

«Դասավանդի՛ր, Հայաստան» կրթական հիմնադրամի

Գործադիր տնօրենի

ՀՐԱՄԱՆ N 27/02/2023

«Ուսուցիչ-Առաջնորդի ձեռնարկ 2023»-ը հաստատելու վերաբերյալ

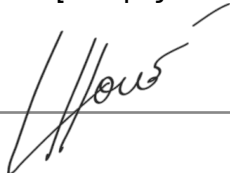
ք. Երևան

«27» փետրվարի, 2023 թ.

Հիմք ընդունելով Հիմնադրամների մասին ՀՀ օրենքի 27-րդ հոդվածի 3-րդ կետի 8-րդ ենթակետը՝ հրամայում եմ.

1. Հաստատել 2023-2025 թվականների Ուսուցիչների առաջնորդության ծրագրի (այսուհետ՝ Ծրագիր) մասնակիցների վարքականոսները՝ «Ուսուցիչ-Առաջնորդի ձեռնարկ 2023»-ը (այսուհետ՝ Ձեռնարկ)՝ համաձայն հավելվածի:
2. Սահմանել, որ.
 - 2.1. Ձեռնարկը հանդիսանում է կենդանի փաստաթուղթ և ենթակա է փոփոխությունների Հիմնադրամի կողմից որոշված պարբերականությամբ:
 - 2.2. Ձեռնարկով սահմանված բոլոր դրույթները տարածվում են Ծրագրի, ինչպես նաև նախորդ տարիներին ընդգրկված բոլոր մասնակիցների վրա և պարտադիր են անվերապահ կատարման:
 - 2.3. Ձեռնարկի բովանդակությունը ծանուցվում է մասնակիցներին էլեկտրոնային տարբերակով էլ. Հասցեներին Ձեռնարկի տեսածրված տարբերակը ուղարկելու միջոցով, որը համարվում է պաշտոնական ծանուցում: Փոփոխությունները ևս ծանուցվում են սույն կետով սահմանված եղանակով:
 - 2.4. Ձեռնարկի պաշտոնական տարբերակը հրապարակվում է նաև teachforarmenia.org Հիմնադրամի պաշտոնական կայքէջում:
 - 2.5 Սույն հրամանն ուժի մեջ է մտնում ստորագրման պահից:

Հիմնադրամի գործադիր տնօրեն՝
Լարիսա Յովաննիսյան



Teacher-Leader Handbook 2023

Important Note:

This Handbook is a living comprehensive document (the content may be subject to adjustments under newly emerging circumstances and needs) intended to guide Teacher-Leaders^[1] on their leadership development journey. Teacher-Leaders will be communicated on the changes made to any portion of the Handbook.

This is a non-official English translation of the handbook. In case of any dispute, the Armenian version prevails. The official Armenian version can be found on Teach For Armenia's website.

Introduction

This Teacher-Leader Handbook (henceforth “Handbook”) outlines all essential policies, procedures and expectations outlined for Teacher-Leaders in the framework of the Teacher Leadership Program (hereinafter “Program”). The handbook is written with Teach For Armenia’s commitment to equality and diversity at its heart and should be interpreted in a way that provides fair treatment for all.

Definitions

For the purposes of this policy:

1. **Foundation:** Refers to the Teach For Armenia Educational Foundation.
2. **Executive Team:** An individual within the organization with a chief-level designation (i.e. Chief Executive Officer, Chief Operating Officer, and Chief of Finance and Operations).
3. **Teacher-Leader:** A participant in Teach For Armenia’s two-year core program.
4. **Alumni-Ambassador:** A graduate of Teach For Armenia's two-year core program.
5. **Program:** Refers to Teach For Armenia’s Teacher Leadership Program.

Regulation

This Manual and other documents forming an integral part of it are developed and approved in Armenian. The manual and other documents forming an integral part of it can also be written in a foreign language. In case of conflict between the texts, the Armenian text shall be given priority.

Teach For Armenia's Kochari

Teach For Armenia's movement for educational justice is similar to the Kochari dance. Communities across Armenia have their own special dances, yet each kochari shares similar movements. Each kochari emphasizes the importance of building community by moving together in unison. With hands linked, we move together to signify that we are united in our cultural heritage. Similarly, Teach For Armenia's *Kochari* is a collection of unifying concepts that help to synchronize our collective movement. In short, our efforts across Armenia and Artsakh reflect the uniqueness of each community while revolving around a shared vision.

Vision

We envision an Armenia where all children, regardless of their socioeconomic circumstances, have the opportunity to unlock their full potential through an excellent education.

Mission

Our mission is to catalyze a nationwide movement of impact-driven leaders expanding educational opportunities to all children in Armenia and Artsakh.

Problem

Over half of Armenia's population is now centered in or around Yerevan, and the majority of the nation's wealth is concentrated within a few square kilometers of the capital's city center. Across Armenia and Artsakh, villages are dwindling due to a lack of opportunity. However, we believe that transformation is possible, and our students will lead the way.

Teach For Armenia 2050 Promise

HERE IS THE PROMISE TO EVERY CHILD BORN IN OUR COMMUNITY:

By the time you are 25 years old, our country will be transformed because of YOU. You will be equipped to tackle local problems using global solutions. Your commitment to civic responsibility will galvanize a movement for educational justice. The pride that you have for your community will spark local ingenuity. The Armenia that you will know as an adult will be radically different from the Armenia and Artsakh that we know today, because of your leadership, and the leadership of your peers, parents, teachers, and mentors.

Teach For Armenia's Theory of Leadership

In 2019, we embarked on a new initiative to define our Theory of Leadership. Through a co-creative process, we involved: 70 Students, 45 Parents, 12 Principals, 9 Supporters, 75 Teacher-Leaders, 40 Alumni Ambassadors, and 34 Staff Members. We asked ourselves: What type of leadership is needed to honor Armenia's past, adaptive to the present, and be agile for the future? Collectively, we answered that Armenia needs leaders who are:

- Patriotic and constantly growing activators;
- Respectful, goal-oriented, and educated citizens;
- Bold and academically strong role models;
- Culturally-rooted and collaborative initiators;
- Values-driven and innovative life-long learners;
- Contemplative and self-actualized trailblazers; and
- Community-oriented and transformative visionaries.

In order to keep Teach For Armenia's 2050 Promise, we have created a long-term strategy, which we symbolically named "Aragast". The Aragast outlines three areas of impact:

- 1) Enlist a critical mass of change-makers to achieve a tipping point;
- 2) Enable bright spots across the nation; and
- 3) Achieve structural change.

What do these areas of impact mean?

FIRST: we aim to recruit passionate and dedicated individuals to serve as Teacher-Leaders (i.e. participants of our two-year Teacher Leadership Program), placing them to teach and lead in communities across Armenia and Artsakh that need them the most.

SECOND: individuals who were trained through our program then work in partnership with their students to create hundreds and thousands of “bright spots” that serve as proof points for the entire system.

THIRD: in the long-run, our former teachers and students serve as “Ambassadors” for our mission, working in tandem with our communities and the government to implement the structural changes necessary to unlock the nation’s fullest potential (i.e. our third area of impact).

This is what Teach For Armenia means when talking about "educational justice".

Core Values

At Teach For Armenia, we believe that by our example we can shape the culture that we would like to spread in our classrooms. To that end, we hold our bar high and strive to demonstrate the kind of leadership we want to see throughout the system.

Innovation and excellence

In order to achieve system-wide transformation and unlock the nation’s potential through education, we must hold ourselves to the highest of global standards while innovating locally.

Resolve & Perseverance

To achieve system-wide transformation, we must dare to dream big with a deep sense of possibility in our collective potential while setting audacious goals and overcoming obstacles through dedication and commitment.

Compassion & Community

We approach others with compassion, practice deep listening, demonstrate emotional intelligence, and co-create a better future with our community through collective leadership.

Learning & Growth

We commit to continuous improvement and lifelong learning through rigorous cycles of introspection, reflection, research, and analysis in order to unleash our fullest potential.

Integrity & Humility

We recognize our own limitations, admit fault, learn from mistakes, seek to leverage the strengths of those around us, commit to overcoming obstacles, and always endeavor to do the right thing.

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I Teach For Armenia Approach and Principles?

Professionalism

We recognize that our work is challenging, and that all members of the Foundation are committed to ending educational inequity. Accordingly, they always treat each other with respect and strive to truly understand the unique perspective each person brings to our work.

Equal Opportunity and Treatment

The Foundation strives for every Teacher-Leader to be successful and deeply believes this is possible only if everyone can bring their whole, best selves to our collective work toward educational excellence. Teach For Armenia is committed to a policy of equal treatment and opportunity in our interactions with all of our stakeholders without regard to their sex, race, skin color, genetic features, language, religion, belief system, political or other views, belonging to an ethnic minority, property status, birth, disability, age or other personal or social circumstances^[2]. Teach For Armenia considers discrimination or harassment of any type unacceptable and does not condone such behavior. All of Teach for Armenia's policies are aligned with Armenia's legislation on non-discrimination.

Discrimination and Harassment

If a Teacher-Leader believes to have been subjected to discrimination and/or harassment by a Teach For Armenia staff member or another Teacher-Leader, the Foundation encourages the Teacher-Leader to flag the concern. If it is appropriate and possible for the Teacher-Leader to do so, the Foundation encourages the Teacher-Leader to attempt to resolve the matter directly with the person who allegedly conducted the offense. In instances where this type of informal intervention is not appropriate, sufficient, or possible to resolve the matter, please inform the Leadership Development Manager or Managing Director of Program about the situation so that the Foundation can take appropriate steps, including conducting some manner of investigation into the circumstances and then taking appropriate action regarding the results of our investigation. Please note that while the Foundation wants to be informed of alleged harassment or discrimination that takes place at the Teacher-Leader's school or with another community partner, our ability to affect the situation may be limited by confidentiality rules and/or our indirect involvement and/or influence with the other party. Therefore, Teacher-Leaders should familiarize themselves with the ministerial and government-mandated anti-discrimination policies and practices.

Program participation for people with disabilities

Teach For Armenia believes that it is possible for a qualified individual to have a disability and be a part of our work. Teach For Armenia is committed to providing equal access and opportunities to individuals with legally recognizable disabilities and prohibits discrimination on the basis of disability in the application process and in the delivery of collective work.

Working with Teacher-Leader Supporters

The Foundation recognizes the importance of the ongoing support Teacher-Leaders receive during their Teacher Leadership Program commitment from their family members such as parents, spouses/life partners, siblings or children (hereinafter “Supporter”). In fact, it is often because of this critical support that Teacher-Leaders are able to give their all as classroom and community leaders.

For this reason, the Foundation asks the Teacher-Leader for a contact person who can be reached out in case of an emergency.

However, out of professional respect for Teacher-Leaders, the Foundation will not discuss the activities of Teacher-Leaders with their Supporters, except in cases where a person has a type of disability that requires additional support for communication.

Accident Insurance

Teach Armenia is willing to provide accident insurance to every Teacher-Leader from the moment they enroll in the existing in person period of Teacher-Leader Academy courses until the end of the Teacher Leadership Program.

Accident insurance for fellows covers following:

- Accidental Death (100% Coverage)
- First Group Disability (100% Coverage)
- Second Group Disability (70% Coverage)
- Third Group Disability (40% Coverage)
- Medical Expenses Caused by Accidents (100% Coverage)

In case of bodily injuries caused by accidents, 100% reimbursement applies to the coverage of primary medical expenses actually incurred within the amount of insurance, referring to correction of joint dislocation, fracture repair, as well as the coverage of related laboratory or instrumental examinations, but does not apply to expenses for conservative and restorative treatment.

Claim Handling Procedure:

- Immediate notification on the insurance accident to relevant bodies (i.e. medical Institution, the police, etc.).
- Record of the claim within 48 hours via a telephone call at 012 888 888 or visiting www.RGS.am and submitting a claim.
- Submission of claim and relevant documents within 30 days at the following address: 30 Vardanants street, Yerevan, Armenia.
- Reimbursement within 15 days.

In case of questions about the Accident Insurance offered by Teach For Armenia, please send the inquiries to info@teachforarmenia.org.

Emergency Communication

In case of local or personal emergency (e.g. natural disaster, conflict, kidnapping, etc.) the Teacher-Leader should notify their Leadership Development Manager (if possible). If the Teacher-Leader is unable to contact the Leadership Development Manager themselves, the school principal is obliged to inform Teach For Armenia about the current situation.

Upon learning of an emergency situation, the Leadership Development Manager must immediately report their manager- the Head of the Regional. Then, the Regional Head sends an e-mail titled "EMERGENCY SITUATION" to the Teach For Armenia Senior Management Team, describing the situation and what steps are being taken to solve the problems. During this time, the Leadership Development Manager continues to be in contact with the Teacher-Leader or the school principal until the issues are resolved with the guidance of the Senior Leadership Team.

Teacher-Leaders can request help from Teach For Armenia or support in organizing transportation in the state of an emergency. However, in such cases, Teacher-Leaders must recognize the limitations of the Foundation to control the situation. As such, Teacher-Leaders who request help from the Foundation will not hold the Foundation liable for complications in their retrieval. To request support, please contact your LDM or Regional Head."

Requests from Teach For Armenia

The Foundation works hard to respond to all requests for documents confirming Teacher Leadership Program participation, reference forms or letters of recommendation. Meanwhile, feedback to the requests requires following certain procedures, as indicated below.

Request Policies

Document Request: When requesting a letter of reference, a letter of confirmation, or any other document of confirmation from Teach For Armenia, the Teacher-Leader can expect the request to be acted upon no sooner than 5 business days after the request has been made. The request for information and other documents must be filled out using the following [link](#).

Information Request: When a Teacher-Leader needs something from the Leadership Development Manager which requires approval or assent by the Head of Region or the Foundation leadership, the Teacher-Leader can expect a reply within no less than 3 business days.

Contacting Teach For Armenia Staff: It is important that the Leadership Development Manager remains the point of contact between the Teacher-Leader and the Foundation for the whole duration of the Teacher Leadership Program. However, should the members of the Teach For Armenia staff be contacted and/or initiate a contact themselves, the Leadership Development Manager^[3] should also be involved throughout the whole communication and made aware of any final results.

Our Relationship with Our Partner Communities

Engaging with Visitors to Our Schools

Throughout the Teacher Leadership Program experience, Teacher-Leaders may be asked to host visitors at their school in order to showcase their own impact and the impact of the organization. In situations where Teach For Armenia initiates the visit, the Leadership Development Manager and/or other staff members will support in liaising with the school administration in preparation for the visitors.

It should also be noted that sometimes a donor may decide to sponsor a Teacher-Leader or school, meaning that they provide funding to Teach For Armenia to cover the program costs associated with our operations in the school building. Through this type of partnership, a donor may want to conduct visits with the Teacher-Leader and/or school community.

In cases where Teacher-Leaders receive notice of a visit from high profile guests, including government officials and/or media entities interested in conducting interviews, it is the duty of the Teacher-Leader to inform their Leadership Development Manager as soon as they receive the request.

Day-to-Day Communications

The Foundation is committed to providing Teacher-Leaders with a comprehensive Teacher Leadership Program that is designed to foster their development to become the teachers our students and communities need. The Foundation's leadership development comes through multiple formats, including ongoing training and coaching, access to external resources, etc. All workshops or trainings, as well as the thorough set of deliverables, are mandatory and are a fundamental part of successfully completing the Teacher Leadership Program.

One of the critical ways that the Foundation supports Teacher-Leaders with, is to engage regularly with individuals at their school – including their principal, Leadership Development Manager, Regional Head and other Teacher-Leaders – to understand their perspectives on the Teacher-Leader's performance.^[4]

The types of information the Foundation shares and/or asks about include:

- Thoughts on classroom culture, classroom management, etc. of the Teacher-Leader;
- Relationships with colleagues, teaching staff, students, their family members and the community,
- How the Teacher-Leader is generally perceived by these stakeholders;
- Information on the types of support that the Foundation is offering and the extent to which the Teacher-Leaders are benefiting from such support; and
- Information on the types of support that the Teacher-Leader's school or certification partner is offering to him/her and the extent to which the Teacher-Leader is benefiting from such support.^[5]

The Foundation shares this information largely through informal means, such as conversations and messages.^[6] The Foundation has learned that collaborating in this way ensures a better positioning to support Teacher-Leaders through a grounded understanding of their strengths and opportunities to

grow. Teacher-Leaders are aware of the availability of this information, as they should be hearing and learning the same things from the aforementioned partners as well.

Information Not Shared with School Partners

The information that the Foundation does not share with school partners includes, first and foremost, any personal information about a Teacher-Leader – such information is considered to be confidential. In this regard, personal information reported about the Teacher-Leader is considered any data about their personal life (marital status, family, etc.). The Foundation discloses this only in the extremely rare instance that it believes a Teacher-Leader or others would be put in danger by not sharing such information, for example, if a Teacher-Leader becomes a danger to himself/herself or might endanger the children in their care. In this context, personal information includes any details about the Teacher-Leader's personal life, such as relationship status, family, etc.

The Foundation does not engage in the school's formal internal processes as the Teacher-Leader's employer. The Foundation always attempts to operate with a deep respect for Teacher-Leaders' rights and responsibilities as employees of the school and therefore does not seek to interfere with the employer-employee relationship they have with the school. Occasionally, schools may ask the Foundation to formally participate in certain development processes – for example, to jointly develop a plan to assist a Teacher-Leader's development as a teacher and in those cases, the Foundation will participate only after informing the Teacher-Leader about the request and the role the Foundation might play in the process.

School and/or Ministry Disciplinary Proceedings

In rare instances, Teacher-Leaders can find themselves subject to employment proceedings, such as investigations or disciplinary proceedings instituted by their school or district. The Foundation always recommends that Teacher-Leaders obtain representation from an attorney with expertise in administrative matters. Given the limited legal jurisdiction placed on the Foundation, it simply does not have the expertise necessary to advise Teacher-Leaders on their rights and obligations when such proceedings are underway. The Foundation will always continue to support Teacher-Leaders in their classroom as a teacher while such proceedings take place. The Foundation reserves the right to play a more active role if considering doing so appropriate or helpful, such as by submitting a letter attesting to the Teacher-Leader's character or impact as a teacher. However, in most instances, it would not be appropriate or helpful for Teach For Armenia to engage in such proceedings in a formal way.

Engaging with Our Certification Partners

As part of the two-year Teacher Leadership Program, Teacher-Leaders who do not have a teacher's qualification may get the chance to be involved in the "Teacher Leadership" Master's program, which was developed and implemented as a result of the cooperation of YSU and Teach For Armenia and which will ensure the continuous training of Teacher-Leaders and uninterrupted activities in schools. Scholarships for Master's programs are sponsored by the Foundation within the framework of official partnerships with higher education institutions (hereinafter "Certification Partner"). Unless pre-approved by Teach For Armenia before the start of the Program, Teacher-Leaders are not permitted to enroll in additional graduate studies. Teacher leaders who are involved in the Master's program are required to maintain grade point average (GPA) or the minimum grade point threshold required to maintain the master's scholarship and continue their participation in the Teacher Leadership Program. Teacher-Leaders who are unable to complete the certification program in good standing are required to reimburse Teach For Armenia for the tuition otherwise covered by the scholarship.

Engaging with the Media

Teach For Armenia works with the media to raise awareness of educational equity and the Foundation's role in addressing it. The Foundation will not be able to achieve its vision and mission without increasing awareness of our work. To accomplish this, the Foundation frequently uses photographs, film, videotape and/or biographical information of Teacher-Leaders in publicity efforts, promotional materials, directories and other similar projects and Teacher-Leaders may appear in these materials without their prior knowledge – although Teach For Armenia makes reasonable efforts to secure the Teacher-Leader's permission to publish their image, likeness or other information, whenever feasible.

The media is also a vital medium to disseminate accurate information and protect the organization's reputation. In this document, "media" includes – but is not limited to – local, national and international newspapers, magazines, radio, television, online news, social media platforms and blogs. To achieve this, the Foundation limits the number of people who can speak to the media as spokespersons of Teach For Armenia. All Teacher-Leaders are welcome to make appearances in the media with proper preparations from the Marketing and Brand Strategy Department. Teacher-Leaders may be asked by the Marketing and Brand Strategy Department to be interviewed and make appearances based on their areas of expertise, but not as official spokespersons of Teach For Armenia.

As such, members of the Marketing and Brand Strategy Department are responsible for managing all relationships with journalists and media outlets. Any variance on this would be on a case-by-case basis, agreed in advance with the Marketing and Brand Strategy Department. The Marketing and Brand Strategy Department should be notified about and handle all media inquiries and contact from journalists. The Marketing and Brand Strategy Department aims to provide Teacher-Leaders with support

in order to ensure efficient and effective communications with external audiences. Media inquiries and requests for appearances of Teacher-Leaders should be submitted to the Marketing and Brand Strategy Department at marketing@teachforarmenia.org at least 5 business days prior to their appearance date, putting in the copy the Leadership Development Manager working with them as well.

This includes any requests for “off the record” or “background” briefings. All Teach For Armenia press releases, statements, quotes, briefings or comments must be coordinated and approved by the Marketing and Brand Strategy Department. All engagement, outreach and invites to media and journalists for Teach For Armenia activities and events should be coordinated and approved by the Marketing and Brand Strategy Department.

Please Note: A Media Waiver must be signed and submitted by all Teacher-Leaders before attending Teacher Leadership Academy. This document gives Teach For Armenia the right to use Teacher-Leaders’ photos, videos and all other materials on various platforms. In addition, Teacher-Leaders are required to request^[7] Teach For Armenia media release waivers^[8] from the legitimate representatives of the students in their schools, in order to share different photos or images of their work.

II. THE TEACHER LEADERSHIP PROGRAM AND PROGRAM EXPECTATIONS

Pre-Service Online Training Course

Participation Teacher-Leadership Academy (TLA) for Educational Equity is full of new experiences, learning, and opportunities for growth. In order to better prepare candidates for Teacher-Leadership Academy, the Pre-Service Online Training Course is required of every candidate. The online training is a 5-week course which is conducted entirely online. Every week, candidates are expected to complete a series of assignments that are designed to provide further information about the Foundation, the Program and TLA. These assignments will be evaluated as part of the candidate’s selection journey. In order to be invited into Teacher Leadership Academy, candidates must successfully complete Pre-Service Online Training Course.

To successfully complete the course, candidates must:

- Submit all assignments on-time;
- Have all assignments marked as “Acceptable” according to the evaluation rubric;
- Ensure that all assignments are the candidates own work;
- Interact respectfully on the online platform.

Below are general provisions of the Pre-Service Program:

- If a candidate has an assignment marked as “Not Acceptable”, he/she will be provided the opportunity to redo the assignment once more.
- If it turns out that the candidate committed an ethical violation (plagiarism, etc.), they are getting a **Notice** but also may get another chance to submit the task. Any second instance of ethical violation will result in removal from the Program with respective consequences.
- If the candidate does not achieve an “Acceptable” or complete the assignment ethically the second time, the candidate will be dropped from the online course and will not be joining TLA. The candidate will not be considered a Teacher-Leader.
- If a candidate is not able to participate in the online course in the assigned course dates, then he/she can request to participate in the subsequent course (if available). The candidate must inform the Selection Department of this before the course begins so the required accommodation can be made.
- If a candidate is not responsive throughout the duration of the course, the candidate will be considered to have de facto removed himself/herself from the Teacher Leadership Program.
- In extenuating circumstances, the candidate may reach out to the Head of Selection if there are accommodations that need to be made due to these circumstances (illness, special learning accommodations etc.).
- Teach For Armenia considers the Pre-Service Program and the Teacher-Leadership Academy as a probationary period through which the organization has the right to exit an individual if they have not met the expectations outlined by the Program.

It should also be noted that Teach For Armenia requires a subject specific check as a part of the Pre-Service Program.

Teacher Leadership Academy for Educational Equity

As a part of our Teacher Leadership Program — and to be equipped with the knowledge, skills and mindsets to be successful in their placements — all Teacher-Leaders are required to participate in an intensive summer training program in the summer before school begins. All information pertaining to the Teacher Leadership Academy (TLA) can be found at: www.teachforarmenia.org/X.

The Teacher Leadership Academy (TLA) is a rigorous program that combines theoretical and practical learning sessions. Teacher-Leaders are required to teach at summer school/online summer camp during this time and attend *all* sessions and workshops throughout this period. In addition, Teacher-Leaders are required to submit all assignments and deliverables on time throughout the TLA and later throughout the Program.

In order to support Teacher-Leaders to meet the minimum requirements for teaching, participation or value fit (see the section below), Teach For Armenia may enroll them in Teacher Improvement Plan (TIP^[10]). The TIP is designed to provide the support Teacher-Leaders may need to be the most effective teachers and professionals they can be. See more about the TIP process in the sections below.

Teach For Armenia reserves the right to dismiss any Teacher-Leader from **Teacher Leadership Academy** for failure to meet expectations or for a breach of the organization's Core Values. Dismissal from Teacher-Leadership Academy is a dismissal from the entire Teacher Leadership Program. As mentioned in the previous section, Teach For Armenia considers the Pre-Service Program and the Teacher-Leadership Academy as a probationary period through which the organization has the right to exit individuals who have not met the expectations outlined by the Program.

Teacher-Leader candidates relocating to Armenia with foreign citizenship must demonstrate that they have the necessary paperwork before the Foundation arranges travel. All hard copies of the documents must be submitted to the necessary agencies no later than the first day of Teacher-Leadership Academy. Individuals who have not submitted the necessary paperwork to the government will not be placed and cannot receive any financial assistance, including Relocation Assistance. Prior to the Teacher-Leadership Academy, Teach For Armenia may assist Teacher-Leaders in determining the necessary documents as required by state bodies. Teach For Armenia reserves the right to dismiss an individual coming from abroad who has not submitted the necessary paperwork on time.

30 Credit Certification

In 2022, the government of Armenia passed a new law allowing accredited organizations to issue teaching certificates through a 30-credit course. The certificate allows recipients to fill critical vacancies in Armenia's public schools located in high-mountainous and border communities.

Teach For Armenia received approval from the Ministry of Education, Science, Culture, and Sports to issue a 30-Credit Certificate through its intensive summer training (also known as our "Teacher Leadership Academy") followed by one year teaching at placement school.

Teacher Leadership Master Program and Self Guided Learning

In partnership with Yerevan State University, Teach For Armenia designed a new Master's in Teacher Leadership, the first graduate degree in Armenia to place a special focus on educational justice. The course examines how teachers can play a role in achieving system-wide transformation through the cultivation of leadership (both within themselves and their students).

The topics studied within the framework of the master's and Program include:

Coursework topics include:

- Teach For Armenia Education Philosophy
- Educational Equity and Children's Rights
- Thematic Planning and Classroom Assessment
- Classroom Culture and Social-Emotional Learning
- Change Based Learning
- Innovative Teaching Methodology and Educational Technologies

Community Innovation

- Design thinking and
- Idea Generation
- Theory of Change and SMART goals
- Action Research
- Budget and Fundraising
- Pitching
- Impact measurement and evaluation

Our Program was intentionally designed for Teacher-Leaders working in remote communities across Armenia and Artsakh. For that very reason, the vast majority of professional development is delivered through a rigorous self-guided curriculum. In addition to our self-guided modules, Teach For Armenia organizes quarterly gatherings for Teacher-Leaders (both regionally and nationally). The events are organized around the collective needs of Teacher-Leaders using the organization's Leadership Framework, focusing both on pedagogy as well as leadership development.

Regional gatherings and Educational summits

In addition to our self-guided modules, Teach For Armenia organizes quarterly gatherings for Teacher-Leaders (both regionally and nationally). The events are organized around the collective needs of Teacher-Leaders using the organization's Leadership Framework, focusing both on pedagogy as well as leadership development.

During the Regional gatherings and Educational summits, specialists from Teach For Armenia community and other experts in the field conduct targeted discussions and workshops aimed at developing teachers' professional and leadership skills, as well as responding to various educational needs.

Leadership Coaching

What makes our Program perhaps most unique is that all Teacher-Leaders are matched with a coach and mentor called a Leadership Development Manager. Using Teach For Armenia's Leadership Framework, our Leadership Development Managers provide our Teacher-Leaders with targeted and differentiated support.

Innovation Accelerator Concept

Teach For Armenia aims to transform the nation through education, and we believe in the power of our students, and their teachers, to drive that change. For that reason, our program provides our students, Teacher-Leaders, and alumni with the opportunity to implement Innovation Projects. In short, our aim is to spark innovation and cultivate leadership in every corner of the country.

It is important to highlight that students and community members play a critical role in co-creation and co-implementation for all three levels of the accelerator, not just the Student-Led Innovation Projects. Collective leadership is a core focus across our programming. Also, Teach For Armenia also supports Teacher-Leaders who do not directly receive funding from the organization to lead crowdfunding campaigns.

Summer Leadership Development Opportunities

During the summer months between the first and second year of the Teacher-Leader's commitment, Teach For Armenia will continue to pay Teacher-Leaders stipends. As such, Teacher-Leaders are expected to participate in a summer leadership development opportunity. First and foremost, Teach For Armenia aims to engage our rising second-year Teacher-Leaders as mentors to our incoming cohort through TLA. However, if we are unable to offer a TLA mentor position to a Teacher-Leader, it is then the Teacher-Leader's responsibility to identify a summer leadership development opportunity. A summer leadership opportunity can include an internship or paid job that aligns to Teach for Armenia's leadership pathways. These pathways include:

- Teaching
- School Leadership and Education Management
- Social Impact

- Public Policy and Administration
- Science
- Corporate

Alternatively, Teacher-Leaders can decide to remain in their communities over the summer months in order to focus on a Community Innovation Project.

Regardless of the opportunity that Teacher-Leaders decide to pursue, they must receive approval from the organization. In order to receive approval for an internship or paid job, they must submit an offer letter and job description that outlines their responsibilities. If Teacher-Leaders decide to remain in their community to focus on their Community Innovation Project, then they must submit a project plan outlining how they intend to use their time along with a letter from the principal and/or a community member confirming that they will be remaining in the community.

Teacher-Leaders should be in their communities during the entire Student Leadership Camp if they are serving as TLA Mentors. For Teacher-Leaders who are not selected to serve as TLA Mentors, it is the Teacher-Leaders' responsibility to ensure that they are clear on their school's particular expectations regarding the summer break for teachers. Teach For Armenia expects its Teacher-Leaders to work a minimum of 3 weeks on the summer leadership development opportunity. The Foundation encourages them to use the rest of the break to re-energize and prepare for the next school year. Teach For Armenia reserves the right to suspend financial aid if a Teacher-Leader has not committed sufficient time to an internship, paid job, or Community Innovation Project over the summer.

At the end of the summer leadership opportunity, Teacher-Leaders are expected to submit a letter of recommendation from their supervisor from Teacher-Leaders summer internship or job or a progress report regarding their Community Innovation Project.

Tech4Armenia (T4A)

The regulations and provisions of this Handbook apply to the Tech4Armenia program developed and implemented by Teach For Armenia (Tech4Armenia T4A). Considering its experimental nature, the following regulations are defined (in case of differences between this chapter and the Handbook, the provisions defined in this chapter shall prevail).

Within the framework of the T4A program, persons working in IT organizations (hereinafter referred to as T4A Teacher-Leaders) are enrolled, undertaking a two-year commitment. After joining the program, T4A Teacher-Leaders maintain their main job on a part-time and/or flexible working schedule in a remote format (with the possibility of working from another location), having the opportunity to establish themselves in the community in which they will actually

teach at the school. T4A Teacher-Leaders are expected to teach 7 hours per week at school, as well as devote two hours to training and professional development. In order to prepare for extracurricular activities, as well as teaching, Teacher-leaders will have time flexibility to organize the process in the most convenient and efficient way for them.

T4A Teacher Leaders must attend the Teacher-Leader Summer Academy. For them, the academy will be extended to nine weeks, which means that instead of three weeks, Teacher-Leaders will only participate in one-week full-time course, and during the remaining eight weeks, the courses will last a maximum of four hours per day. In this case, T4A Teacher Leaders will start their training two weeks earlier than other candidates.

It is important to note that all the classes will be organized in the morning, so that the participants can focus on their work, as well as the TLA tasks, in the second part of the day. Out of the nine weeks, only one week will be necessary to participate in person. The rest of the training will be conducted online/remotely.

Teach For Armenia encourages T4A Teacher-Leaders to create opportunities that connect students to the activities they carry out in their workplace. Thus, programmers can conduct programming courses for students after school, as well as assist students in the implementation of innovative IT-oriented programs. Such activities within the Program will be considered as extracurricular activity and are aligned to Program expectations.

III. Teacher-Leader's Commitments to the Program in Teach For Armenia

Teacher-Leader Conduct Expectations

Becoming a Teacher-Leader means joining the ranks of the teaching profession as an at-will employee of the placement school and the Foundation expects Teacher-Leaders to act in a professional manner in all of the interactions with students, families, other faculty members and Teach For Armenia staff. The fact that our collective work makes us participants in the broader education reform movement – a movement for educational equity – means that the Foundation has additional expectations for the Teacher-Leader's conduct and the good judgment that one exercises as a Teacher-Leader. Therefore, the Foundation expects that Teacher-Leaders act in accordance with the commonly held understanding of professionalism, including but not limited to appropriate attire, punctuality, meeting deadlines, and appropriate communication.

Political Activity

Teach For Armenia is an independent educational foundation with no political affiliation, committed to building Armenia's future through educational excellence and Community Innovation. As educators and public servants, Teacher-Leaders should ensure political neutrality in the classroom as the cornerstone of a holistic and inclusive educational experience where students from all walks of life and viewpoints can

feel free to engage openly and honestly in the classroom. For the Foundation to succeed in its mission to end educational inequity in Armenia, it is imperative that it partners with the government of Armenia, irrespective of the political party in office. In addition, it is important that Teacher-Leaders are cognizant of the fact that Teach For Armenia is a non-profit organization which establishes partnerships, accepts donations, monetary and non-monetary support from individuals, foundations and companies of various political and non-political orientations, public and private bodies. Political neutrality is important for the Fund's financial stability and fundraising.

As representatives of the organization, Teacher-Leaders are expected to respect the organization's political neutrality when engaged in any activity during the program. To do so, Teacher-Leaders must adhere to the following guidance:

- Teacher-Leaders are bound by RA Law on General Education and ensure the democratic and secular nature of education. Engaging in political activities or carrying out political propaganda at educational institutions is prohibited. Engaging in political activities or carrying out political propaganda at educational institutions is prohibited.
- Teacher-Leaders who engage in political campaigns should do so in their personal capacity. If a Teacher-Leader is listed as a supporter of a political campaign or initiative, it should be without mention of institutional affiliation or it should be done with a disclaimer indicating that their actions and statements are their own and not those of Teach For Armenia.
- Teacher-Leaders should not engage in political activity or campaigns through Teach For Armenia's official publications or using Teach for Armenia's name and brand, including the logos, t-shirts, caps, bags, stickers or any other apparel or items associated with Teach For Armenia.
- Use of Foundation facilities and resources in support of a political candidate, party, referendum or political action committee that could give the appearance that Teach For Armenia is supporting one candidate or position over another is not permitted. Prohibited uses include: 1) Using Teach For Armenia's stationery, watermark, seal, official email, telephones, computers, printers and copiers; and 2) Providing mailing lists, office space, telephones or other institutional resources.
- As brand ambassadors, Teacher-Leaders are asked to be thoughtful regarding the content posted online. If Teach For Armenia has an objective and reasonable belief that one or more postings by the Teacher-Leaders by any means through social media, TV, or news agency create the impression that Teach For Armenia has endorsed a particular candidate or a particular side of a public referendum, it may request that a disclaimer be posted stating that the opinions expressed are attributed to the author and do not represent the views of Teach For Armenia;

Teacher-Leaders should maintain the commitment to our Core Values and Commitment to Professionalism at all times. Failure to do so could result in the release from the Teacher Leadership Program and will be assessed on a case by case basis. The Foundation reserves the right to suspend financial assistance and/or remove an individual from the Program if the Teacher-Leader's political activities have caused detriment to the Foundation.

Confidentiality & Non-Disclosure

Information resources are vital assets of Teach For Armenia. While the Foundation recognizes the importance of open and transparent circulation of information for the success of our work, certain information regarding the program activities, applicants, Teacher-Leaders, staff, donors and financials should be kept confidential.

Over the course of the Program, Teacher-Leaders will have access to certain information resources such as data or internal communications. Teacher-Leaders should handle this information with care and should check with their Leadership Development Manager before sharing or modifying such materials.

Child Rights and Protecting our Students

The integrity of the teacher-student relationship is the foundation of our work in the classroom. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of our students and the potential for coercion. Whenever a Teacher-Leader, now or in the future, might reasonably become responsible for teaching, advising or directly supervising a student, an intimate relationship between them is inappropriate and must be avoided.

In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose Teacher-Leaders, their placement school/school district and Teach For Armenia to liability for violation of laws protecting minors from sexual harassment and gender discrimination. Even in those instances in which a student has reached the age of majority – typically 18 years old – the Foundation believes that an intimate relationship that develops from the teacher-student relationship is destructive and completely opposed to the Foundation's values.

Therefore, Teacher-Leaders must avoid intimate relationships with any and all students, including students who are of legal age. The Foundation expects Teacher-Leaders to exercise good judgment at all

times in their interactions with students, whether those interactions happen in the classroom, after school, on weekends, or during school breaks. This policy is supported by the Child Safeguarding Policies of Armenia as well as the UN Convention on the Rights of the Child.

In addition, the UN Convention on the Rights of the Child includes the Right to Protection of the child against abuse, which includes “all forms of physical or mental violence.” The term “violence” includes, but is not limited to, hitting, spanking, pinching, swatting, kicking, punching or aggressive contact of any kind as well as any and all forms of verbal and psychological abuse that is detrimental to the child’s social, emotional, cognitive and academic development. The use of violence is a clear violation of Teach For Armenia core values and is incompatible with our mission. Therefore, any violence directed to a child in the community, school or classroom and elsewhere is grounds for immediate dismissal from the Teacher Leadership Program and the application of measures of responsibility in accordance with the law.

Commitment to Integrity of Intellectual Property & Testing Practices

As an organization that strives for educational excellence, the Teach For Armenia strongly values the integrity of both intellectual property and assessment practices. For those enrolled in the Teacher Leadership Program, both during the TLA and throughout the Program, including Self-guided Modules, plagiarism and falsification (i.e. duplicating or “co-authoring” the work of another individual) and any other form of forgery will result in disciplinary action, within the framework of which, assessing the nature of the violation, a fine may be applied, with removal from the program, considering that the Core Values of the organization are being violated.

In regards to the falsification of student data, manipulating the results from such tests can rob a student and/or a teacher of a vital tool for assessing and designing strategies to ensure that students fulfill their academic potential. Furthermore, cheating scandals in some communities have cast doubts on the legitimate progress made in other communities. This reinforces the belief that children from low-income backgrounds are not able to achieve academically, thereby undermining the imperative for the movement for educational equity as a whole. Manipulation of test results is also illegal and punishable by ministerial bodies. The Foundation does not condone testing misconduct in any form and takes allegations of testing misconduct very seriously. Confirmed allegations of testing misconduct will result in immediate dismissal of the Teacher-Leader from the Teacher Leadership Program and reporting of the incident to appropriate legal bodies.

Commitment to Data Collection and Analysis

Throughout Teacher-Leaders' two-year commitment, they will be required to respond to surveys that are intended to provide feedback to the Teach For Armenia's team in order to improve the practices of the Foundation. It is required for all Teacher-Leaders to complete these surveys honestly and constructively.

One of the requirements for measuring the impact of the program is the survey conducted among the students, which is organized by the Teacher-Leaders. This survey helps both Teacher-Leaders and Teach For Armenia staff understand student perceptions of their learning environment and make appropriate changes.

Finally, Teacher-Leaders are expected to report student data to the organization each semester. Teach For Armenia leverages platforms such as Salesforce to store data, so that the Foundation can measure impact over time. This means providing student grades on diagnostic, summative, and formative assessments. It is from this data that the Foundation derives meaning from the work that it does and is able to track our impact. Teacher-Leaders are expected to uphold this commitment with honesty and transparency at all times.

Commitment to Appropriate Engagement with Social Media

As brand ambassador of the Foundation and a member of the placement community, each Teacher-Leader plays a critical role in the conversation about expanding educational opportunity and ensuring educational equity. Because social media has the power to shape others' understanding of our students, families, schools, communities and Teach For Armenia as an organization, the stakes are high when it comes to engagement with social media. Whether Teacher-Leaders share their thoughts and experiences on Twitter, Facebook, Instagram, a personal blog or another platform, they are expected to do so in a manner that is deeply respectful of students, their families, our communities, colleagues at the placement school and Teach For Armenia as an organization. Being respectful does not limit Teacher-Leaders from expressing their opinions and telling the truth, but it does require them to reflect the fundamental values of Decency and Integrity. Not living up to these Core Values by posting comments or materials that disrespect families, the state, the schools, or communities in any way, even if meant in jest, is unacceptable and is in direct violation of the Foundation's diversity clause and basis for suspension of financial assistance or dismissal from the Teacher Leadership Program.

Commitment to Continuous Learning & Growth

Teacher-Leaders are expected to consistently improve their skills to be the best teachers possible for their students and leaders in their community. To assist in that process, Teach For Armenia commits to provide a myriad of professional development opportunities. While the organization very much believes that Teacher-Leaders should direct their own professional development as teachers, the commitment to students requires that the Foundation also makes certain investments in building the relevant skills in

Teacher-Leaders. Accordingly, the Foundation expects its Teacher-Leaders to attend **all Program events: Pedagogical conferences, Educational meetings, professional online webinars, master classes and events to implement the content of the Program.**

Given the uniqueness of the Program, it is mandatory for the Teacher-Leader to complete all professional development, therefore periodic absences may serve as a basis for suspension of financial aid, alongside the Teacher Leaders' Improvement Plan (for the purpose of filling gaps) or for removal from the Program. Teacher-Leaders will be notified of deadlines and required-to-attend events two weeks to one month in advance, depending on the nature of the event.

In this commitment, we emphasize the proper display of the values of "Good Behavior" and "Intellectual Property".

Commitment to Extracurricular Activities

In addition to being a full-time teacher — with no more than 22 teaching hours at one of our partner schools and living in the community at least 5 days a week (weekends are highly encouraged) — all Teacher-Leaders are required to plan and implement regular extracurricular activities at their placement schools starting from October, throughout the program. Such extracurricular activities may include, but are not limited to^[9]:

- Change-Based Learning (CBL)
- Academic clubs (debate club, history club, science club, etc.)
- Sports teams
- Hobby groups (chess, knitting, horticulture, etc.)
- Olympiads and intellectual competitions
- Extracurricular subject tutoring
- Pre-approved activities with strategic partners

At minimum, all Teacher-Leaders are expected to conduct Change-Based Learning as an extracurricular at least once per academic semester. Beyond Change-Based Learning, Teacher-Leaders have the freedom to work with their schools to determine which extracurricular activities to offer.

At Teach For Armenia, we believe that it is important for teachers to spend time designing effective lessons. We also believe it is important to assess learning and evaluate impact. For that reason, our Teacher-Leaders can anticipate spending at least 60 minutes in preparation for one hour of teaching. For that reason, our Teacher-Leaders are strongly discouraged from teaching more than 15 hours per week. Teacher-Leaders are not permitted to teach more than 22 teaching hours according to Teach For Armenia’s policies, unless approved by the Regional Head. The remainder of the time, Teacher-Leaders should lead extracurricular activities and/or run after-school Change-Based Learning.

It is imperative that our teacher leaders put the effort and energy into meeting the learning and development needs of their students. Accordingly, the Foundation acknowledges that the study schedule may vary from week to week depending on the semester. The table below provides recommendations for teacher leaders to secure employment equivalent to ~40 -hour work week:

Teaching Hours	Planning Hours	Change-Based Learning (CBL) & Extracurricular Activities
1 - 6 teaching hours*	1 - 6 planning hours	28 - 38 hours of CBL** and other extracurricular activities per week (including prep time)
7 - 11 teaching hours	7 - 11 planning hours	18 - 26 hours of CBL and other extracurricular activities per week (including prep time)
11 - 15 teaching hours	11 - 15 planning hours	10 - 18 hours of CBL and other extracurricular activities per week (including prep time)
16 - 22** teaching hours	16 - 22 planning hours	2 - 8 hours of CBL and other extracurricular activities per week (including prep time)

*In Armenia, most Teacher-Leaders are expected to teach at least 11 hours per week. In Artsakh, and in some specific subjects in Armenia, this may not be possible. In such cases, Teacher-Leaders may be required to conduct Change-Based Learning within a cluster (i.e. teaching CBL at multiple school locations in order to fulfill our Program's requirements)..

**One hour of CBL is equivalent to a 40-minute class session.

Commitment to Parent Engagement

Teach For Armenia recognizes the importance of involvement of students' parents or legitimate representatives in the academic and personal lives of children. Studies show that their involvement in schools improves student engagement and overall performance. To this end, Teacher-Leaders are expected to engage parents in their educational activities (parents' meeting, classroom observations, phone call updates etc) throughout the duration of the Program. This engagement includes phone calls, home visits, parent-teacher conferences, having parents observe lessons and involving parents in lessons and school activities, etc.

Teacher-Leaders are required to complete a parent engagement plan at the start of each year, outlining an action plan for parent engagement that academic year. Leadership Development Managers will follow up on the implementation of these plans throughout the year.

It is important that Teacher-Leaders behave in accordance with the Foundation's value of Integrity and Humility at all times during the Program and especially with the parents, legitimate representatives and families of students.

Commitment to Innovation

In order to realize Our 2050 Promise, it is important for Teacher-Leaders, Alumni-Ambassadors, and staff to support students and their communities to innovate locally. For that reason, in Year 1 of the program, Teacher-Leaders are expected to orchestrate and crowdfund for Student-Led Community Innovation Projects through CBL. It is important to note that, when calculating the amount of financial aid provided to Teacher-Leaders starting in 2021, Teach For Armenia also took into account that all Teacher-Leaders possess at least minimal means to support students in their communities to implement the small-scale innovative projects through CBL.

Meanwhile, over the course of Year 1, Teacher-Leaders complete a series of modules on Community Innovation. By the end of Year 1, all Teacher-Leaders must submit a proposal for a Community Innovation

Project. A select number of projects will then be provided funding from Teach For Armenia. However, all Teacher-Leaders are expected to fundraise and implement a project on their own. After completing the two-year Program, once Teacher-Leaders become Alumni-Ambassadors, they may be eligible to join Káits, Teach For Armenia's Social Innovation Incubator, in order to expand their projects across the country.

In certain cases, the Community Innovation Project implementation can also fulfill the Teacher-Leaders extracurricular and CBL obligations. To do so, a Teacher-Leader must consult with the Leadership Development Manager for approval.

Supporting Fundraising Initiated by Teach For Armenia

Should the Teach For Armenia team need support from Teacher-Leaders, the latter are required (and by no means should refrain from) to provide the following assistance, if requested:

- Audiovisual materials and data;
- Creative content and fundraising ideas; and
- Welcoming (potential) donors in their communities, accompanying them and demonstrating the results of their work.

Should Teacher-Leaders undertake fundraising activities individually, they are requested to:

- Not to associate fundraising with Teach For Armenia by mentioning the name of the organization or in any way.
- Provide accurate and transparent reporting on all funds received;
- Provide Teach For Armenia as well as the Donor and supporters with regular updates about their programs,
- To inform Teach For Armenia about their funding sources and not to get involved in suspicious transactions, and to avoid them, follow the instructions mentioned in the next point

- Consult with Teach For Armenia about financing, if the sources of funds are related to companies that are engaged in the production of alcohol and/or tobacco, gambling activities- casinos and other activities- contrary to public health and welfare and have a questionable reputation in public circles.

In such cases, the decision on accepting funding shall be taken by the respective Teach For Armenia decision-making body.

Commitment to Professional and Appropriate Communication

Teach For Armenia recognizes that open and honest communication is the key to progress and development. As a result, all Teacher-Leaders and staff commit to communicating with humility and integrity at all times.

This includes interactions among Teacher-Leaders, staff, schools and partner organizations. It also includes communication on social media platforms.

Any and all communication by Teacher-Leaders should be free of the usage of inappropriate, abusive, or offensive language, the existence of which may be cause for disciplinary action and may result in a release from the program, depending on the severity of the incident.

IV. Teacher-Leader commitment regulations

Financial Aid

Teacher-Leaders are not employees of the Foundation. Pursuant to the RA Labor Code, community schools are in charge of the Teacher-Leaders' wages. However, the Foundation may provide Teacher-Leaders with financial aid throughout the two-year Program, if Teacher-Leaders meet the requirements of receiving financial aid, listed in this section:

- **Are considered eligible beneficiaries and are included in the beneficiary list according to the charter of the Foundation;**
- Have successfully completed the five-week Pre-Service Training Program as well as the Teacher Leadership Academy (hereinafter "Training"), organized by the Foundation;
- Are included on the list of the Teacher-Leaders which have been transferred to the RA Ministry of Education, Science, Culture and Sports (MoESCS) for the placement at schools or the Ministry of Education, Science and Culture in Artsakh (MoESC);
- The Executive Orders issued by RA MoESCS or Artsakh MoESS for school placement include the names of the respective Teacher-Leaders;

- An application for receiving a financial aid during the two-year commitment is submitted to the Foundation by the Teacher-Leader;
- The Teacher-Leader also states in the application that they have no personal financial problems, and if they have unresolved financial problems (unpaid loan obligations, seizure of personal bank accounts, etc.), they confirm in the application that they are aware that the financial assistance or grants given by Teach For Armenia may be confiscated by the COMPULSORY EXECUTION OF JUDICIAL ACTS.
- In the application, the Teacher-Leader selects the statement of not having a conviction and a certificate that they are fully qualified to fill the position of a pedagogical worker, and also does not suffer from such an illness that may hinder the performance of pedagogical activities. (for details, see RA Law "On Public Education", any restrictions set forth in Article 24.)
- A contract of providing financial aid is signed by the Parties, based on the Application (see Appendix E). Additionally, the amount and terms of providing the financial aid, as prescribed by the Contract, are confidential and not subject to disclosure to third parties.

This financial aid amount is determined based on the year, region, availability of funds and other circumstances. Teacher-Leader's participation in the Teacher Leadership Program is part of a larger mission to end educational inequity in Armenia and Artsakh. It is expected that the financial aid package has no bearing on the Teacher-Leader's commitment to participate in the Program.

As such, there is absolutely no room for negotiation on financial aid packages for any reason, at any time.

The Teacher Leadership Program requires a Teacher-Leader a commitment to relocate and live in the assigned community and region, participate in the Teacher Leadership Program events and activities, participate in a Teacher Leadership Summer Academy (e.g. internship), develop and execute Community Innovation Projects, conduct mandatory extracurricular activities, and deliver high-quality lessons with extensive planning. All of the aforementioned requires Teacher-Leaders to maintain a full workload and be completely invested in order to meet these expectations. It is also highly encouraged for Teacher-Leaders to spend their weekends in the communities in order to foster relationships with all stakeholders. In our collective experience, Teacher-Leaders who spend more time in their communities are more able to bring about the kind of change that benefits their students.

It is important to underscore that financial assistance, including Relocation Assistance as well as the Move to Armenia Assistance, can only be transferred to Teacher-Leaders after all legal paperwork has been submitted and approved by the government. Without this paperwork, the Foundation is unable to legally admit individuals into the Program as a beneficiary and will not be eligible to be placed.

To ensure that Teacher-Leaders are able to concentrate on productively completing their Teacher Leadership Program and commit fully to its purpose, TFA provides financial aid according to the following chart:

Teacher-Leaders selected for the Program running in Armenia	Teacher-Leaders selected for the Program running in Artsakh ^[11]
AMD 170,000.00	AMD 200,000.00

Factors that are not affecting the financial aid amount	Why this is not considered
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<ul style="list-style-type: none">● Gender● Race/ethnicity● Age (if during the Teacher Leadership Program a candidate's age does not exceed the official retirement age of 63 years, instituted in the Republic of Armenia and Artsakh)● Nationality● Religion● Physical limitations/Disability● Political party affiliation● Physical appearance● Health/medical conditions (unless it makes impossible to participate in the Teacher Leadership Program)● Socio-economic background● Family status● Sexual orientation	<ul style="list-style-type: none">● Violates the Foundation's core values, RA Constitution and other legislature, traditions, norms● Violates the principles of transparency and equity● Defies the principles of financial aid provision^[12]
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<p>Personal Financial Considerations, e.g.:</p> <ul style="list-style-type: none">● Mortgage, loans or other debts and obligations● Personal wealth or lack thereof^[13]● Level of education and/or previous work experience● Teacher-Leaders' income expectations● Attempts and desire to negotiate^[14]	
<p>Costs associated with:^[15]</p> <ul style="list-style-type: none">● Printing of materials● Stationary purchases● School equipment purchases● Conducting after-school activities and teaching clubs● Student-related activities such as organizing excursions● General activities in the program framework	

Accommodation-related expenditures,^[16] e.g.:

- Purchasing housing items due to moving to the assigned region
- Purchasing additional personal belongings
- Costs associated with additional internet and phone connections

Teachers' compensation-related expenditures:^[17]

- Number of teaching hours
- School salary amounts
- Salary transfers' timeline/delays

Non-refundable expenditures.

- Community visit prior to the acceptance of the Teacher Leadership Program
- Moving to and from the Teacher-Leadership Academy venue (before the Teacher Leadership Program)
- Costs related to school/community visits prior to accepting the offer to join the Teacher Leadership Program
- Daily commute to and from placement school in the assigned community
- Moving to and from a partnering University.
- Any expenses related to the application and education at the partner University (except tuition fees):
 - Application-related costs
 - Photography development costs
 - Academic record book costs
 - Transportation expenses (to and from the University)
 - Accommodation costs (overnight lodging, exam periods, etc.)
- Costs related to commuting to and from the assigned community/region due to personal matters during the Teacher Leadership Program.

It is mandatory for a Teacher-Leader to have a teacher's certificate in order to be legally placed and teach in the state school. For those Teacher-Leaders who do not have a state-approved teaching certification TFA pays the tuition fees but is not responsible for other fees that may arise outside of tuition fees.

<ul style="list-style-type: none"> • The Foundation provides no additional funds for transportation or relocation. This policy allows for no exceptions. 	
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Additional supporting information	
<ul style="list-style-type: none"> • Teacher-Leaders’ anticipated minimum teaching hours is 11 hours (in case of Informatics it is 7 hours) • Teacher-Leaders’ maximum teaching hours is 22. • The program requires complete commitment; therefore the Teacher-Leaders can have no other employment aside from working as a teacher, except employment involving scientific work, and T4A initiative, which complies with the requirement of 5-day presence in the community. 	

The amount of the financial aid to be provided to the Teacher-Leader by the Foundation within the scope of the **“In Service Teachers as Teacher-Leaders”** program is determined according to the following chart:

Working teachers selected for the Program run in Armenia, who are placed in their respective communities as Teacher-Leaders participants	Working teachers selected for the Program run in Artsakh, who are placed in their respective communities as Teacher-Leaders participants
<p>AMD 70,000.00*</p>	<p>AMD 100,000.00</p>

*The amount provided to individuals through the “In Service Teachers as Teacher-Leaders” program is less than other Teacher-Leaders’ given that these participants are already living and working in the community and therefore bear fewer costs in joining the program.

<p style="text-align: center;">Factors that are not affecting the financial aid amount</p>	<p style="text-align: center;">Why this is not considered</p>
<ul style="list-style-type: none"> ● Gender ● Race/ethnicity ● Age (if during the Teacher Leadership Program a candidate’s age does not exceed the official retirement age of 63 years, instituted in the Republic of Armenia and Artsakh) ● Nationality ● Religion ● Physical limitations/Disability ● Political party affiliation ● Physical appearance ● Health/medical conditions (unless it makes impossible to participate in the Teacher Leadership Program) ● Socioeconomic background ● Family status ● Sexual orientation 	<ul style="list-style-type: none"> ● Violates the Foundation's core values, RA Constitution and other legislature, traditions, norms ● Violates the principles of transparency and equity ● Defies the principles of financial aid provision^[18]

<p>Personal Financial Considerations, e.g.:</p> <ul style="list-style-type: none">● Mortgage, loans or other debts and obligations● Personal wealth or lack thereof^[19]● Level of education and/or previous work experience● Teacher-Leaders' income expectations● Attempts and desire to negotiate^[20]	
<p>Costs associated with:^[21]</p> <ul style="list-style-type: none">● Printing of materials● Stationary purchases● School equipment purchases● Conducting after-school activities and teaching clubs● Student-related activities such as organizing excursions● General activities in the program framework	

Accommodation-related expenditures,^[22] e.g.:

- Purchasing housing items due to moving to the assigned region
- Purchasing additional personal belongings
- Costs associated with additional internet and phone connections

Teachers' compensation-related expenditures:^[23]

- Number of teaching hours
- School salary amounts
- Salary transfers' timeline/delays

<p>Non-Refundable expenditures:</p> <ul style="list-style-type: none"> ● Community visit prior to the acceptance of the Teacher Leadership Program ● Moving to and from the Teacher-Leadership Academy venue (before the Teacher Leadership Program) ● Daily commute to and from placement school. ● The Foundation provides no additional funds for transportation or relocation. This policy allows for no exceptions. ● The Foundation does not provide a per diem for program-related events. 	
<p>Factors that are considered in determining the financial aid amount and purpose</p>	
<ul style="list-style-type: none"> ● The equivalent cost of per diems and transportation costs associated with participating in the components of the Teacher Leadership Program have been taken into account in the financial aid package; the Foundation is not obligated to provide transportation and/or meals for program-related events.^[24] 	

NOTE: The financial aid provided to the Teacher-Leaders by the Foundation is tax-free and the Teacher-Leader receives the net amount of the aid, which is added to the salary from the school(s), calculated according to the work-load of teaching hours. The financial aid amount may be subject to change only conditioned by the change of the placement community, in accordance with the chart above.

Relocation Assistance & In advance Payment

At Teach For Armenia, we recognize that moving to a new community requires additional resources. For that reason, the Foundation provides Relocation Assistance and Advanced Payment.

Teacher-Leaders who move to a new community will be provided with Relocation Assistance according to the placement

Within RA and Within Artsakh	From Armenia to Artsakh*
50,000 AMD	200,000 AMD

**The amount provided to individuals relocating to Artsakh is higher given the additional costs associated with relocating to the region.*

In addition to the relocation money, the Teacher-Leaders who will be deployed in the new communities will also receive an Advance Payment in the amount of AMD 50,000 from the financial assistance provided to them. This amount will be withdrawn in equal monthly deductions from the amount of financial assistance provided within the framework of the Program participation for the first four months.

Both the Resettlement Fund and the Advance Payment will be provided upon successful completion of the Teacher Leadership Academy, placement in the community, and submission of relevant documents to the Foundation.

Move TO ARMENIA Fund/Resettlement

For Teacher-Leaders who reside outside of Armenia and Artsakh prior to applying to the two-year Teacher Leadership Program, the Foundation will provide financial support associated with the cost of relocation.

To individuals residing outside of Armenia, who have successfully completed the selection and other stages of the Program and are determined to relocate and reside in Armenia or Artsakh throughout the whole duration of the Program, the Foundation may provide the following types of financial support:

- Book a one-way plane ticket to Armenia (if needed);
- Arrange accommodations upon arrival until the end of Teacher Leadership Academy (for those who are unable to arrange their own accommodations);
- Provide financial assistance in the amount of 200,000 drams during the first year of service in order to cover the work/ residence permit costs, per diems incurred during travel, and some moving expenses (such as the shipment of personal belongings). Individuals who receive the 200,000 drams also receive the Relocation Assistance for Armenia or Artsakh.
- **NOTE:** The Foundation is unable to provide additional funds beyond the specified amount, regardless of circumstance.

For Armenian citizens who have permanent residence in Armenia or Artsakh but are returning to Armenia or Artsakh after living abroad for a period of one year or longer, the Foundation will:

- Book a one-way plane ticket to Armenia.

NOTE: Beyond purchasing one- way ticket to Armenia flight, the Foundation is unable to provide additional financial assistance for Armenian citizens who have permanent residence in Armenia or Artsakh.

NOTE: The amount of the one-way air ticket to Armenia will be added to the amount of penalty in case of one-way withdrawal from the Program and the obligation to pay the fine comes into force from the moment the Program participant signs the "Statement of Commitment" (Appendix C), which is an integral part of the Teacher-Leader Handbook

It is important to note that Teach For Armenia partners with a travel agency in order to find the most cost effective flights. Also, for logistical ease, all participants coming from abroad will arrive close to the first day of the Teacher Leadership Academy. The Foundation is unable to reimburse flights personally booked by participants. If an individual chooses to come to Armenia sooner, Teach For Armenia is unable to cover the cost of their flight and accommodations for these days. Teach For Armenia is unable to book flights for foreign citizens who have not demonstrated that they possess the necessary paperwork in order to work in Armenia. Teacher-Leader candidates moving to Armenia from abroad must demonstrate to the Foundation that they have the necessary paperwork before Teach For Armenia books any travel. As such, individuals who do not have the necessary paperwork cannot continue in the Program.

The “Move to Armenia” Financial Assistance will be paid within a period of one month after a work and/or residence permit, a Social Service Number and a relevant reference from the school are submitted to the Foundation by the Participant.

Penalty and compensation

Meanwhile, Teacher-Leaders that comply with these requirements, acknowledge and admit when signing the application, that should the terms of their labor contract with the School terminate earlier than as provided by the contract and done so at the discretion of the Teacher-Leader and without reliable rationalization, they cease to be considered a Participant of the Program, which entails termination of the provision of the financial aid by the Foundation, resulting in the reimbursement of actual expenses incurred by the Foundation for the Beneficiary’s training, Placement, Relocation Assistance, MA scholarship etc according to the scale below:

AMD 400,000 (four hundred thousand) for withdrawal after or because of the placement or during the first month after placement (until September 15)

AMD 600,000 (six hundred thousand) if terminated during the first academic year (up to and including June 30), as actual cost incurred for arranging Training and Continuing Support and Reimbursement of Relocation Assistance.

If the Program is terminated after the first academic year before the end of the Program, the penalty will be AMD 800,000 (eight hundred thousand) as the actual cost incurred for the provision of Training and ongoing support.

The provisions of this section equally apply to those Teacher-Leaders who have received a STEM Scholarship prior to joining the Program and who terminate the contractual relations with the School at their own discretion and without reliable rationalization earlier than as established by the Program. Fines are also incurred in instances, where deliberate actions of Teacher-Leaders who are recipients of STEM Scholarships lead to the termination of the contractual relations at the initiative of the Foundation. In such cases, the Foundation reserves the right to make the decision of imposing a fine with consideration of the specific nature of the case.

The provisions of this section apply to those Teacher-Leaders who have received a STEM Scholarship prior to joining the Program. At the same time, in addition to the actual cost reimbursement set forth in the TL Handbook, participants receiving STEM Scholarships are also required to reimburse the Foundation for any losses incurred under the Vocational Training Agreement. In each case, the decision on the determination and the amount for compensation is made by the Foundation.

School/Community Placement System

The decision on school/community placement and destination is purely the Foundation's prerogative. The decision of school/community placement is based on the needs of our school partners and the MoESCS, and the subject background of the Teacher-Leaders. Any initial communication about the placement of the teacher-leader cannot be considered as a prerequisite or basis for the final placement, because during the final placement, priority is given to the comparability of the needs of the communities and the students and the abilities of the candidates (which is evaluated in the preparatory and TLA stages). Placement schools are announced after the 5th week of the Academy. The Foundation expects Teacher-Leaders to complete their two-year commitment in their assigned region and placement school and the Inservice Teacher-Leaders should stay in the partner school from which they were initially recruited. The Program and placement involves a commitment of five-day working week in Armenia and six-day working week in Artsakh. It also includes residing and being present in the Teacher-Leaders' communities and schools, fulfilling their academic/teaching duties and implementing the Community Innovation Project and extracurricular activities.

Participants of the "Inservice Teacher-Leaders" program are working teachers approved by the MoESCS and will continue working as teachers in their previous community as long as they reside 30km or a 30-minute drive away from the community where they teach. They are still expected to be in the community five days a week and fulfill all extracurricular activities. If the participants of the Inservice Teacher-Leaders program reside farther than 30 km or a 30-minute drive from the community they were teaching previously, Teach For Armenia may decide to place them in a different community in which they will be able to fulfill all commitments as an ordinary Teacher Leader (in this case, the participant of the "Inservice Teacher-Leader" program will need to move and reside in the new placement community) or they will have to move to live in their current school community at least 5 days a week.

In rare circumstances, Teach For Armenia reserves the right to transfer a Teacher-Leader if we believe that the latter's safety is at risk. When such a transfer is initiated, the organization will work with the Teacher-Leader to adjust program requirements.

In the event of a personal emergency or crisis, a Teacher-Leader may request a transfer by first informing their Leadership Development Manager and then submitting a written request to their Head of Region (while copying the letter to their Leadership Development Manager). The request should explain the nature of the emergency and the Teacher-Leader may be asked to submit evidence (such as a medical certificate). Teach For Armenia will examine these requests on a case-by-case basis and bears full decision-making authority. In the event that the organization decides to approve such a request, the transfer will typically occur during the following school year at a designated partner school. Such

transfers will only be approved if the principals at both schools agree to the transfer. If a Teacher-Leader's request for a transfer is granted, a Teacher-Leader must commit to another two years at the new placement site. Upon rejoining the program, the Teacher-Leader's stipend will be readjusted to reflect a new monthly amount by dividing the remaining cumulative balance that each Teacher-Leader receives over a period of 22 months. If a Teacher-Leader is granted a transfer but does not return the following year, he/she will be required to pay a penalty of 400,000 drams.

Working at More than One School

Given the reputation of our Program, at times neighboring schools seek out our Teacher-Leaders for employment. These requests must be approved by Teach For Armenia on a case-by-case basis in the second year of Program so that it can ensure that Teacher-Leaders are able to balance their various responsibilities while ensuring a high quality of standard of teaching and both schools. For that reason, the total teaching hours at both schools should not exceed 22 hours. If Teacher-Leaders are approached by another school with such a request, they must inform their Leadership Development Manager immediately. In case of poor performance of the Teacher-Leader, she/he will be asked to leave the second school in order to maintain a high quality standard of teaching.

Absences

Teach For Armenia, acknowledges that there are circumstances beyond our control that may take a Teacher-Leaders out of classroom for a period of time. The Foundation does its best to accommodate such circumstances in ways that don't jeopardize the work it is trying to accomplish.

With this in mind, the Foundation is also aware that to make real impact on unlocking educational opportunities for the students it serves, **Teacher-Leaders need to be in the classrooms**. For that purpose, the following principles and procedures are enforced for all Teacher-Leaders at Teach For Armenia:

- If, as of the payment day of the financial aid, a Teacher-Leader has an absence from school for **15 uninterrupted or interrupted calendar days within a month**, Teach For Armenia reserves the right to suspend a Teacher-Leader's (monthly) financial aid.
- After a Teacher-Leader has been absent from his/her school for **45 consecutive calendar days**, Teach For Armenia reserves the right to release the Teacher-Leader from the program OR the Teacher-Leader may be asked to withdraw from the Program (see Withdrawals below). If the withdrawal bears a sufficient justification, such as a document of medical evidence, Teach For

Armenia will consider the Teacher-Leader's withdrawal to be in "good standing" and the Teacher-Leader may rejoin the program within two years.

- A withdrawal will be considered to be in "good standing" under circumstances beyond the Teacher-Leader's control (illness, serious family issues, etc.) if evidenced by official documentation.

- Any circumstances, not evidenced by official documentation, will be handled on a case-by-case basis and, at the discretion of Teach For Armenia, may result in a Teacher-Leader's release from the Program without a status of "good standing." In this instance, the Teacher-Leader would not be withdrawn from the Program but would be released, bearing all possible consequences.^[25] This means that the Teacher-Leader acknowledges and admits that the Foundation's decision of his/her release without a "good standing" may entail the following requirements:
 - ❖ May not be eligible to re-apply to the Program in subsequent years;

 - ❖ May be required to pay the penalty fee according to the Penalty chart given in the respective chapter of this Handbook;

 - ❖ May be required to reimburse to the Foundation his/her training fees, incurred by the Foundation earlier;

 - ❖ Will not be considered an Alumni-Ambassador who has completed Teach for Armenia's Teacher Leadership Program; and

 - ❖ Will not receive a certificate of completion and letters of recommendation/reference from Teach For Armenia staff members.

- If, for any reason, Teacher-Leaders need to miss ANY days of school they MUST inform their school principal as well as their Leadership Development Manager immediately. Failure to inform the Leadership Development Manager as well as the principal will be considered a violation of the Foundation's absence policy and may result in automatic dismissal from the program.

Withdrawals

By accepting the offer to join the Program, Teacher-Leaders give their consent that, for the next two years, their highest priority is meeting the needs of their placement students and their placement community. The Foundation should know that Teacher-Leaders have not taken this commitment lightly. However, the Foundation also knows that circumstances can arise in which it is not in the best interests of the students that some Teacher-Leaders complete their original commitment and it is favorable for the Teacher-Leader to withdraw from our Program. The Foundation recognizes three such circumstances:

medical withdrawals, releases, and resignations. In some cases, under special circumstances, Teach For Armenia may decide on a temporary release of Teacher-Leader and specify the timeframe for return.

Medical Withdrawal

In some instances, personal health and medical circumstances affect a Teacher-Leader's ability to manage the rigors of being a classroom teacher. In such cases, Teacher-Leaders may seek to withdraw for medical reasons. A medical withdrawal is appropriate under the following circumstances:

- Teacher-Leaders have received advice from a qualified healthcare provider that they must undergo treatment for an urgent medical condition that requires the Teacher-Leader to be absent from the classroom for more than 45 calendar days, is not compatible with teaching (on-line, offline) AND the treatment cannot be postponed until the upcoming break;
- Teacher-Leader's spouse, child, or other dependent has been diagnosed with a medical condition that requires the Teacher-Leader to be absent from the community for more than 45 calendar days; and the above mentioned circumstances;
- Other medical and mental health situations (both personal and family-related) not covered by the above will be evaluated on a case-by-case basis.

In all of these instances, a medical certificate confirming these facts is required. If the above conditions apply to a Teacher-Leader, he/she may be eligible for a medical withdrawal. The Foundation recognizes that disclosing personal information of this sort is not preferable for Teacher-Leaders. Therefore, the Foundation treats such requests as completely confidential. To make a request for a medical withdrawal, Teacher-Leaders may submit a written request to their Head of Region:

- A Teacher-Leader's request should provide sufficient information for the Foundation to determine the nature of their medical condition. If a medical condition has caused the Teacher-Leader to be absent for an extended period of time, the medical certificate to be submitted must reflect the full duration, meaning that it is not sufficient to submit one medical certificate representing a single day of absence.
- A Teacher-Leader's request should be accompanied by a letter from a qualified healthcare provider explaining their recommendation for the Teacher-Leader to withdraw from our program due to the comparability with the Program .
- In order to fully and fairly evaluate a Teacher-Leader's request, the Foundation will share it with the Teacher-Leader's Leadership Development Manager in order to ascertain how the condition has affected the Teacher-Leader's performance in the classroom. However, the Foundation will not disclose the specifics of the request or provide details of a Teacher-Leader's medical condition.

- Teach For Armenia needs at least 30 calendar days to review a Teacher-Leader's request and make a decision. The Teacher-Leader will be notified of the decision in writing.
- If a Teacher-Leader's request for a medical withdrawal is granted, the Head of Region will notify the Teacher-Leader's school and/or certification provider that Teacher-Leader's has been granted a medical withdrawal but will not provide any further details.
- If a Teacher-Leader's request for a medical withdrawal is granted, he/she will be able to return to the program within a period of two years. Given that the Fellowship is 22 months, missing a quarter of the program is not ideal. The Foundation believes that less than two years is not adequately sufficient to achieve impact. With these considerations, individuals who get medical withdrawal during the two-year program will be expected to commit an additional year to teaching in their community school upon their return to the program to expect a certificate of completion of the Program. Upon rejoining the Program, the Teacher-Leader's stipend will be readjusted to reflect a new monthly amount by dividing the remaining cumulative balance that each Teacher-Leader receives over a period of 22 months.
- As the Foundation's focus is on ensuring that the Teacher-Leaders are able to be the best possible teacher for their students and leader for their community, the reinstatement may be subject to additional conditions. Failure to satisfactorily complete these additional conditions will prevent from being reinstated even if the Teacher-Leader has been medically cleared to rejoin the Program.
- If it is necessary for a Teacher-Leader to go on medical leave, the Foundation must be notified of the start date and anticipated end date of the leave. If a Teacher-Leader has been absent from the classroom for more than 10 calendar days due to medical reasons, he/she is then required to submit all necessary documentation to the Leadership Development Manager within 14 calendar days starting from the first of the medical leave. Failure to do so may result in a release from the program with the status of "not in good standing" and Teach For Armenia may require to pay the penalty fee according to the respective Penalty chart given in this Handbook .
- If the request for a medical withdrawal is denied, the Teacher-Leader may appeal as explained below in the respective chapter.

In cases where a medical condition might be harmful for both the Teacher-Leader and students, Teach For Armenia can request a medical clearance before the Teacher-Leader returns to the classroom. If the medical officer recommends that the Teacher-Leader should not return to the classroom, the Teacher-Leader may be provided a Medical Release:

- The Head of Region will notify the Teacher-Leader's school and/or certification provider that they have been granted a medical withdrawal but will not provide any further details.
- If the Teacher-Leader's request for a medical withdrawal is granted, the Teacher-Leader will be eligible for reinstatement at the beginning of the next school year for up to 2 years after the date the medical withdrawal is granted. As the Foundation's focus is on ensuring that Teacher-Leaders are able to be the best possible teachers for their students, the Teacher-Leaders' reinstatement may be subject to additional conditions. Failure to satisfactorily complete these additional conditions will prevent Teacher-Leaders from being reinstated even if they have been medically cleared to rejoin the Program.

Release

Being released from the Program means that a Teacher-Leader will not be considered an Alumni-Ambassador and will therefore not have access to the privileges afforded through Teach For Armenia and the Teach For All network. Instead, the Teacher-Leader's status will be noted as "released," and the Foundation will provide a standard explanation of what a release means in response to any inquiries it receives from third parties, such as prospective employers, members of the media, etc.

Releases will occur by decision of Teach For Armenia in any of the cases mentioned throughout this document. In cases a Teacher-Leader is underperforming, the Leadership Development Manager will put the Teacher-Leader on a Performance Improvement Plan (read section "What Happens When Commitments Are Not Met"). If the Teacher-Leader doesn't meet the Foundation's expectation, then the Teacher-Leader will be released.

In rare instances, the Program team may jointly determine that a release is appropriate under circumstances not outlined above.

In some cases, under special circumstances, Teach For Armenia may decide on a temporary release of Teacher-Leader and specify the timeframe for return.

All decisions made on the part of Teach For Armenia with regard to the release of a Teacher-Leader are final and cannot be contested.

Resignation

A resignation refers to the decision of the person/participant of the Program to stop participating as a Teacher-Leader. If a Teacher-Leader resigns from the Program for any reason, he/she will automatically not be considered to have completed the Teacher Leadership Program and will not have access to resources or other privileges and benefits that are reserved for Teacher Leaders who have completed Teach For Armenia's Teacher Leadership Program. The resignation procedure is as follows:

- The resignation must be in a written hard copy and be delivered to the Teacher-Leader's Leadership Development Manager and the Head of Region.
- Under any circumstances, Teacher-Leaders should notify the Foundation of their decision to resign before notifying other parties, such as their schools.
- Teacher-Leaders can rescind their resignation – also in writing and with a hard or soft copy – within 24 hours without consequence, provided that they have not notified other partners, such as their school or ministry.
- When resigning during the **Teacher Leadership Academy**, Teacher-Leaders must notify the **Head of the Teacher Leadership Academy** of their decision. They will be required to complete the official checkout procedures prior to their departure and leave the training site within 24 hours of notifying TLA leadership of the decision of resignation. If the Teacher-Leader attends Teacher-Leadership Academy and resigns after the training, the Teacher-Leader's respective Head of Region must be informed with either a written letter or an email so that it is formally recorded. As noted in previous sections, a resignation will also result in the loss of the Teacher-Leader's status as having successfully completed the Program.
- In the case of resignation Teacher-Leaders need to repay to Teach For Armenia the amount invested by the Foundation in their training and development according to the chart given in this Handbook and other costs such as trip to Armenia. The obligation to pay a penalty starts on the first day of Teacher-Leadership Academy according to the Commitment Statement Document (the integral part of Teacher-Leader 2023 Handbook: Appendix C) signed by the Participant. This penalty reflects the cost of investment for each Teacher-Leader incurred by Teach For Armenia.

Please refer to the [Commitment Statement](#) for more information.

Pregnancy

An expectation of becoming a Teacher-Leader is that anyone will be able to fully participate throughout the entirety of the two-year Program. The Foundation understands that having a child is an important right for all individuals and respects the right of having a family life. With this in mind, the Foundation expects that Teacher-Leaders make the Program their priority during the two-year Teacher Leadership Program, maintaining the commitment to be full-time teachers and leaders in their communities. The Foundation encourages all prospective parents to consider deferring their application to the Program if there are plans to have a child during the two years of the program.

If a Teacher-Leader becomes pregnant during the Program, Teach For Armenia is not obligated to pay for maternity/paternity leave because Teacher-Leaders are not employees of the Foundation, nor does Teach For Armenia make financial aid payments to Teacher-Leaders for months that a Teacher-Leader is not teaching or participating in all facets of the Teacher Leadership Program due to maternity/paternity leave. Teacher-Leaders' employers are their placement schools and will make payments in accordance with Armenia's labor laws.

Should a Teacher-Leader deliver or go on maternity leave during the duration of the Program, Armenia's labor law guarantees 70 days of leave before and after the expected birth date (i.e. a total of 140 days). Given that the Fellowship is 22 months, missing a quarter of the program is not ideal. The Foundation believes that less than two years is not adequately sufficient to achieve impact. With these considerations, individuals who take maternity leave during the first year of the Program will be expected to complete two full academic years after returning to the classroom. If a Teacher-Leader goes on maternity leave in the second year of the Program, the individual will be expected to complete a full academic year upon returning to the classroom. In both situations, the Teacher-Leader's stipend will be readjusted to reflect a new monthly amount by dividing the remaining cumulative balance that each Teacher-Leader receives over a period of 22 months. Teach For Armenia will consider exceptions on a case by case basis.

General Deferment

Although rare, deferrals are typically granted for admitted applicants who have serious emergencies^[26] or who have a unique opportunity^[27] that will significantly add to their value in the classroom or to ending educational inequity or in case there has been a disruption to the placement process that is not related to a Teacher-Leader's performance as a teacher and as a result, it is not possible for the region to secure a placement for the Teacher-Leader as a full-time classroom teacher for the remainder of the academic year.

Admitted applicants may submit a request for a **one-year deferral**. The Foundation is unable to offer multiple-year deferrals, except in the event of military service. Each deferral request will be reviewed and evaluated on a case-by-case basis by the Head of Selection.

Candidates granted deferrals cannot be guaranteed placement in the same community, region, or school, but will be secured a place in the Program for the following year.

This means that in the following July, the candidate will participate again in TLA and, upon successful completion of the training, will be placed as a Teacher-Leader in a community. All deferment decisions made on the part of Teach For Armenia are final and cannot be contested.

Deferment - Military Service

If a Teacher-Leader is already placed and serving the two-year commitment and is called to serve in the military, the Teacher-Leader can defer the Program until the military service is completed. In such cases, the candidate may have to pass the subject test once more and participate in a simple interview. All financial aid disbursements will be halted until the Teacher-Leader returns from military service and resumes his post in placement school.^[28] Given that the Fellowship is 22 months, missing a quarter of the program is not ideal. The Foundation believes that less than two years is not adequately sufficient to achieve impact. With these considerations, individuals who get medical withdrawal during the two-year program will be expected to commit an additional year to teaching in their community school upon their return to the program to expect a certificate of completion of the Program. Upon rejoining the Program, the Teacher-Leader's stipend will be readjusted to reflect a new monthly amount by dividing the remaining cumulative balance that each Teacher-Leader receives over a period of 22 months.

For all candidates who would like to apply to the Program before completing their military service, Teach For Armenia does not allow a two-year extension. Such candidates must wait until the end of their military service before committing to the Teach For Armenia Program.

Upon rejoining the program, the Teacher-Leader's stipend will be readjusted to reflect a new monthly amount by dividing the remaining cumulative balance that each Teacher-Leader receives over a period of 22 months.

V. The nature of commitments and the consequences of their failure

There may be instances when either the Teacher-Leader or Teach For Armenia believe that one of the expectations set forth in this Handbook has not been met. This section is intended to clarify the process for addressing such instances.

Teacher-Leader Improvement Plans (TIPs)

The Foundation takes its charge to foster Teacher-Leaders' development as classroom and community leaders very seriously. Over the years the Foundation has identified that providing Teacher-Leaders with clear, unambiguous information about how they are doing relative to what the Foundation expects and desires for Teacher-Leaders is the first necessary step in making meaningful progress. In order to ensure

that every Teacher-Leader is successful, the Foundation may at times decide to put into place a structured support plan called a Teacher-Leader Improvement Plan (TLIP). Teacher-Leaders may be placed on a TLIP during Teacher-Leadership Academy or at any point during the Program.

The purpose of a TLIP is to provide Teacher-Leaders with a clear understanding of the ways in which they are currently not meeting our expectations, what improvements is expected and how improvement will be determined, the timeframe in which the Foundation is looking to see improvement and the resources available to Teacher-Leaders to assist them in making the expected progress.

Teacher-Leaders are placed on an improvement plan for one of the several reasons:

- Classroom performance standards were not met;
- Any of Teach For Armenia's Program expectations are not met or are violated;
- Extracurricular activities or Community Innovation Project expectations are not met;
- One or more parts of this Handbook were violated; and/or
- There was a violation of Teach For Armenia's Kochari, especially with regard to the Core Values and Culture Commitments.

A Teacher-Leader who fails to meet the expectations outlined in the TIP may be determined to a) financial aid suspension, b) be released from the Program. Teach For Armenia reserves the right to determine when a Teacher-Leader has not met the Foundation's expectations. During this period, Teach For Armenia will gather evidence, which may include:

- Verbal or written statements from the school principal, other administrators, parents, students or community members;
- Official documentation from the school or Ministry, such as attendance records;
- Online social media posts made by the Teacher-Leader in question;
- Coursework that has not been submitted for the purpose of credentialing; and/or
- Documented or recorded conversations between staff members and the Teacher-Leader, such as during meetings.

Although the circumstances that give rise to the need for a TLIP vary and are often as unique as Teacher-Leaders and their students and school, the Foundation deploys TLIPs in the following situations:

Poor Performance in the Classroom

As a student-and-community-focused organization, the Foundation believes to be its responsibility to provide the students with teachers who are making a positive difference in their academic achievement — even as Teacher-Leaders continue to learn and grow as professionals. At a minimum, making a positive difference requires that students be physically and emotionally safe in the classroom. If the Foundation has any reason to believe that students feel unsafe and that there are strategies or actions that Teacher-Leaders as classroom teachers can take to rectify or significantly improve the situation but have not done so, the Foundation may take disciplinary actions. Additionally, there are certain core aspects of teaching that the Foundation expects all Teacher-Leaders to master as professionals. These core activities include creating daily/weekly/monthly lesson plans, creating assessments, tracking student progress, team building events, etc. Without these fundamentals, Teacher-Leaders simply cannot be the teachers they want to be or the teacher their students need and deserve.

The Foundation fully recognizes that Teacher-Leaders' skill in performing these core activities will vary and grow over the passage of time, but also believes that there are minimum standards for each activity that simply must be met if the Foundation is to live up to the collective responsibilities to our students and communities. While the Foundation may consider the input of the school administration, it ultimately reserves the right to make the determination of whether Teacher-Leaders are meeting the baseline expectations for a Teacher-Leader, thereby meeting the Foundation's standards for being an active Teacher-Leader of Teach For Armenia. Because the Foundation is applying standards, which may be different than those of the placement school, it is possible that we may reach a different conclusion about the Teacher-Leaders' performance than is reached by their schools. As long as one is a Teacher-Leader, one must meet Teach For Armenia's standards for classroom teacher performance. That said, if the Foundation's conclusions about a Teacher-Leader's performance align with those of the placement school, the Foundation *may* elect to partner with it in jointly developing an improvement plan for the Teacher-Leader and/or designing strategies to assist the Teacher-Leader in meeting expectations articulated in an improvement plan, as the Foundation has a vested interest in Teacher-Leaders' success. The Foundation may elect to place a Teacher-Leader on a TLIP in parallel with the school pursuing their own teacher evaluation and improvement processes. If the Foundation's conclusions about the Teacher-Leader's performance do not align with that of the Teacher-Leader's school, we will share our conclusions and then work with the Teacher-Leader and the school to develop appropriate next steps.

Lack of Professionalism

Being successful as a Teacher-Leader begins with certain fundamentals, such as effective lesson planning, but it does not end there. Teacher-Leaders will need to invest a number of stakeholders in their success – and, by extension, the success of their students. Doing so will require, at a minimum, that Teacher-Leaders act in a professional manner at all times. Accordingly, if the Foundation comes to believe that a Teacher-Leader is not consistently operating professionally, actions will be taken.

The facts and circumstances of each situation may vary, but at a minimum, acting unprofessionally may mean exhibiting (but is not limited to) the following behaviors:

- Operating without integrity, being unethical in the completion of an assignment (e.g., plagiarism, lying, “shading the truth,” manipulating student/teacher data);
- Speaking, writing, or otherwise displaying disrespectful behavior toward students, colleagues, community partners, stakeholders, other Teacher-Leaders, Teach For Armenia staff, visitors, etc.;
- Being unresponsive to attempts to contact or otherwise communicate with the Teacher-Leader;
- Failing to live up to known obligations (e.g., not turning in materials on time, missing classes or appointments without explanation, etc.);
- Failing to show up to school or lessons;
- Failing to meet the goals outlined in a Teacher-Leader Improvement Plan; and/or
- Failing to behave in a way that is aligned with Teach for Armenia’s Kochari and/or this Handbook.

When Teacher-Leader Improvement Plans (TIPs) Are Not Used

First, in situations involving criminal conduct or a single egregious breach of the Foundation's Core Values and/or conduct expectations for Teacher-Leaders, the Foundation is under no obligation to place a Teacher-Leader on a TLIP and may elect to move immediately to another form of discipline, such as suspension or even dismissal.

Second, the Foundation's collective experience demonstrates that TLIPs are most effective in situations in which a Teacher-Leader’s failure to meet the expectations is rooted in a lack of skills and/or knowledge. The Foundation has seen less success in using a TLIP to bring about meaningful change in circumstances in which the root issue appears to be the mindsets, attitudes or values that a

Teacher-Leader holds. This does not mean that the Foundation will not use a TLIP in such circumstances, but it will acknowledge that there may be those rare cases when the cumulative evidence at hand leads to conclude that a TLIP will not be effective in changing what a Teacher-Leader believes and that it is those beliefs that are behind the conduct that the Foundation objects to. In those rare cases, the Foundation may elect to not use a TIP and to take other actions.

Suspension from the Teacher Leadership Program

Being a member of the Teach For Armenia network and community is a privilege. Accordingly, the Foundation reserves the right to suspend the status of a Teacher-Leader "in good standing." Suspension can be an appropriate response in several circumstances, including but not limited to the following:

- As a response to serious concerns about the Teacher-Leader's conduct. Specifically, when serious concerns about a Teacher-Leader's conduct have arisen internally or from our school partners, certification providers or other members of the community and the Foundation needs time to assess these concerns. However, the nature of those concerns is sufficiently serious that the Foundation does not think it is appropriate for the status quo to remain in place while the situation is being resolved^[29] and the participation is being suspended.
- As a sanction for failing to meet the Foundation's expectations from Teacher-Leaders (e.g., there has been a breach of our conduct expectations by several Teacher-Leaders and you were one of those involved). After investigating the facts and determining the Teacher-Leader's role, the Head of Region or Managing Director of Program may determine that a Teacher-Leader's actions merit a sanction but that a TLIP or more significant response such as dismissal is not warranted.

Being suspended means that the person is not a Teacher-Leader in good standing and are, therefore, ineligible to participate in the Program in the same manner as Teacher-Leaders who are in good standing. During a suspension, the Teacher-Leader's financial aid from Teach For Armenia will also be suspended. Additionally, during a Teacher-Leader's suspension, the latter will not be permitted to participate in Teacher-Leader activities or to take advantage of opportunities that are available to other Teacher-Leaders. Exceptions may be made to specific restrictions, particularly if certain restrictions might have an adverse impact on their students (e.g., not having access to classroom resources). Suspension is for a defined period of time.

Therefore, a Teacher-Leader will be formally notified of when the suspension will commence and when it will end. The Foundation retains the right to lift a suspension early or to extend a suspension period (with notice given in advance) as circumstances warrant. In rare circumstances, it is possible that being a Teacher-Leader not in good standing could impact someone's employment at the placement school,

depending on the school's specific employment and hiring policy. If and when a Teacher-Leader's suspension is lifted, his/her financial aid suspension will also be lifted making it possible to once again receive the financial aid moving forward, though it will not be back paid from the suspension period. Teach For Armenia is not responsible for any financial hardships that Teacher-Leaders may have incurred during the suspension period.

Dismissal from the Teacher Leadership Program

Being a member of the Teach For Armenia community is a privilege. Occasionally, the Foundation is forced to conclude that an individual Teacher-Leader's conduct is such that the Foundation no longer believes that this person belongs in our community or can accurately represent the Foundation to other communities. Therefore, the Foundation reserves the right to dismiss a Teacher-Leader at any point during the two-year commitment if the Teacher-Leader's behavior casts doubt on his/her ability to have a positive impact on children in the classroom, on the communities in which the Foundation works or on Teach For Armenia itself. This can include but is not limited to the following circumstances:

- Any serious breach of our core values or clear evidence that a Teacher-Leader has acted without integrity;
- If a Teacher-Leader does not meet stated expectations during the Teacher Leadership Academy;
- If a Teacher-Leader fails to meet the specific conduct expectations set forth in this Handbook;
- If a Teacher-Leader fails to meet stated expectations after being placed on an TLIP;
- If a Teacher-Leader is dismissed in bad standing from his/her teaching position at the placement school;
- If a Teacher-Leader does not perform at a satisfactory level in his/her Master's program;
- If a Teacher-Leader engages in criminal conduct;
- If a Teacher-Leader's conduct includes elements that may pose direct threats to any child and/or is in violation of child protection policies;
- If a Teacher-Leader is found to use illegal drugs or abuse alcohol or;
- If a Teacher-Leader fails to adhere to any of the policies, procedures or expectations that the Foundation has for Teacher-Leaders.

Teach For Armenia reserves the right to make such a determination in its sole discretion.

In case of dismissal from the Teacher Leadership Program, a Teacher-Leader can expect the following procedure:

- An email notifying of a Teacher-Leader's changed status in the Program.
- An in-person Exit Interview with the Head of Region and other relevant staff members.
- The school and its principal will be notified of the Teacher-Leader's change in status at Teach For Armenia.
- A Teacher-Leader will be asked to supply a short statement that will be included in the letter sent to the Teacher Leadership Program informing that the Teacher-Leader is leaving the Program. The Foundation will not divulge any information that a Teacher-Leader would not want to be disclosed.
- A Teacher-Leader will be asked to contact his/her university and explain that he/she will be withdrawing from the Master's program.
- Exit documents, including a non-disclosure agreement, will be signed by the Teacher-Leader and a member of Teach For Armenia's team.

There are a few important things Teacher-Leaders should understand about what it does and does not mean to be dismissed from Teach For Armenia:

- Dismissal has nothing to do with a Teacher-Leader's employment with the school. Being dismissed from Teach For Armenia is to be removed from continued participation in the Foundation's Program. The Foundation will inform the school of the change in the Teacher-Leader's status with the Foundation, but the Teacher-Leader's continued employment with the school is solely up to the school.
- If a Teacher-Leader is enrolled in a university certification program, dismissal from Teach For Armenia may result in the Teacher-Leader's dismissal from his/her certification program, but that decision is ultimately left to the certification program in which the Teacher-Leader is enrolled.

- If a Teacher-Leader is enrolled in a university certification program, Teach For Armenia will no longer pay the fees associated with this Master’s program and the Teacher-Leaders are, thereby, liable for all fees and charges associated with the program should they choose to proceed with its completion.
- If a Teacher-Leader is dismissed, he/she is automatically ineligible to receive Teach For Armenia Financial Aid because of no longer being considered a Teacher-Leader in good standing, effective on the date of official contact informing the Teacher-Leader of his/her dismissal from the program.
- If a Teacher-Leader is dismissed, he/she is not entitled to any financial assistance to exit the program or any reimbursements for expenses incurred while in the program or in anticipation of continuing in the program.
- If a Teacher-Leader is dismissed, he/she is automatically ineligible to apply to rejoin the Program.
- If a Teacher-Leader is dismissed, he/she will not be considered to have completed Teach For Armenia’s Teacher Leadership Program and will not be granted access to resources or other privileges and benefits that are reserved for Teacher-Leaders who successfully complete the Program.
- It should be noted that Teach For Armenia reserves the decision-making authority to determine when a Teacher-Leader is avoiding their responsibilities and/or behaving out of accordance with the Foundation's policies in order to force a dismissal. In such cases, Teach for Armenia will require a Teacher-Leader to pay the penalty in accordance with the regulations of this handbook..

What Happens If the Teacher-Leader Believes that Teach For Armenia Has Not Met the Expectations as Set Forth in This Handbook

Teach For Armenia – Teacher-Leaders and staff members – is a community of colleagues committed to engaging with professionalism and integrity aligned with the Foundation's core values. The Foundation expects all members of this community to uphold those values and exhibit respect for each other and the communities in which the Foundation works. The Foundation recognizes that there are instances in which Teacher-Leaders may disagree with various decisions, so it has established the following processes for addressing such concerns.

Informal Resolution

- Disputes with the leadership of Teacher-leadership Academy:^[30] If a Teacher-Leader has a concern that involves his/her participation in Teacher-Leadership Academy, a Teacher-Leader should raise that concern with the Managing Director of Program.
- Disputes with any member of the organization throughout the LDP: If a Teacher-Leader has a complaint or disagreement, the Foundation strongly encourages the Teacher-Leader to take that up with the Leadership Development Manager. If the dispute is with the Leadership Development Manager, a Teacher-Leader may contact his/her Head of Region. Because the passage of time frequently impacts the ability to successfully resolve an issue, a Teacher-Leader should raise his/her concerns within 30 days of whatever decision or sequence of events gave rise to the concern. As a general rule, the Foundation strives to resolve Teacher-Leader concerns within 30 days after they are initiated.

Formal Resolution/Appeal Process

- Grievances involving the Teacher-Leadership Academy: If Teacher-Leader is dismissed from the Program during a TLA, he/she may file a grievance with the Managing Director of Program within 24 hours of the dismissal. The grievance should clearly state why the Teacher-Leader is challenging the dismissal decision and should include any official written documents or other relevant materials related to the dismissal. Once the written grievance is received, the Managing Director of Program or their designee will acknowledge having received it and will contact the Teacher-Leader to discuss next steps in the process, which may include a personal interview or other opportunities for the Managing Director of Program to understand the facts surrounding a grievance. The Managing Director of Program or their designee will render a decision and notify the Teacher-Leader of that decision within 3 days from the date the grievance was received. All decisions made on the basis of the appeal on the part of Teach For Armenia are final and cannot be further contested.
- Grievances involving the Teacher Leadership Program: If a Teacher-Leader is dismissed from the Program at any point during the two-year period, he/she may file a grievance with the Managing Director of Program within 48 hours of the dismissal. The grievance should clearly state why the Teacher-Leader is challenging the dismissal decision and should include any official written documents or other relevant materials related to the dismissal. Once the written grievance is received, the Managing Director of Program or their designee will acknowledge having received it and will contact the Teacher-Leader to discuss next steps in the process, which may include a personal interview or other opportunities for the Managing Director of Program to understand the facts surrounding a grievance. The Managing Director of Program or their designee will render a decision and notify the Teacher-Leader of that decision within 10 days from the date the grievance was received. Throughout the appeals process, the Teacher-Leader's status is suspended. All decisions made on the basis of the appeal on the part of Teach For Armenia are final and cannot be further contested.

Grievances around resignation and the resulting penalty must also be submitted to the Managing Director of Program or their designee. The disagreement or appeal must clearly state the reasons and must contain any official written document or related material documenting them. Upon receipt of the written appeal, Managing Director of Program or designee will note the receipt of the appeal and contact the Teacher-Leader to discuss next steps, which may include an in-person interview or other opportunities. In order to make a decision, the Managing Director of Program and Senior Leadership team may need other consultations, which implies a longer time. The party appealing the decision will be notified in writing by the Managing Director of Program.

The Handbook and other documents that are an integral part of it are developed and approved in Armenian. The Handbook and other documents that are an integral part of it can also be written in a foreign language. In case of conflict between the texts, preference is given to the Armenian text.

Appendix A:

Teach For Armenia's Diversity Statement

Teach For Armenia seeks to enlist our nation's most promising future leaders in the movement to eliminate educational inequity and we know these leaders will be diverse in ethnicity, race and economic background. Their places on the political spectrum and their religious beliefs will be similarly varied and we seek to include individuals of all genders and sexual orientations and regardless of physical disabilities. Maximizing the diversity of our organization is important so that we can benefit from the talent and energy of all those who can contribute to our effort and also to increase the opportunity for engagement in the circles of influence in our society. Moreover, we seek to be diverse because we aspire to serve as a model of the fairness and equality of opportunity we envision for our nation.

We emphasize racial, ethnic, regional and economic diversity to enhance our impact.

IMPACT ON STUDENTS

We have seen that our most effective Teacher-Leaders - those who have affected the greatest academic progress - represent all races, ethnicities and economic backgrounds. When such teachers are themselves from historically underrepresented regional backgrounds or low-income families, however, they have the potential to have a profound additional impact because they can be particularly persuasive with students regarding the potential for success in education and in life.

LONG-TERM IMPACT

Teacher Leaders who share the regional and/or economic backgrounds of our students can also be particularly influential in the long-term push for social change, because of their rich perspective and credibility and because their leadership in and of itself demonstrates the value of that change.

COLLECTIVE STRENGTH

While it is the responsibility of each person within Teach For Armenia to make decisions with sensitivity to the needs and desires of our students and communities, we have seen that individuals who are themselves from under-represented regional backgrounds or low-income family backgrounds can often ground the discussions and advance the thinking of our Teacher-Leaders, the movement and our organization in important ways.

Appendix B

As of "Teacher-Leader Handbook 2023"

REGULATION

For PARTICIPANT of "TEACH FOR ARMENIA" FOUNDATION Teacher Leadership Program

The purpose of this regulation is to define rules for being considered as a participant of "Teach For Armenia" Educational Foundation (hereinafter referred to as the "Foundation") program (hereinafter referred to as the Program).

Criteria for being considered a participant in the program.

Participants of the Program can be citizens who:

- 1.1. have applied to the Program announced by the Foundation, filling out the application form, submitting the documents required by the application,
- 1.2. have participated in the evaluation phase, which is an integral and mandatory part of the Foundation's selection process for participants,
- 1.3. have successfully passed the evaluation phase implemented by the Foundation, received and accepted an invitation to participate in the intensive training and development preparatory course of the "Teacher-Leader Academy" for eight weeks.

The evaluation phase stipulated by the provision 1.2. of this Regulation includes the following procedures:

- a) tests on relevant subject, language proficiency and analytical reading;

c) participation on a selection activity (Teacher's Portfolio or Group Work);

d) personal interview; and

e) successfully complete the Pre-Service course

In addition to satisfying the requirements of the procedures provided under the above-mentioned points "a", "b", "c" and "d", the following criteria will be taken into account during the evaluation phase conducted by the Foundation:

- measurable results and achievements in the academic, leadership or working spheres,
- professionally grounded perseverance, the ability to persistently overcome the emerging obstacles,
- analytical thinking, the ability to understand the causality of the problem and present solutions,
- compliance with the approaches adopted by the Foundation and readiness to implement them,
- excellent organizational, time management abilities, ability to prioritize tasks and requirements,
- ability to communicate and motivate, consider the interests of other people,
- respectful and tolerant attitude towards others and the ability to work with people of different social status.

Appendix C

"Teacher-Leader Handbook 2023"

STATEMENT OF COMMITMENT	
Yerevan	_____, ____ 2023
I, _____ (passport No. _____, issued by____, social security card No. _____) hereby certify that I have successfully completed the selection phases for the participation at the two-year Leadership Development Program (hereinafter referred to as the "Program") implemented by the "Teach For Armenia" Educational Foundation (hereinafter referred to as the "Foundation") and have accepted the invitation to participate in the Foundation's Teacher-Leader Academy (hereinafter referred to as the "Academy") intensive training and development free preparatory courses (hereinafter referred to as the "Courses") as a teacher in one of the schools in the Republic of Armenia and Artsakh.	
I am informed and certify that:	
1. The main phases of the Program implemented by the Foundation are: selection phases, Academy phase, two-year program participation phase (hereinafter referred to as "Phases").	
2. In case of successful completion of the Academy (Academy phase), I certify my commitment to participate in the Program.	
3. Taking into consideration the expenses allocated by the Foundation for each participant for the effective organization of the Program, by signing this commitment I certify that in case of unilateral termination of participation in the Program starting from the first day of the Teacher-leadership Academy, I am obliged to pay a fine specified in the Teacher-Leader handbook, to compensate the losses suffered by the Foundation under the contract on the organization of professional training within 10 (ten) working days period.	
4. If I received a STEM scholarship before joining the Program, then in the event that the working relationship concluded between me and the School is terminated on my initiative and with an unreasonable explanation before the term stipulated by the Program, in addition to the fine specified in point 3, I am also obligated to compensate the losses suffered by the Foundation under the contract on the organization of professional training.	
I hereby certify that I have been provided with a reasonable period of time by the Foundation to examine the complete package I have signed. I also certify that I am familiar with the "Teacher-Leader Handbook 2023", which is part of the Foundation package, and I have no	

objections related to the mentioned points, in case of having any suggestions or objections I will inform before signing the document.

With this signature, I certify that all the issues have been properly clarified, I fully accept and realize the content and purpose of this statement.

This statement is made on my own free will, for which I am signing.

ստորագրութիւն/signature

Appendix D

"Teacher-Leader Handbook 2023"

Appendix D

"Teacher-Leader Handbook 2023" approved by the order of the Executive Director of the Foundation N 27/02/2023, as of February 27 , 2023

PROCEDURE ON THE CONDITIONS OF FINANCIAL AID PROVISION AND THE RESPECTIVE APPLICATION SAMPLE FORM

The purpose of this Procedure is to establish the procedure for providing financial aid to the beneficiaries (hereinafter referred to as the "Beneficiary") of the two-year program (hereinafter referred to as the "Program") of the "Teach For Armenia" Educational Foundation (hereinafter referred to as the "Foundation") on the basis of the following conditions, that they:

1. are considered beneficiaries and are included in the list of beneficiaries according to the Foundation's charter,
2. have successfully completed intensive training and development preparatory course (hereinafter referred to as "Training") of the "Teacher-Leader Academy", organized by the Foundation,
3. are included on the list of the participants of the Program sent to the RA Ministry of Education and Science for placement,

4. have an order of placement of the RA Minister of Education and Science to fill the vacancies of teachers in the public schools of RA regions/communities (hereinafter referred to as the “School¹”)
5. have completed the Application form² of the Foundation to receive financial aid during the two-year mission,
6. have signed an agreement between the Parties based on the Application on provision of financial aid (see Appendix E).
7. The amount and the terms stipulated in the agreement on financial aid are considered officially confidential and are not subject to disclosure to third parties.

At the same time, the participants accepting these conditions, when signing the application, acknowledge that if their employment relationship with the School is terminated ahead of schedule foreseen by the Program without cause at the initiative of the participant, they will no longer be considered Participants of the Program, which means the cessation of financial assistance, and as a result of which the Beneficiary will be obliged to pay a fine specified in the Teacher-Leader handbook, to compensate the losses suffered by the Foundation under the contract on the organization of professional training within 10 (ten) working days period.

¹ The list of secondary schools of the Republic of Armenia and Artsakh included in the Program implemented by the Foundation is attached to this regulation and is considered an integral part of it.

² The sample form is attached.

Appendix E
Sample form

To: Founder and Executive Director
of "Teach For Armenia"
Educational Foundation
Larisa Virginia Hovannisyan
From: (name, surname)

Application

I, _____ (passport No. _____)
certify that I have successfully completed "Teacher-Leader Academy" intensive training and
development preparatory course. I would kindly ask you to include me in the list of
beneficiaries of "Teach For Armenia" Educational Foundation as a teacher of _____. I
am ready to work as a _____ teacher in the regional public schools included in the
Program for the period of two years.

I hereby confirm that I have read and agree to the statement of "Teacher – Leader
Handbook 2023" prepared by "Teach for Armenia" Educational Foundation.

Name. Surname

Signature
Date

Appendix F

"Teacher-Leader Handbook 2023" approved by the order of the Executive Director of the Foundation N 27/02/2023, as of February 27 , 2023

Sample form

Agreement On financial aid	
Yerevan	“ ” _____, 2023
<p>“Teach For Armenia” Educational Foundation (hereinafter referred to as “Provider”), represented by Executive Director Larisa Virginia Hovannisian, acting based on Provider’s charter, on one side and (passport No. _____, issued by _____, address _____) (hereinafter referred to as “Recipient”), on the other side have signed this agreement (hereinafter referred to as the “Agreement”) on financial aid. In the Agreement, the Provider and the Recipient are individually called “the Party” and together “the Parties”.</p>	
1. SUBJECT OF THE AGREEMENT	
<p>1.1. The Provider, in accordance with the article 3.2.5 of its charter activity goals, which is to support the beneficiaries of the Foundation for the implementation of the activities aimed at the goals of the Foundation, the group of beneficiaries mentioned in the article 3.4 of the Foundation’s charter, in particular, teachers entitled to receive financial aid (Recipient) according to the regulation on providing financial aid approved by the Provider, which is attached to the Agreement and is considered an integral part of it, is obliged on a monthly basis until the 15th of the following month to commit as a financial aid and property _____ (_____) AMD under the condition that it will be used according to the article 2.4.1 of the Agreement.</p>	
<p>1.2. The financial aid is provided to the Recipient via bank transfer.</p>	
2. RIGHTS AND RESPONSIBILITIES OF THE PARTIES	
2.1. The Provider has the right to:	
<p>2.1.1. Any time check the progress of the program implemented by the Recipient and the alignment between the spent money and the purpose.</p>	

<p>2.1.2. Refuse to provide financial aid to the Recipient at any time and terminate the Agreement in accordance with the article 3.2. of the Agreement.</p>
<p>2.2. The Provider is obligation to:</p>
<p>2.2.1. Grant financial aid to the Recipient if the Recipient and the expenses made by the Recipient meet the conditions set out in the articles 1.1. and 2.4.1. of the Agreement.</p>
<p>2.3. The Recipient has the right to:</p>
<p>2.3.1. Refuse to accept financial aid.</p>
<p>2.3.2. Unilaterally terminate the Agreement in compliance with the requirements of the article 2 of the regulation on providing financial aid approved by the Provider.</p>
<p>2.4. The Recipient has the obligation to:</p>
<p>2.4.1. Use the financial aid exclusively for the implementation of the objectives set out in the program or this agreement: a) Expenses related to moving to the new community and current travel expenses, b) Rent of housing and other related expenses, c) Daily expenses, etc.</p>
<p>3. FINAL PROVISIONS</p>
<p>3.1. The Agreement enters into force upon signing by the Parties and is valid until June 30, 2025.</p>
<p>3.2. The Agreement may be terminated unilaterally by the Provider at any time, by notifying the Recipient 5 (five) working days in advance by sending a notice to the Recipient's _____ e-mail address.</p>
<p>3.3. The regulation on providing financial aid approved by the Provider should be attached to this Agreement and should be considered an integral part of it.</p>
<p>3.4. Disputes between the Parties in connection with the Agreement should be settled through negotiations. In case of disagreement during negotiations, the disputes should be settled in accordance with the judicial procedures established by the legislation of the Republic of Armenia.</p>
<p>3.5. The legislation of the Republic of Armenia is applied to the Agreement.</p>
<p>3.6. The Agreement is signed in two copies, which have equal legal force. Each Party shall be given one copy of the Agreement.</p>
<p>4. REQUISITES OF THE PARTIES</p>
<p style="text-align: center;">PROVIDER</p>

“Teach For Armenia” Educational Foundation

Name: Larisa Virginia Hovannisian

Position: Executive Director

Address: 18/3 Amiryan str., apt. 12, 0002, Yerevan, Armenia

TIN: 02645043

Bank: “Ameriabank” CJSC

N / A: 1570023320370100

Signature`

L. S.

RECIPIENT

Name, Surname

Passport: _____

Social Security card:

Address: _____

Tel.: _____

Bank: “Ameriabank” CJSC

N / A: 15700_____

Signature`

/The rest of the page is deliberately omitted/

Appendix G

Sample

RELOCATION (Move to Armenia) FUND AGREEMENT N -----	
Yerevan	-----, 2023
<p>“Teach For Armenia” Educational Foundation (hereinafter referred to as the Provider), represented by Executive Director Larisa Virginia Hovannisyan acting based on the Provider’s charter on one side and ----- (passport No. -----, issued on -----, by -----, address -----) (hereinafter referred to as the Recipient) on the other side have signed this agreement (hereinafter referred to as the Agreement) on the provision of Relocation Fund. In the Agreement, the Provider and the Recipient are individually called the Party and together the Parties.</p>	
1. SUBJECT OF THE AGREEMENT	
<p>1. The Provider, in accordance with the article 3.2.5 of its policy activity goals which is to support the beneficiaries of the Provider for the implementation of the activities aimed at the goals of the Provider, commits to providing a supplementary financial support of 200,000 AMD (two hundred thousand) (hereinafter referred to as the Financial support) by October 31st as a lump sum payment, to the group of beneficiaries mentioned in the article 3.4 of the Provider’s policy, in particular, teachers entitled to receive financial aid according to the regulation on providing lump-sum financial aid approved by the Provider under the condition that it will be used to pay expenses related to the relocation.</p>	
<p>2. The Financial support is provided to the Recipient via bank transfer.</p>	
2. RIGHTS AND RESPONSIBILITIES OF THE PARTIES	
<p>1. The Provider has the right to:</p>	

1. Any time check the alignment between the spent the Financial support to the Recipient and the purpose.

2. Any time unilaterally terminate this Agreement and demand to return the Financial support if the Recipient's financial aid agreement with the Provider is terminated in accordance with the Provider's internal regulations and procedures.

3. Demand to return the Financial support if the Recipient does not relocate regardless of the reason for not relocation.

2. The Provider has the obligation to:

1. Provide the Financial support to the Recipient.

3. The Recipient has the right to:

1. Refuse to accept the Financial support.

2. Unilaterally terminate the Agreement in compliance with the requirements approved by the Provider.

4. The Recipient has the obligation to:

1. Use the Financial support exclusively for expenses related to relocation, travel expenses and other expenses related to relocation.

2. Track all expenditures and provide the Provider with expense financial reports at the request of the Provider.

2.4.3. The Financial support defined in clause 1.1 of this Agreement is subject to full refund if the Recipient terminates the participation on its own initiative until January 2023.

3. FINAL PROVISIONS

3.1 The Agreement enters into force upon signing by the Parties and remains in force until the complete and proper fulfillment of the obligations of the Parties prescribed by this Agreement.

3.2 The Agreement may be terminated unilaterally by the Provider at any time, by notifying the Recipient 5 (five) working days in advance by sending a notice to the Recipient's ----- email address.

3.3 Disputes between the Parties in connection with the Agreement should be settled through negotiations. In case of disagreement during negotiations, the disputes should be settled in accordance with the judicial procedures established by the legislation of the Republic of Armenia.

3.4 The legislation of the Republic of Armenia is applied to the Agreement.

3.5 This Agreement is made in duplicate, one copy for each Party, both texts being authentic and equal in legal force. This Agreement is made in English and in Armenian. In case of conflict, the Armenian version shall be given precedence.

4. REQUISITES OF THE PARTIES

PROVIDER

“Teach For Armenia” Educational Foundation

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Executive Director Larisa Virginia Hovannisyan

Signature

L.S.

RECIPIENT

Passport:

Social Security card:

Address:

Tel.:

Bank: "AMERIABANK" CJSC

N / A:

Signature

[1] A Teacher-Leader is a person, who, upon the decision made by Teach For Armenia educational foundation (hereinafter "Foundation") and on the grounds of complying with the criteria of participating in the Teacher Leadership Program, is considered a Participant of this Program (see Appendix C for "Criteria to be considered a Participant of the Program").

[2] RA Constitution, Article 29. Prohibition of Discrimination

[3] Can have the whole communication copied or be put on CC in an email correspondence.

[4] These individuals have valuable insight into what is happening in the classroom, since they also often have insight into what is happening in the school overall that may be different from the perspective of the Foundation's staff. Similarly, these individuals are often interested in the perspective of our staff members who work in the classroom.

[5] This applies to non-certified Teacher-Leaders who take part in the Teacher Leadership Program in Armenia and Artsakh.

[6] This should not be confused with the email correspondence among the Parties, which is considered an official means of communication.

[7] The waivers must be submitted to the Foundation within the first week of school.

[8] The waiver form is provided by Teach For Armenia and is in full accordance with Armenian law "On the rights of the child."

[9] Teach For Armenia partners with other organizations

[10] TIP is presented in more detail in the subsequent sections.

[11] It should be noted that Teacher-Leaders in Artsakh receive a higher financial aid package given the cost of travel to remote communities for the purpose of program-related expectations.

[12] Applicable to all factors.

[13] Teacher-Leaders' personal financial situation is irrelevant to their qualifications for participation and for determining the financial aid amount.

[14] Our strict policy against negotiation demonstrates our focus on securing a fair financial aid amount for the same cohort of Teacher-Leaders.

[15] It is up to the Teacher-Leader to decide how to conduct everyday classes, after-school and extracurricular activities and secure the necessary items and/or resources for that purpose or organize them within the limits of resources/materials offered by the school.

[16] Teach For Armenia is not responsible for securing a house and/or flat for Teacher-Leaders. It is up to Teacher-Leaders to decide in which house or flat they will reside in the assigned community. TFA will try to provide Teacher-leaders with devices as well as internet connection and is not responsible for reimbursing extra costs related to wired and/or additional internet connection. In the past, Teach For Armenia has received sponsorship for cell phone and Wi-Fi for its Teacher-Leaders. While this is not guaranteed, Teach For Armenia is incredibly grateful to its sponsors for providing phones and internet to our Teacher-Leaders for free. Teacher-Leaders who are found to tamper with their devices and abuse the data plan (for example, to make international calls) will be expected to pay for the usage and the devices may be revoked.

[17] Teacher-Leaders are employees of the schools. Schools are responsible for salary amount calculation and transfer.

[18] Applicable to all factors.

[19] Teacher-Leaders' personal financial situation is irrelevant to their qualifications for participation and for determining the financial aid amount.

[20] Our strict policy against negotiation demonstrates our focus on securing a fair financial aid amount for the same cohort of Teacher-Leaders

[21] It is up to the Teacher-Leader to decide how to conduct everyday classes, after-school and extracurricular activities and secure the necessary items and/or resources for that purpose or organize them within the limits of resources/materials offered by the school.

[22] TFA is not responsible for securing a house and/or flat for Teacher-Leaders. It is up to a Teacher-Leader to decide in which house or flat he/she will reside in the assigned community. TFA provides cell phones and data connection for Teacher-Leaders and is not responsible for reimbursing extra costs related to wired and/or additional internet connection

[23] Teacher-Leaders are employees of the schools. Schools are responsible for salary amount calculation and transfer.

[24] Throughout the Program, the foundation organizes events, such as Professional Growth Days, “Professional Development days”, “Learning Loops “, Inauguration ceremony”, “I am becoming an Ambassador “ which require mandatory attendance. Besides which it may be necessary to attend in unscheduled events the participation in which is mandatory and the financial aid provided to the Fellow (**working school teacher**) by the Foundation aims to cover the transportation expenses related to the participation in these events as well.

[25] See “Release” section below

[26] E.g. Serious disease, family circumstances.

[27] E.g. Post-graduate education, significant achievements in education

[28] The Parties hereby confirm that the Foundation may not be able to place the Teacher-Leader in the same school or community, for reasons beyond its control.

[29] For instance, allegations of serious misconduct have been made at the Teacher-Leader's placement school and a formal investigation and/or disciplinary proceedings are underway. The Foundation may elect to suspend the Teacher-Leader's status as such until the investigation and/or disciplinary proceedings are completed and final conclusions are made.

[30] Please review the policies of Teacher-Leadership Academy (Handbook) for further information. Please note that given the compressed timeline of Teacher-Leadership Academy, concerns should be raised and will be addressed in an expedited manner.

[31] The amount of financial assistance provided to teachers involved in the Extended Experimental Program is more than the amount provided to Teacher-Leaders, taking into consideration the specifications of the program, the need for proper implementation, including but not limited to professional development of other teachers.

[32] In case of one-year Program Instructional Leaders receive financial assistance for 10 months, for two-year Program for 22 months and for three-year Program for 34 months.

[33] The list of secondary schools of the Republic of Armenia and Artsakh included in the Program implemented by the Foundation is attached to this regulation and is considered an integral part of it.

[34] The sample form is attached.