



ALLEGHENY EAST CONFERENCE CORPORATION
of Seventh-day Adventists®

PK-12 Teacher's Handbook

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Acknowledgment

Please complete and return this form to the AECC Office of Education upon receipt of the Administrator's/Teacher's Handbook.

I have received a copy of *The Allegheny East Conference Corporation Administrator's/Teacher's Handbook* and I understand it contains the policies and procedures of the organization. It is my responsibility to read *The Administrator's/Teacher's Handbook* in its entirety. I further acknowledge that the content is binding upon me during the term of my employment.

Signature _____ Date _____

School _____ Assignment _____

INTRODUCTION TO THE HANDBOOK

Allegheny East Conference Corporation (AECC) exists to promote the sharing of the everlasting gospel of Jesus Christ within its territory. Christian Education is an integral part of this mission. AECC uses academic experiences to teach young people about God, His Word, and how to be productive members of home, church, and community through the vessel of the PK-12 System.

The schools and academy are operated by local school boards elected by the sponsoring churches, governed by the AECC Board of Education, and authorized by the AECC constituency. The academy board is elected by the AECC constituency. The administrators of the schools are the principals who have supervisory oversight of local school operations and assigned personnel. All conference employed teachers and principals are accountable to the Office of Education which is directed by the Superintendent of Schools.

The purpose of the *Handbook* is to ensure consistent quality of education in all AECC schools. This manual acquaints teachers with their rights, their responsibilities, and the policies that govern the school program as well as provide tips for effective instruction and classroom organization.

The Handbook is divided into four sections:

Section I	Teacher Qualifications, Duties, Responsibilities	Page 4
Section II	Classroom Management	Page 10
Section III	Curriculum and Instructional Strategies	Page 17
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Section I lists the qualifications, compensations, and responsibilities of the teacher. These responsibilities should be taken seriously and should be checked regularly to ensure that all goals are being accomplished and all standards are being met.

Section II describes ways to manage the classroom that will minimize distractions while maximizing student achievement. Strategies to use when students misbehave are addressed in this section as well.

Section III provides a comprehensive guide for effective instruction. It is based on sound instructional practices, reflects the philosophy of Adventist Education, and promotes selected practices for teaching as outlined in *Journey to Excellence*. Other sources include *What Works: Research about Teaching and Learning* by the U.S. Department of Education, and the *Columbia Union Conference Education Code (CUCEC/Code)*.

Section IV provides a compilation of supplementary materials that will further assist the teacher. It includes Dimensions of Learning, Cooperative Discipline strategies, North American Division (NAD) Key Learning Charts for Adventist schools and the Professional Development Plan (PDP) for the Allegheny East Conference Office of Education.

SECTION I

Qualifications

- Fulltime teachers employed by the Allegheny East Conference Corporation must be baptized members of the Seventh-day Adventist Church, participating regularly in its programs and funding, including the consistent practice of tithing (CUCEC 9040A:2i). It is also expected that teachers employed by the Allegheny East Conference hold active membership in the constituent church that supports the school where assigned.
- All Pre K-12 classroom teachers must hold at least a bachelor's degree from an accredited four-year college or university and maintain valid denominational credentials required for the positions held (CUCEC 9040A:2iii).
- Classroom teachers must provide evidence of eligibility to work in this country (CUCEC 9000B).
- Classroom teachers must provide evidence of physical and mental health that qualifies them for their positions and to associate with students (CUCEC 9040A:2d).
- Classroom teachers are responsible for maintaining current certification. Failure to do so can have a negative impact on the salary and status of the employee (CUCEC 9040A:2iv).

The Allegheny East Conference and the Columbia Union provide financial assistance for the certification and re-certification of teachers.

If a teacher, employed under a conditional certificate, has not earned the required certification, he or she will be given three summers/years to do so. For general information request a copy of the Certification Requirements booklet from the Office of Education. For further information on specific courses, call the Columbia Union certification registrar. An official transcript must be submitted to begin the certification process. State certification is helpful but not required. Neither does it preclude the need for Adventist certification.

Non-academic credit is given for other professional growth activities such as in-service activities, serving on professional committees, and reading books on the current NAD Professional Growth Reading list. Many of these books are available in the local school or in the conference's resource library.

- The conference's VP for Administration issues authorization to serve, based on years of service and the recommendations of the Superintendent, in one of three categories:
 - a. *Ministry of Teaching License* - entry level teachers
 - b. *Commissioned Ministry of Teaching License* - at least three years of service in the system and a demonstrated commitment to life-long service
 - c. *Commissioned Ministry of Teaching Credential* - at least six years of service in the system and a demonstrated commitment to life-long service.

- All teachers must have skills in instruction, communications, mathematics, problem solving, and decision making.

Compensation

Compensation includes salary, paid leave, health benefits, educational subsidies, disability, retirement, and survivor benefits.

- *Salary* is determined by the Union wage scale and is based on your certification, years of service, and the cost of living in the area where you work and/or reside. Teachers are contracted for ten months but their salary is divided into twelve monthly payments based on a cycle that starts in September and ends in August.

- *Health benefits* are available for both you and your family. Check with the treasury department for the details and an enrollment form if this has not been made available to you.

- Paid leaves include sick days (long and short-term), personal days, jury duty, death of an immediate family member (spouse, child, parent, etc.) (CUCCEC 9150A; 9250A & B), Labor Day, Thanksgiving, Christmas, Martin Luther King's Day, Presidents' Day, Good Friday, Easter Monday, and Memorial Day.

Short-term Sick Leave – *Each employee has ten days of short-term sick leave. It may be taken for personal illness or the illness of an immediate family member. If the illness exceeds three days, the employee must be attended by a physician and provide verification of the same. The school (75%) and conference (25%) will pay for the substitute for the ten days of short term leave. After the ten days of short term sick leave have been used, any additional short term leave is without pay. If teachers are paid for*

these additional days, they may be asked to pay for the cost of a substitute (CUCEC 9250A:4b).

Personal Days – Two of the ten short term sick days may be used as personal days. The days must be arranged at least five days in advance with the principal. Personal days may not be taken before or after a scheduled break in order to extend the holiday. Personal days may not be taken during the first or last week of school (CUCEC 9250A:3).

Long-term Sick Leave – Every employee has available as a benefit six weeks of long-term sick leave. During this time the employee must be under the care of a physician. Maternity leave is the same as long term sick leave. Notify the principal and/or the Superintendent of any anticipated absence and the date of your intended return in writing as soon as possible (CUCEC 9250A:4c).

Family and Medical Leave Act (FMLA) – This Act allows an employee to take up to twelve weeks off without pay under eligible circumstances. Please check with the conference human resource department to apply. (CUCEC 9250D)

Rights and Responsibilities

Job Security:

Teachers, who have achieved regular appointment (tenure) status as an employee, are automatically renewed for hire each year unless notified otherwise by April 1 of one's current contract year. An intern must satisfactorily complete three years of effective full-time service and possess a standard certificate to be eligible for a regular appointment. Probationary personnel are employed at will. (CUCEC 9005D)

Discrimination:

The AECC does not discriminate in policy or practice, on the basis of race, color, national origin, gender, age, disability, marital status, or any other basis prohibited by law (CUCEC 1005). However, in order to exercise the right to operate an Adventist institution and teach its principles, the school has the right to employ only Seventh-day Adventists who are in regular standing with a Seventh-day Adventist Church.

A Safe Working Environment:

Any unwelcome sexual advance, request, or comment should be reported to the principal or Superintendent immediately. All allegations of sexual misconduct will be taken seriously and carefully investigated by a Sexual Ethics Committee (CUCEC 9500).

Supervision and Evaluation:

Clinical supervision/in-class observation, which includes informal walk-through evaluations, pre- and post-conferences, formal evaluations, along with portfolio documentation, will be used to assist teachers in professional development. If the teacher does not agree with the resulting evaluation, a second evaluation by another evaluator may be requested. (CUCEC 9405)

Ethics

Teachers are to model the Adventist lifestyle to students, the church, and the community at all times. (CUCEC 9040A:4)

Teachers are expected to:

- Demonstrate a commitment to the principles of the Seventh-day Adventist Church.
- Support Adventist Education, which includes having their school-age child/children in the constituent Adventist school of their employ unless otherwise approved by the AECC Board of Education.
- Promote equal learning opportunities for students based on ability without regard for race, creed, gender, or ethnic origin.
- Refrain from discussing needs, weaknesses, and personal problems of students or staff apart from following appropriately outlined protocols.
- Demonstrate loyalty to the school.
- Hold in confidence all official school business

Teachers have the right to file a grievance if there has been a violation or inequitable application of any policy.

Dress (CUCEC 9040A:3xiii)

The dress code is professional and assumes that the teacher knows what is appropriate for the activities of the day. Play clothes (shorts, stretch pants etc.) are not appropriate for the classroom. Dress should be representative of your school and your profession. Where students wear uniforms, dress requirements may be more specific. (See the AECC Dress Code Policy 2004 for details in Teacher Handbook Appendix F)

Duties (CUCEC 9040A:3j)

- Establish and maintain a Christ-centered environment for learning.
- Organize and maintain a well-managed classroom.
- Prepare and post course objectives and lesson plans.
- Provide classroom instruction.
- Record and communicate student progress to parents regularly.

- Attend required meetings.
- Follow the reasonable directives and recommendations of your supervisors.
- Maintain a working knowledge of and abide by the provisions of the *Columbia Union Education Code*.

Yearly and Daily Contractual Time (CUCEC 3525; 9035; 9100E)

Total contract days (220 days) include the teachers' retreat/conference-wide in-service and pre- and post-school weeks. It includes the minimum number of instructional days which are 180. Teachers are to report to work one half hour before school begins, attend faculty worship, and be in the classroom when students arrive for classroom instruction. The teacher is to remain on the premises during the school day unless given expressed permission to leave by the principal. Even in an emergency, the principal or designee must be notified, and the teacher's classroom covered. The teacher may leave one half hour after the close of the school day unless assigned other responsibilities by the principal.

Mandatory Meetings

Teachers are to attend faculty worship, Home and School meetings, parent-teacher meetings, teacher in-services, school functions, annual teachers' retreat and other called meetings by the principal or Superintendent.

Record Keeping

The teacher is to keep accurate and up-to-date records at all times. The school register, as posted through the school management system, is a legal document. Recordings in it must be kept current. The school management system register should contain an accurate record of birth dates, attendance, student background and emergency information, and quarterly grades. The management system register will be checked by the principal at the end of each quarter.

Other record keeping duties include the following:

- Cumulative records must be updated by December 1 and at the end of the school year.
- Incident reports must be written after an accident, conflict, or any incident that is out of the norm and should be reported to the teacher's direct supervisor and all other appropriate entities immediately.
- Personal correspondence to and from parents or guardians

*****Return all phone calls within a 24-hour period. Even unpleasant ones should be cared for promptly. Respond to letters or notes with care promptly.***

- Additional work or services provided for students with special needs

- Fire and other safety drills

The student roster shall be taken from the building during emergency drills to account for all students.

- Student baptisms during the school year
- Visits by conference or union officials
- Request all visitors to sign the official AECC visitation roster.

Social Networking Policy:

Social networking (including, but not limited to, Facebook, Twitter, YouTube, blogging, wikis) has become a part of everyday life in the 21st century and provides powerful communication tools that can have a significant impact on both personal and professional reputations. Because it is easy for the lines between work and personal life to become blurred in these areas, the Allegheny East Conference Corporation Office of Education has adopted the following general policies and guidelines. All personnel at our local church schools and early childhood development centers are required to adhere to the guidelines and policies outlined below.

Employees are expected to follow the same behavioral standards online as they would in face-to-face contexts. All conduct should be consistent with the mission, purpose, and values of the Seventh-day Adventist Church.

Details of the social network policy are found in the appendix of this handbook.

SECTION II

Classroom Management

Classroom management is the judicious use of time, space, and teacher behaviors to enhance student motivation, mastery, and memory of new skills and concepts. Optimum management of the classroom and students can be achieved with the effective use of the following strategies:

- ✓ Arrange seating to suit the activity and avoid distractions.
- ✓ Have lesson plans and teaching tools for the day ready.
- ✓ Teach classroom procedures (what to do when you line up, complete an assignment, need help, etc.).
- ✓ Post classroom schedule using a font of 70 or larger for full student visibility.
- ✓ Teach to the correct level of instruction.
- ✓ Pace lessons to avoid confusion and boredom.
- ✓ Make sure every student understands and is able to do the assignment.
- ✓ Deal with problems quickly.
- ✓ Enlist students in setting standards and resolving conflicts.
- ✓ Distinguish between poor judgment and deliberate wrong doing.
- ✓ Overlook the unintentional and the insignificant.
- ✓ Have a good sense of humor.

Student-Teacher Relationship Strategies

Student-Teacher Relationships:

Students differ widely. Some are well behaved and eager to learn, and others have learning or behavioral challenges. Develop a warm accepting relationship with each student. This improves self-concept and increases the probability that learning will take place. It is your responsibility to meet the students where they are and to take them where they need to be. All students can learn, under the right conditions.

Positive Reinforcement:

Positive reinforcement is crucial for the development of academic achievement and appropriate behavior. Encouragement and feedback consistently implemented increase the likelihood that appropriate behaviors will be replicated.

Student Health and Safety

The school is responsible for the safety of all students at all times during the school day.

- ✓ Students should be supervised **at all times** while in the care of school personnel. An appropriate adult must visually oversee students regardless of duties being performed. There is no quick run to the office or restroom that is acceptable.
- ✓ Students are not to be released from the teacher's care without written permission from the parent or guardian who is listed on the official registration form when the student was registered for school.
- ✓ Unsafe conditions should be reported to the principal. Students should not be permitted in the area until the condition has been corrected.
- ✓ All school personnel are prohibited from giving medication to students except the school nurse or a certified designated person approved by the local school board (*CUCEC 3540*).
- ✓ In case of an accident:
 1. Determine if the injury is serious.
 2. Inform the parents immediately of any injury.
 3. First aid may be administered by trained personnel.
 4. After attending to the student and informing parents, record the incident. Include the name, time, date, circumstance, injury, treatment, location (if student was taken out for treatment), and name of the person on duty at the time of the injury.
- ✓ Any suspicion of child abuse must be reported to the authorities and to the principal.

Guidelines for specific problems are listed in the Union's *Emergency Procedure Manual*. One must be posted in every classroom. If one is not posted in your classroom, please check with your principal to obtain it.

Fire/Safety Drills:

Emergency procedures and exit routes must be posted in every classroom. Fire/Safety drills should be conducted once a week during the first month of school and monthly thereafter. The student roster must be taken on all drills and the roll called as soon as the students are a safe distance from the school. Procedure demands that the principal sign the teacher's student roster each time a proper fire/safety drill is conducted.

Classroom Instructional Time

Allocated time:

Allocated time is the amount of time scheduled for each subject and must be carefully managed. Students should be actively engaged 100% of the time with some degree of learning taking place. Academic learning time allocates 35% of directed teaching time to help students master skills or concepts.

Prepare and post a classroom schedule using the following time requirements:

- ✓ Primary grades 25 hours of instruction per week
- ✓ Middles grades 27.5 hours of instruction per week
- ✓ Upper grades 30 hours of instruction per week

Subject Time Requirements Per Day/Week

(Language Arts equals Reading, Spelling, Handwriting, and Grammar combined; Other subject times may be combined for block scheduling)

Subjects	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6	Grades 7 & 8
Bible	5 days/30 min.	5 days/45 min.	5 days/45 min.	5 days/45 min.
Language Arts	5 days/160 min.	5 days/160 min.	5 days/140 min.	5 days/120 min.
Reading	5 days/100 min.	5 days/100 min.	5 days/60 min.	5 days/60 min.
Spelling	4 days/20 min.	5 days/20 min.	5 days/20 min.	5 days/20 min.
Handwriting	4 days/15 min.	4 days/15 min.	4 days/15 min.	////////////////////
Grammar	4 days/25 min.	4 days/25 min.	4 days/25 min.	4 days/45 min.
Math	5 days/60 min.	5 days/60 min.	5 days/60 min.	5 days/60 min.
Science	4 days/20 min.	4 days/30 min.	5 days/45 min.	5 days/45 min.
Social Studies	4 days/20 min.	4 days/30 min.	5 days/45 min.	5 days/45 min.
P.E.	4 day/20 min.	4 day/20 min.	2 day/45 min.	2 day/45 min.
Art	1 day/60 min.	1 day/60 min.	1 day/60 min.	1 day/60 min.
Music	1 day/60 min.	1 day/60 min.	1 day/60 min.	1 day/60 min.
Computer	1 day/30 min.	1 day/30 min.	1day/60 min.	1 day/60 min.

Pre-School Week

Teachers report to duty on the date specified in their contract unless otherwise directed by the Superintendent. Failure to do so, without prior permission, is a violation of the contract.

The major responsibilities for preschool week include the following:

- ✓ Secure and read a copy of the school calendar, duty roster, and student and teacher handbooks.
- ✓ Prepare and post a classroom schedule using the time requirements listed on page 12 of this handbook.
- ✓ Study the curriculum guides for all subjects assigned to teach.
- ✓ Study teacher's editions for all textbooks.
- ✓ Develop long range plans.
- ✓ Develop lesson plans for the first week of school.
- ✓ Become adept in handling the school's electronic management system (RenWeb) for lesson planning, student grades, student attendance, emailing, etc.
- ✓ Develop an emergency packet with stand alone learning experiences, the schedule, seating chart, class list, supervisory duties, and the name of a classroom helper (if possible). This packet is due the third Monday of September each year.
- ✓ Prepare bulletin boards that relate to concepts you will be teaching, a spiritual theme, a welcome display, classroom rules and procedures, an area to display student work and emergency information.
- ✓ Arrange the classroom to avoid distractions. (Seats should not face windows, the hall, or high traffic areas such as the pencil sharpener or the trash can.)
- ✓ Organize materials and learning centers.
- ✓ Display the United States flag. (No other flag should be above or to the right of it. Students should recite the pledge as part of the morning exercise.)
- ✓ Prepare a field trip schedule in conjunction with long range lesson plans. Ask the principal if there is a limit to the number of field trips the class may take. Trips should not conflict with local and conference-wide events. The principal must approve all trips before students or parents are informed.
- ✓ Write students' names on a temporary roster until ready to transfer information to the AECC roster.
- ✓ Prepare packets for parent orientation that contain the following:

1. Skills and concepts each student will learn (*Key Learnings*)
2. Homework assignments, projects, field trips, on-going assignments (spelling tests on Fridays, current events on Mondays, book reports the last day of each month, etc.)
3. School procedures (i.e., snow days, early dismissal)
4. Recommended lunches emphasizing no flesh foods

The First Day of School

1. Arrive early enough to review your room and make sure all materials are ready before faculty worship.
2. Welcome students at the door.
3. Introduce yourself and call the roll (a get acquainted activity is appropriate). It is not necessary to call the roll after you know all of the students.
4. Conduct worship.
5. Explain and practice classroom procedures.
6. Share your expectations for student success before teaching.
7. At the end of the day, reflect on the activities and make adjustments.
8. Schedule a tour of the school for any new students in your class.

Student Discipline

Discipline:

Discipline problems occur when students do not understand the work, are forced to wait, or do not have their need to belong met. Misbehavior may be to get attention, to gain power, to get revenge, or to avoid failure.

Cooperative Discipline involves 5 steps to help students choose responsible behaviors:

1. Stop the behavior (*Intervention Strategies – Appendix C*).
2. Describe the misbehavior, objectively.
3. Identify the goal for appropriate behavior.
4. Use encouragement strategies to prevent future misbehavior (*Appendix D*).
5. If persistent or serious, use conflict resolution, and or involve parents and administration.

Teacher-Student Conflict Resolution (the 6D's):

1. Define the problem, objectively.
2. Declare mutual needs.
3. Describe mutual feelings
4. Discuss win/win solutions
5. Decide on a plan
6. Determine the plan's effectiveness and make adjustments, if necessary.

Detention:

Students may be retained after school for not more than 1 hour. Parents must be notified prior to the detention.

Corporal punishment is not to be used in any Allegheny East Conference Corporation School under any circumstance.

Suspension:

A teacher may take a child from the classroom, due to disruption, to the administrator for disciplinary action after exhausting classroom/school disciplinary procedures. Make sure appropriate supervision is maintained for all students. The principal may suspend a student from school for up to three (3) days for serious or repeated violation of school rules. In the case of serious, overt behavior such as insubordination, violence, weapons, profanity, or drugs (possession or use), no prior violation is necessary for major action to be taken. However, the parents must be notified as soon as possible. There must also be a written notice that contains the reason for the suspension, the duration of the suspension, and conditions for the student's return. A longer detention may be determined by the school board.

School-Based Intervention:

In areas of both learning and behavior, school-based intervention may become necessary. It can readily be obtained through the intervention specialist in the Office of Education. A consultation is required before an expulsion, before special academic/behavioral placement, or after a potentially traumatic experience.

Expulsion:

Only the school board may expel. However the following steps must be taken first:

1. The teacher works with the student individually (written records must be available).
2. The teacher informs the parents about the problem.
3. The teacher informs the principal about the problem.
4. The student is suspended from class.
5. The student is suspended from school.
6. A referral is made to the conference intervention specialist.*
7. The board advises the parents to withdraw the student in order to avoid expulsion.

**School personnel, not licensed to assess behaviors, are not permitted to project any psychological assumptions regarding the behavior of a child.*

Out-of-Control Students:

Sometimes student behavior goes beyond typical classroom disruption. Students may become violent towards others or themselves. When this happens:

1. Notify the principal or superintendent.
2. Remove other students from the area.
3. Do not enter the student's space unless you have a way out.
4. Remain calm and try to reassure the student until help arrives.

SECTION III

Curriculum

Curriculum is more than the subject students take or the information they are to know or the skills they are to master. It includes all experiences that a student has in school. The Adventist curriculum fosters the development of the whole person – the intellectual, the physical, the social, and the spiritual. It is built around the following ten goals that form the foundation of our North American Division's ***Journey to Excellence (J2E)*** education model:

- ⇒ Acceptance of God and His Word
- ⇒ Commitment to the church
- ⇒ Family and interpersonal relationships
- ⇒ Responsible citizenship
- ⇒ Healthy, balanced living
- ⇒ Intellectual development
- ⇒ Communication skills
- ⇒ Life skills
- ⇒ Aesthetic appreciation
- ⇒ Career and service

Curriculum Guides and Key Learnings of the North American Division's Office of Education:

These booklets outline the program for each content area. They should be available to teachers in each school. If curriculum guides are not easily accessed, ask the principal to make them available for everyday use. Additionally, the North American Division has outlined *Key Learnings* for each grade level that can be downloaded from the following web site: www.nadeducation.org. A hardcopy of the Key Learnings is included as part of this Handbook.

Textbooks:

Required and recommended textbooks are listed in the *Columbia Union Conference Elementary and Secondary Textbook List*. The list is generated each year and given to each teacher. Small schools may use materials designed just for small schools and the alternative plan on the textbook list. Permission to use alternative textbooks not listed in the Textbook List must be supported and recommended by the principal to the Office of Education for final approval. No request is needed for supplementary

textbooks. Trade books and literature based supplements to the Pathways Reading Series are encouraged. Reviewed selections may be found in the *Elementary and Secondary Textbook List* or the local *Adventist Book Center*.

Instruction

Instruction is the deliberate arrangement of learning conditions to promote the attainment of the learning goals. It involves the management of several tasks. These tasks include: selecting learning outcomes; designing lessons to achieve the outcomes; adapting instructional material for the correct level; using instructional strategies to accommodate the individual learner; and having students demonstrate what they have learned to assess the effectiveness of the instruction. Effective instruction involves presentations, activities, and discussions which result in a student's demonstration of acquired knowledge.

Learning Styles:

Students are developmentally and biologically prepared to learn differently. The teacher must determine how each student learns through assessments and observations. Teach to the modalities: *say it, write it, and perform it*. Assign according to intelligence: *have students read it, discuss it, sing it, draw it, or perform it*.

Grouping:

Grouping is an effective classroom strategy. Grouping should be flexible and not fixed. Each group is established for a specific activity. When the skill is learned, the groups are dissolved. Ability grouping involves teaching several students on the same level a specific skill. Balanced grouping ensures a balance in ability, gender, race, and behavior. Every student in the group should have an assigned task. The number of students in a group is determined by the activity.

The Magic Number 7:

The average student can learn seven new concepts at a time plus or minus 2. Slower students may handle 5 concepts, but more advanced students may be able to handle 9. Most students will be comfortable with 7.

Tortoise and Hare Syndrome:

The average speech speed is 100 to 150 words per minute. The average listening speed is 475 words per minute. If students are not motivated to listen their thoughts

may drift while waiting for the next word. Lessons must be interesting, purposeful, and fun.

Process time:

Use the 3-minute pause. During presentations, stop every 7 to 10 minutes to check for understanding. Have students share with the class or a fellow student what they have learned.

T-Chart

Another way to begin or end a lesson is with the T-Chart. Ask students to describe what a concept looks like and sounds like.

T-Chart for “Polite”

Looks Like	Sounds Like
standing in line quietly	“thank you”
no pushing	“please”
walking on the right side of the hall	quiet voices
opening the door for someone else	

K-W-L

To introduce a new concept or to determine the correct level of instruction, ask students what they know, want to know, and at the end, what they have learned.

Know	Want to know	Learned (At the end ask)
What do you know about Philadelphia?	What do you want to know?	What did you learn?
It’s in Pennsylvania.	Why is it important	Historical events
Ben Franklin lived there.	Who is the mayor?	John Citizen
The Liberty Bell is there.	Was the first flag made there?	Yes, by Betsy Ross

Lesson Plans:

Lesson plans are a must for all teachers. Principals are to require teachers to carefully prepare lesson plans. It is a good plan to have these completed for the coming week

before leaving campus on Friday. A skilled teacher will prepare a yearly outline for each class that will establish the long-range goals to be reached. Daily objectives and short-range goals should be included in weekly lesson planning. Teachers are to write and post weekly lesson plans on the school management system (RenWeb). Plans are to be checked by the principal and should be available through RenWeb for the superintendent’s and associates’ review.

4MAT Lesson Plan □ <i>How to plan a unit/chapter</i>	AECC Daily Lesson Plan □ <i>How to write daily plans</i>	<i>Madeline Hunter Design</i> <i>How to implement a lesson</i>
	<p>J2E Goal: Values of Adventist education</p> <p>Objective: What the student will know or be able to do after instruction.</p> <p>Resources: Textbook, people, videos, etc.</p>	
<p>Q1. R-Connect: Provide experiences that connect the students to the concept.</p> <p>L-Attend: Plan for students to analyze and reflect on the experience to establish why—the reason behind the learning.</p>	<p>Procedure: A. What the teacher will do to help students acquire and integrate new knowledge.</p>	<p>1. Anticipatory Set - An introduction that is relevant to the students’ background and what they will learn.</p> <p>2. Purpose - Why the lesson is important and how students will be able to use it.</p>
<p>Q2. R-Imagine: Help students to create a mental picture of the concept.</p> <p>L-Inform: Provide the <i>what</i>—theories and concepts in a variety of ways.</p>	<p>B. What the students will do to acquire, extend, refine, and use new knowledge.</p>	<p>3. Input - Provide new information in a variety of ways (say it, write it, allow students to experience it).</p> <p>4. Model - Use graphic organizers. Demonstrate skills. Role play.</p>
<p>Q3. R-Practice: Help students explore new concepts.</p> <p>L-Extend: Allow students to experiment the with <i>how</i>--practice and extend skills.</p>	<p>Assessment: How students will demonstrate the attainment of the objective.</p>	<p>5. Check for Understanding - Discuss, think-pair-share, questions.</p> <p>6. Guided Practice - Students use information in a meaningful way while the teacher monitors and gives feedback</p>
<p>Q4. R-Refine: Encourage students to analyze concepts for other meaningful applications.</p> <p>L-Perform: Have students explore <i>if</i>—adapt, modify, share, and celebrate new learning.</p>	<p>Extension: What the students will do to reinforce learning and ensure mastery.</p>	<p>7. Independent Practice Additional assignment to re-enforce learning</p> <p>8. Closure - Summarize the lesson and tie concepts together.</p>

Homework:

Homework allows students to **practice** what they have learned, to **complete class** work, to do **make-up** assignments, and to do **independent** projects. It also teaches students to take responsibility for their learning and manage their time wisely. Homework should be relevant, given as needed, and may differ from student to student. Homework should not include work parents may have to teach. Homework should never be used as punishment.

New Student Screening:

Screening helps to determine the correct level of instruction. It is recommended that teachers and administrators use Jerry Johns Basic Reading Inventory for all new students. Additional screening tools for math, science, and technology may be used based on local administrative discretion.

Reporting Student Progress:

Teachers have a responsibility to record and report on student progress in academic achievement, attitudes, and behavior. Through the school management system progress should be posted for parents and students to review on a regular basis. The management system generates report cards and midterm reports that can be mailed and/or emailed to parents/guardians. Parent-teacher conferences are held at the end of the first and third quarters to formally review student progress. If, at any time, student progress is not satisfactory, increased contact with parents/guardians must be held to help the child avoid failure academically and behaviorally. Students cannot be failed if parents have not been given adequate opportunity to assist the student and teacher in implementing corrective measures that insure student success. Information about students is limited to the teacher, parent/guardian, and official school personnel who have a need to know.

Advanced Placement (Skipping Grades):

Skipping grades is not recommended, particularly in the primary grades. Students need to learn all of the skills and concepts in the curriculum. Skipping grades increases the probability that a student will have learning or social gaps. However, students may complete the curriculum at their own pace. If the student completes the work for the current grade before the end of the first semester, the student may begin the work of the next grade in a personalized accelerated program. For a student to be considered for advanced placement, the following criteria must be met:

1. The student has a composite score on the ITBS at the 90 percentile or above.
2. The student demonstrates academic, social and emotional readiness.
3. The principal submits written request to the AECC Office of Education **by March 1st**.
4. The decision is then made in consultation with the administrator, parents, teachers, and the Office of Education.
5. A student's advancement plan can include two years in one or three years in two with appropriate additional costs
6. Written approval from the conference office of education will be kept on file at the school. (CUCCEC 5205C:1-3)

Retention:

Retention is not recommended. Requests for retention must be submitted before the end of the third quarter of a given year (**no later than March 1st**). The decision is made in consultation with the administrator, parents, teachers, and the AECC Office of Education. No student is to remain at the same grade level for more than 2 years. (CUCCEC 5235)

The Last Week of School:

- ⇒ Collect student textbooks.
- ⇒ Report damaged or missing books to the principal.
- ⇒ Complete report cards.
- ⇒ Complete attendance and scholarship records (cumulative record)
- ⇒ Indicate in the above record documents whether the student is promoted, placed in, or retained in the appropriate grade.
- ⇒ Have students clean out their desks and lockers.
- ⇒ Distribute grade reports according to the clearance policy of the school as directed by the principal.

Post School Week:

- ⇒ Submit undistributed report cards to the principal.
- ⇒ Update students' cumulative folders.
- ⇒ Complete the online register ("blue book") and closing report.
- ⇒ Repair and store textbooks according to subjects and grades.

- ⇒ Use and fill out the inventory list of all books and instructional materials used during the school year and submit to the principal
- ⇒ Submit the list of books and instructional materials needed for the next year.
- ⇒ Use and fill out the inventory list of all furniture and equipment used during the school year and submit it to the principal.
- ⇒ Make a list of repairs, furniture, and equipment you will need for the next year.
- ⇒ Turn in school keys along with all the above lists to the principal.
- ⇒ Enjoy your summer!

SECTION IV

Appendix A: Dimensions of Learning

The Dimensions of Learning by Robert Marzano focuses on five types of thinking a student must engage in for learning to take place and what the teacher can do to ensure that the conditions for thinking are provided.

1. Help Students Create **Positive Attitudes and Perceptions for Learning**

Students must feel they are accepted in the classroom and that the teacher's expectations are meaningful and attainable.

- a. Help students to feel accepted by -
 - establishing a relationship with each student
 - planning for each student
 - responding positively to *all* student responses
 - providing cooperative learning opportunities
 - establishing and communicating classroom rules and procedures
 - providing for personal safety in and outside the classroom
- b. Help students to understand the value of the lesson by -
 - linking lesson to students' interest and goals
 - allowing for student input
- c. Help students to believe they can be successful by -
 - providing positive feedback
 - teaching students to use positive self-talk
- d. Help students to understand tasks by -
 - being clear and specific about your expectations
 - breaking complex tasks into small steps

2. Help Students to **Acquire and Integrate New Information**

Students must be guided in relating to new information and linking it to current knowledge, if they are to construct and internalize meaning. Acquiring and integrating new information differs for declarative (concepts) and procedural (processes) knowledge.

To learn declarative knowledge the teacher must:

- a. Help students to *construct meaning*

- experience information visually, auditorially, and kinesthetically
- use K-W-L, 3-Minute Pause, and concept attainment
- b. Help students to *organize* declarative knowledge
 - provide an advanced organizer
 - teach note-taking skills
 - create pictographs, charts, graphic organizers
- c. Help students to *store* declarative knowledge
 - experience information through a variety of senses
 - create their own mnemonic devices

To learn procedural knowledge the teacher must:

- a. Help students to *construct models* for procedures
 - think aloud
 - provide step-by-step written instructions
 - provide flow charts
 - encourage mental rehearsals
- b. Help students to *tweak* procedural knowledge
 - provide variations
 - point out pitfalls and errors
 - provide a variety of situations for students to use procedures
- c. Help students *internalize* procedural knowledge
 - massed and distributed practice
 - chart speed and accuracy

3. Help Students to *Extend and Refine New Knowledge*

Students must be taught to analyze and think critically about what they have learned. This can be done by classifying, comparing, induction, deduction, error analysis, and analyzing personal perspectives.

4. Provide Opportunities for Students to *Use Knowledge Meaningfully*

Students must have the opportunity to use knowledge to perform meaningful tasks such as decision making, investigation, experimental inquiry, problem solving, and inventing.

5. Help Students to Develop *Productive Habits of Mind*

During the learning process students must develop habits of mind such as:

- a. *Self-Regulation* - being aware of ones own thinking, planning, resources, feedback, and the effectiveness of ones own actions
- b. *Critical Thinking* - being accurate, clear, open-minded, and sensitive to others
- c. *Creative Thinking* - pushing the limits of ones thinking to generates new ideas

Appendix B: Cooperative Discipline: Interventions

The teacher needs a variety of intervention strategies to stop misbehavior.

Behavior	Strategy	Technique
Attention Seeking	<i>Minimize the attention.</i>	Ignore the behavior Give student "the eye." Move next to the student. Use name dropping. Drop student's name into the context of the lesson. The equator is "DAVID" an imaginary Send a general signal (Thumbs down). Send a secret signal. Give a written notice. Use an "I-message."
	<i>Clarify desired behavior.</i>	State "Grandma's Law." (first work, then play.) Use "target-stop-do." (say name, say stop ____, and say what they should do.)
	<i>Legitimize the behavior.</i>	Create a lesson from the misbehavior. (Student deliberately passes gas. "Write a paper on flatulence and the medical procedure for correcting bowel disorders.") Go the distance. ("Since you like hopping so much, you may hop for the next five minutes.") Have the class join in. Use a diminishing quota. (Negotiate the number of times the student may perform the behavior he "can't help" down to zero. "You may belch twice." Ignore those. Tally others and issue agreed upon consequence.)
		Turn out the lights. Play music. Lower your voice. Change your voice. Talk to the wall. Use one-liners (in jest) "To be or not to be cooperative."
	<i>Do the unexpected.</i>	Stop teaching. Ask a question.
	<i>Distract the student.</i>	Ask a favor. Give choices. Change the Activity.
	<i>Notice appropriate</i>	<i>behavior.</i>
		<i>Move the student.</i>

Use
proximity
praise.
Use
compliance
praise.
Record
the
behavior.

Give a standing ovation

Change
the
student's
seat.
Use the
thinking
chair.

Power and Revenge Behaviors	<i>Make a graceful exit.</i>	Acknowledge student's power. "I can't make you do any thing. Perhaps the principal or your father can." Remove the audience. Table the matter until later. Schedule a conference. Use fogging. (de-value remarks: agree, ignore) State both viewpoints. To you __, but to me__ . Refuse responsibility. "You figure it out." End it. "Unless you have something different to add, I am finished with this conversation." Call the student's bluff. Take a teacher time-out. "This isn't going well. I need a time-out. We will revisit this later."
	<i>Use time-out</i>	Use the language of choice. "You may sit here or in Mrs. Lee's room." Send for someone to remove the student. Require a reentry plan.
	<i>Set consequences Loss or delay of privilege Loss of free interaction Restitution Reteach appropriate behavior</i>	Loss or delay of an activity (recess). Loss or delay of using objects (computer). Loss or delay of access to school areas. Deny interaction with other students. Required interaction with school personnel. Required interaction with parents. Required interaction with police. Return, repair, or replace objects. Repayment of time. Compensation to teacher or classmates. School service. Extended practice. Write report.
	<i>Conduct teacher-student conference</i>	Use conflict resolution. 1. Define the problem. 2. Declare the need. 3. Describe the feelings. 4. Discuss solutions. 5. Decide on a plan. 6. Assess effectiveness.
Avoidance-of-Failure Behaviors	<i>Modify instructional methods.</i>	Use concrete learning materials. Use computer-based instruction. Teach one step at a time. Teach the learning styles; assign to intelligences.
	<i>Encourage positive self-talk</i>	Post positive classroom signs. Require two "put-ups" for every put-down. Encourage positives self-talk before tasks.
	<i>Reframe the "I can't refrain."</i>	State your belief in the student's abilities. Stage an "I can't funeral." Do not permit the phrase to be used in class.
	<i>Teach how to become unstuck.</i>	Brainstorm. Provide a secret way to signal for help. Use sequence charts. Step-by-step how to.

	<i>Tutor</i>	Peer. External. School-based intervention. (AECC <i>REACH</i> consultant)
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Appendix C: Prevention Strategies

To prevent misbehavior, students must have their needs met. The building blocks of self-esteem, feeling capable, connected and contributing, are the same 3 C's students need to belong. Through encouragement techniques teachers can help students to change their feelings, attitudes and behavior and prevent misbehavior.

Help Students Feel Capable	Help Students Connect	Help Students Contribute
<p><i>Make mistakes okay</i> Talk about mistakes. Share you own. Equate mistakes with effort. "Some things take time."</p>	<p><i>Show acceptance</i> accept cultural differences accept disabilities accept personal styles accept the doer but not the deed</p>	<p><i>Encourage students to contribute in class</i> Thoughts and ideas Daily task</p>
<p><i>Build confidence</i> Acknowledge the difficulty of the task. Focus on improvement. Build on strengths. Show faith.</p>	<p><i>Give attention</i> Listen to students. Show interest in hobbies. Recognize birthdays. Attend school events.</p>	<p><i>Encourage students to contribute to the school</i> Volunteer Join special groups</p>
<p><i>Focus on pass success</i> Remind of previous Accomplishments</p>	<p><i>Show appreciation</i> Verbalize. Write a note.</p>	<p><i>Encourage students to contribute in the community</i></p>
<p><i>Make learning tangible</i> Keep a portfolio Keep a skills check list Talk about yesterday, today and tomorrow</p>	<p><i>Give Affirmation</i> Be enthusiastic Acknowledge positive traits verbally and in writing</p>	<p><i>Encourage students to contribute to others</i> Friends, younger students peer tutoring</p>
<p><i>Recognize achievement</i> Applaud Stars, stickers Award assemblies</p>	<p><i>Show affection</i> Greet students Smile High 5's</p>	

Appendix D: Monthly Reminders

July/August

1. Complete and return to the principal Conflict of Interest and Agreement Form
2. Complete and return to the principal Faculty Information Update Form
3. Complete and submit to the principal by August 20th the Teacher Monthly Report
4. Place student ID on **IOWA Survey document** and issue to parents
- 5. Complete and submit lesson plans to the designated Administrator via the school management program (RenWeb) or as determined by the Administrator**
- 6. Update and post weekly student academic performance on RenWeb! (2 Grades per week per core subject)**

September

1. Submit Teacher Opening Report to the principal
2. Submit field trip requests
3. Post and distribute first quarter interim reports on the school management program (RenWeb)
4. Update and post **weekly** student academic performance on RenWeb!
5. Contact parents of any student that is having difficulty in your class
6. Complete and submit to the principal the Teacher Monthly Report by the 20th
7. Collect and send Outdoor School money for grade 6 to the principal's office
8. Prepare classroom and students for Open House (**Discuss all policies relating to Valedictorian/Salutatorian Designation for 8th Grade students) G.P.A. as well as IOWA Testing Qualification**)
9. Complete and submit to the office the PDP-Form A
- 9. Introduce the Scientific Method to students in Grades K-8 (Local STEM Fair-Group Projects K-2) (AEC Regional STEM Fair, individual Projects Grs. 3-8)**
- 10. Faculty Meeting**

October

1. Prepare for pre-conference/visit with principal
2. Update and post **weekly** student academic performance on RenWeb!
3. Complete and post register and report cards (RenWeb)
4. Send home parent-teacher conference forms
5. Complete and submit the Teacher Monthly Report by the 20th
- 6. Encourage students to begin working on individual STEM Fair Projects (Grs. 3-8)**
- 7. Begin working with students on Spelling Bee words (AEC Regional Spellers Grs. 4-8)**
- 8. Faculty Meeting**

November

1. Post second quarter interim reports on the school management program (RenWeb)
2. Update and post **weekly** student academic performance on RenWeb!
3. Contact parents of any student that is having difficulty in your classroom
4. Prepare for formal teacher evaluation from the principal or designee

5. Prepare for Grandparents' Day (usually done from 10 a.m. to 12:30 p.m.)
6. Complete and submit the Teacher Monthly Report by the 20th
- 8. Faculty Meeting**

December

1. Make sure student information (i.e., family, testing, etc.) has been placed on Cumulative record cards
2. Complete and leave/post lesson plans (RenWeb) for the first week of January before leaving for Winter Break
3. Complete and submit Teacher Monthly Report by the 20th
4. **Faculty Meeting**

January

1. Complete and post register and report cards (RenWeb)
2. Give Teacher Intent Form to the principal by the 15th
3. Update and post **weekly** student academic performance on RenWeb!
4. Contact parents of student having academic and/or behavioral difficulty in your classroom
5. Complete and submit Teacher Monthly Report by the 20th
6. **Collect and Submit Outdoor School Funds for Grades 6-8 by January 15**
7. **Faculty Meeting**

February

1. Post third quarter interim reports through school management program (RenWeb)
2. Continue preparing students for participation in the Science Fair and Spelling Bee
3. Complete and submit Teacher Monthly Report to the principal by the 20th
4. Prepare for second formal teacher evaluation from the principal or designee
5. Update and post **weekly** student academic performance on RenWeb!
6. **Faculty Meeting**

March

1. Begin planning for the close of school activities and events
2. **Begin preparing for eighth grade promotional activities (Practice Not Permitted during Core Instructional Time)**
3. Schedule parent-teacher conferences
4. Send diploma orders for grade 8 to **AECOE** by the 15th
5. Send student advanced placement or retention recommendations to **AECOE** by **March 1 (All supporting documents must be submitted)**
6. Complete and leave/post lesson plans (RenWeb) for week after Spring Break
7. Complete and submit Teacher Monthly Report to the office by the 20th
8. **Complete local spelling bee competitions by the 2nd week**
9. Post register and report cards for third quarter through the school management Program (RenWeb)
10. Update and post **weekly** student academic performance on RenWeb!
11. **Submit AEC Regional Spelling Bee Participants by 3rd Monday**
12. **Faculty Meeting**

April

1. Prepare and practice for 8th grade graduation (**Practice Not Permitted during Core Subject Instructional Time**)
2. Update and post **weekly** student academic performance on RenWeb!
4. Post interim fourth quarter reports through school management program (RenWeb)
5. Contact parents of students who are having difficulty in your classroom
6. Complete and submit Teacher Monthly Report by the 20th
7. **Faculty Meeting**
8. **Schedule 8th Grade Promotional Activities (Advertise to Families)**

May/June

1. Receive school closing procedures from principal
2. Update and post **weekly** student academic performance on RenWeb!
3. Remind students to return library books, textbooks, and other items belonging to the school
4. Submit charges for any lost books or materials to the office
5. Assist students with cleaning the classroom before leaving for the summer
6. Prepare for Awards' Day Program
7. Complete and post register and report cards (RenWeb)
8. Complete and submit Teacher Monthly Report to the principal by the 20th
9. Faculty Meeting

***Hold REACH TEAM meetings when appropriate in order to support students prior to submission of Retention and Acceleration Documents are due.**

Appendix E: Social Network Policy and Guidelines

Policies for All Social Media Sites, Including Personal Sites and Emails:

1. Employees must protect confidential and proprietary information.
 - a. Employees are not permitted to share personal information about their employer, fellow teachers, or students online without permission.
 - b. Employees are not authorized to use church or school logos on personal sites.
2. Employees must comply with all laws and regulations, paying particular attention to laws governing intellectual property rights including copyrights and trademarks.
 - a. Employees must not post student work or pictures with students in them without permission from the student (if 18 or older) or his/her parent/guardian (for under 18).
 - b. Employees are expected to be aware of and obey the “Terms of Service” outlined by any social media platform.
3. Employees are expected to respect their employer’s time and property.
 - a. Social media activities must not interfere with work commitments.
 - b. All communication transmitted from and residing on work computers is considered company property and may be monitored or viewed by the employer without the employee’s consent.
 - c. Security warnings and pop-ups must be heeded. Viruses are often spread through social networking sites and could cause serious damage to school equipment. Appropriate virus protection software and spyware should be installed on all school equipment.
4. Employees are legally responsible for anything they write or present online.
 - a. Violation of law can result in legal action.
 - b. Violation of policy can result in disciplinary action up to and including termination.

Best Practices to Protect Both Employee and Employer:

1. Individuals should think twice before posting.
 - a. Anything posted on the internet is permanent; content that would not be shared with a member of the media should not be posted online.
 - b. Caution should be used when linking to content; redirecting to another site may imply an endorsement of its content.

- c. Individuals are advised to stick to the facts and to remember that comments, online or otherwise, can be taken and used out of context.
- 2. Professional conduct must always be maintained.
 - a. Teachers are role models and as such, are often held to a higher degree of personal standards.
 - b. All student-teacher communication in particular must be strictly professional. Parents/Guardians should be included in all online communication between students and teachers.
 - c. The posting of content (including pictures) is a reflection of the individual and his/her employer. Attention should be given, not only to what is posted, but to the tone and presentation of the content.
 - d. Special care should be used when posting or responding to controversial topics or opposing ideas.
- 3. Employees should identify their views as their own.
 - a. A disclaimer such as “The posting on this site are my own and do not represent the views or opinions of my employer” can help protect both the employee and the employer.
 - b. Such a disclaimer, however, does not by itself exempt an individual from personal responsibility.
- 4. Privacy settings and security alerts are important.
 - a. Teachers in particular must consciously maintain the same professional distance from their students in online relationships as they do in person and may consequently choose to create at least two (2) profiles on social networking sites – a personal profile and a teacher profile – and set the privacy settings accordingly.
 - b. User names and passwords should not be shared with anyone.

Appendix F: Employee Dress Code

Allegheny East Conference Corporation
Office of Education

Employee Dress Code

(As approved by the K-12 Board of Education, June 15, 2004)

In the workplace it is always appropriate and expected that workers are properly dressed for the profession they represent. This is especially important for a teacher at the elementary or secondary education level. Such importance is highly related to the major influence a teacher has upon the thoughts and lives of such impressionable minds. Teachers are role models before the student every day. The behavior, language, and appearance of a teacher speak volumes about the type of message communicated to students regarding the profession represented. Behavior and language are often attended to by teachers with intentional and careful thought. However, when it comes to appearance through dress, such carefulness is not always exercised by all. The intent of this code is to address the importance faculty, staff, and temporary workers must place on their selection and wear of clothing in the workplace. The following guidelines are policy established by the Allegheny East Conference Corporation Office of Education Principals' Council and approved by the Allegheny East Conference K-12 Board of Education on June 15, 2004.

General Guidelines

Clothing selected and worn should be:

1. Appropriate to the task at hand (teaching, maintenance, yard, kitchen, and cleaning staff)
2. Pleasant and attractive in color and appearance
3. Loose fitting to allow free movement throughout the day with a variety of activities
4. Fashionable
5. Conservative
6. Worn at appropriate lengths
7. Properly pressed
8. Clean

Clothing selected and worn should not be:

1. Trendy
2. Unkempt
3. Tight fitting
4. Revealing
5. The style of shorts

Footwear should be professional and appropriate for the occasions and worn at all times.

Wedding bands are the only acceptable forms of jewelry.

Schools That Require Uniforms

Teachers, in schools that require students to wear uniforms, should:

1. Select attire that matches the uniform (optional)
2. Wear neckties each day students are required to wear neckties (male teachers)
3. Wear collared shirts on days students are allowed to wear collared shirts
4. Wear skirts or dresses each day students are required to wear skirts or dresses (female teachers)
5. Wear slacks or pantsuits each day students are allowed to wear slacks or pantsuits (female teachers)
6. Wear the appropriate physical education attire with students when physical education is being taught by the teacher
7. Wear the appropriate field trip attire that is established in collaboration with school administration

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