



Roy & Dora  
**Whitman  
Academy**

# ROY AND DORA WHITMAN ACADEMY

**“Get a G.R.I.P. on Life”**

**Godliness • Responsibility • Inquisitiveness • Pursuit of Excellence**

## Roy & Dora Whitman Academy Teacher Performance Expectations

Roy & Dora Whitman Academy has adopted a paradigm for teacher performance based on the research done by Robert Marzano in his book, *The Art and Science of Teaching* (2009). The teaching role is divided into 4 domains, Classroom Strategies and Behaviors, Planning and Preparing, Collegiality and Professionalism, and Reflecting on Teaching and learning. Teacher evaluations reflect performance in each of these areas.

During the year, the department heads or the mentor teacher will meet with teachers to help them understand how to meet expectations in each of the 4 domains. During pre-service orientation, teachers learn what is involved in each of the performance areas and receive training in how to write lesson plans, how to use the online data base (Renweb), and how to set up a classroom that is well managed and student centered. Department heads and the Principal are always happily available for advice and consultation for ideas on how to conduct creative, hands-on learning experiences for the students at every level. Getting involved in a professional learning community (PLC) provides support and ideas for how to grow in the teaching profession.

### **Classroom Strategies and Behaviors**

- Maintain and model in attitude, speech and actions a consistent daily walk with Jesus Christ.
- Set up a safe, attractive, organized learning environment in the classroom that is conducive to student-centered interactive lessons.
- Follow the course of instruction and course pacing as outlined in the curriculum guide for each subject area.
- Incorporate creative, hands-on, real time learning experiences (not worksheets or reading a textbook) into the lesson sequence for each subject.
- Integrate Biblical principles and Christian philosophy of education throughout the curriculum.
- Endeavor to make student-centered learning the norm in the classroom.
- Cooperate with the Special Education Coordinator to ensure students with Individualized Educational Programs (IEP) are getting their accommodations.

### **Planning and Preparing**

- Participate in pre-service orientation (August 7-17, 2017)
- Create lesson plans for each subject a week ahead and load the plans onto the online platform (RenWeb) by 8 am of the Monday of the week the lesson plans will be executed.
- Update curriculum guides as needed



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## **Collegiality and Professionalism**

- Be at school by 7:30 a.m., Monday, remain in school until 4:30 for the staff meeting. Tuesday through Thursday and remain in school until 3:30 pm. On Saturdays, teachers may leave at the end of the early dismissal at 2:25
- Dress professionally according to the guidelines in the Staff Handbook.
- Follow the protocol for dealing with problems by going through the proper chain of command.
- Attend weekly staff meetings
- Participate in a Professional Learning Community (PLC) group
- Be ready to assist other colleagues with your field of expertise
- Take on a lunch duty or afterschool duty 1/week.
- Twice a semester, lead staff devotions
- Enter grades into Renweb on a weekly basis
- Follow procedures for filling out forms for field trips, sponsoring debates and showing videos
- Communicate frequently with parents
- Help out or lead at least one extra-curricular activity or event
- Be willing to occasionally fill in as a substitute teacher as your schedule allows for emergency absences
- At the end of the school year, participate in packing up all classroom materials and assist with general organization of the school

## **Reflecting on Teaching and Learning**

- Read through and become familiar with all pre-field orientation material
- Cooperate with the department heads and principal on weekly walk-through informal observations and formal, bi-annual observations. Formal observations include meeting with the principal to go over the lesson that will be observed, having the principal come in and observe the lesson, and finally after the lesson, discussing with the principal how the lesson met expectations
- With the principal and/or the department head, create a professional development plan for each year.
- Administer a mid-year student survey of teacher performance and evaluate the results with the department head and principal
- Review and analyze student performance data to improve teaching strategies
- Conduct parent-teacher conferences at the end of the first and third quarters

Full-time teachers at R&DWA should consider their teaching responsibilities as their primary time commitment and top priority. If teachers are able to manage their teaching responsibilities, they may desire to take time to study the Arabic language, serve in a local church, or engage in other types of community service or ministry projects such as tutoring, women’s ministry, clubs, sports, etc. These outside areas should not conflict with daily class schedule, weekly meeting schedule, and extra event responsibilities. Teachers should not ask to be excused from regular duties in order to accommodate an outside schedule.



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