
No damage to walls, doors, boards, lighting fixtures	
Doors and door locks are working properly	
Earthquake bin and extinguisher are in place next to exit door	
Evacuation plan and incident command structure are posted at the exit door	
Classroom clock is operational and shows the correct time	

Learning Environment	Comments
Classroom is neat and clean	
Desks/furniture are arranged appropriately for effective instruction	
Boards display subject relevant materials and recent student work	
Smart board or whiteboard is reflective of the ongoing instruction	
Classroom management skills are effective	

Instruction Preparedness	Comments
School ESLRs are posted next to the exit door	
Course Syllabus is posted on the bulletin board	
State standards are included in the syllabus	
Lesson plan is posted next to the exit door	
Lesson objective is written on the board	
Lesson objective is clearly explained	
Instruction/learning activity corresponds to the lesson objective/plan	

Instructional Strategies	Comments
Use of instructional modalities: Lecture	
Use of Technology: Active Board	
Use of Technology: Laptop / Document Camera	
Computer applications used: Excel, PowerPoint, Outlook, Publisher	
Web-based interactive exercises/ programs	

Instructional Skills	Comments
Demonstrates warmth, friendliness, patience and understanding	
Clearly explains learning goals and ideas to all students	
Welcomes student questions and comments	
Incorporates student responses and questions into the instruction	
Captures all students' attention and interest	
Engages all students during class activities/study discussion	
Verifies and checks for student understanding	
Responds to questions thoroughly during test/homework reviews	
Interrelates ideas/information within and across curricular areas	

Lesson Plans	Comments
Lesson Plans are submitted to the Administration on weekly basis	
Lesson objectives are clearly stated	
Instruction strategies are specified	
Homework assignments are included	

Remarks: \_\_\_\_\_

\_\_\_\_\_

**Post-Observation Conference:** Date and Time: \_\_\_\_\_ Not required: \_\_\_\_\_

Observed by \_\_\_\_\_ Title \_\_\_\_\_ Signature \_\_\_\_\_

Cc: Teacher, Principal, Personnel file

# TEACHER COMPREHENSIVE REVIEW

TEACHER \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

<b>1. Physical Aspects of Classroom</b>				
No damage to cabinets, bookcases, carts, teacher desks, student desks				
No damage to walls, doors, boards, lighting fixtures				
Doors and door locks are working properly				
Earthquake bin, wall mounted telephone and extinguisher are in place				
Exit door emergency evacuation plan is posted next to the exit door				

<b>2. Learning Environment</b>				
Classroom is neat and clean				
Desks/furniture are arranged appropriately for effective instruction				
Boards display subject relevant materials and recent student work				
ActivBoard or whiteboard is reflective of the ongoing instruction				
Classroom management skills are effective				

<b>3. Use of Technology – (Teachers)</b>				
ActivBoard (or projector) is in use				
Laptop computer is utilized				
Document Camera is utilized				
Computer applications: Excel, PowerPoint, Outlook, Publisher				
Web-based (CD based) interactive exercises, programs				

<b>4. Instruction Preparedness</b>				
School ESLRs are posted in the classroom next to the teacher's desk				
Dept. of Education Content Standards posted next to the teacher's desk				
Lesson plan for the period is available at hand				
Lesson objective is written on the board				
Instruction/learning activity corresponds to the lesson objective/plan				

<b>5. Instructional Skills</b>				
Clearly explains learning goals and ideas to all students				
Captures all students' attention and interest				
Demonstrates warmth, friendliness, patience and understanding				
Welcomes student questions and comments				
Engages all students during class activities/study discussion				

<b>8. Teacher Punctuality</b>				
Late to class				
Tardiness (1-5) (6-10) (11-15)				
Absences (1-5) (6-10) (11-15)				
Uses instructional time effectively				
Bell-to-bell instruction				

<b>9. Teacher Performance</b>				
Prepares syllabi according to admin specifications				
Attends and actively supervises school assemblies				
Assumes active role in school academic fairs, assemblies				
Assumes leadership in co-curricular, extra-curricular activities				
Attends back-to-school nights and parent/teacher conferences				

<b>10. Classroom Management</b>				
Students leave desk without permission				
Students leave the classroom without permission				
Students converse without permission				
Students left unattended in classroom				
Teacher dismisses student before bell				

<b>11. Resource Material Availability</b>				
Teacher's textbooks				
Publisher's test banks				
CD-based exercises and resources				
Online interactive programs				
Use of library, computer lab, biochemistry lab				

<b>12. Use of Technology – (Teacher support)</b>				
MMS Grading				
MMS posting or updated personal website				
Posted regulations, syllabi, lesson plans on personal website				
Use of Turn-It-In (grades 6-12)				
Use of virtual library - ProQuest (grades 6-12)				

<b>13. Professional Development</b>				
Participation in school professional developments				
Attendance of after-school in-services				
Off-campus workshops and seminars				
Year-end professional development seminars				
Back-to-school orientation seminars				

<b>14. Professional Excellence Plan</b>				
Plan submission at the beginning of the school year				
Meaningful and useful plan				
Timely mid-year self-evaluation plan				
Timely year-end self-evaluation plan				
Overall completion of PEP				

## TEACHER OBSERVATION – PRINCIPAL’S ASSESSMENT

<b>TEACHER:</b>	<b>DATE:</b>
<b>SUBJECT:</b>	<b>GRADE:</b>

<b>LEARNING ENVIRONMENT</b>	
<b>Physical Aspects of Classroom</b>	
Classroom is neat and clean; no damages to furniture, fixtures, walls, etc.	
Desks/furniture are arranged appropriately for effective instruction	
Boards display subject relevant materials and recent student work	
Earthquake bin, fire extinguisher, incident command structure are in place	
Exit door emergency evacuation plan is posted next to the exit door	
<b>Instruction Preparedness</b>	
School ESLRs are posted in the classroom next to the teacher’s desk	
Dept. of Education Content Standards posted next to the teacher’s desk	
Weekly lesson plan is posted on the bulletin board next to the exit door	
The ongoing instruction corresponds to the lesson plan/objective	

<b>INSTRUCTION</b>	
<b>Teacher Skills</b>	
Classroom management skills are effective	
Demonstrates warmth, friendliness, patience and understanding	
Captures all students’ attention and interest	
Welcomes student questions and comments	
Engages all students during class activities/study discussion	
Clearly explains learning goals and ideas to all students	
<b>Used Strategies</b>	
Uses a variety of instructional strategies	
Interrelates ideas/information within and across curricular areas	
Verifies and checks for student understanding	
Incorporates student responses and questions into the instruction	
Responds to questions thoroughly during test/homework reviews	
<b>Use of Technology – (Teacher &amp; Student)</b>	
ActivBoard (or projector) is in use	
Laptop / Document Camera is in use	
Computer applications are used: Excel, PowerPoint, Outlook, Publisher	
Internet/Web	
Other (specify)	

<b>REMARK 1:</b>
<b>REMARK 2:</b>
<b>REMARK 3:</b>
<b>REMARK 4:</b>

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_





## **AGREEMENT**

I have received and have read the School Faculty Handbook. I understand that I am responsible for its content. I further understand that any questions I may have regarding the meaning or the interpretation of the provisions stated in the handbook can be directed to the administration. I agree to abide by the policies and procedures contained herein.

Employee Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_