

Standards of Competent Professional Performance

STANDARD 1: PLANNING

Area: Classroom Performance

The competent teacher plans lessons to meet individual and group needs by:

1. Planning short and long range instructional goals;
2. Planning lessons that are consistent with the established objectives;
3. Planning lessons that include appropriate activities which meet individual and group needs;
4. Planning alternatives to meet the needs of individual students;
5. Considering student feedback in planning instruction.

STANDARD 2: UTILIZING KNOWLEDGE

The competent teacher utilizes knowledge of subject matter by:

1. Using vocabulary and content appropriate to the subject area and student's abilities;
2. Using available media effectively and efficiently;
3. Requesting and using resources, materials and facilities based on instructional objectives;
4. Knowing and utilizing community agencies, groups and individuals to further the educational program.

STANDARD 3: MANAGING

The competent teacher uses effective classroom management techniques by:

1. Showing respect for students;
2. Providing an atmosphere in which students remain at task;
3. Exhibiting positive verbal and non-verbal influence on students;
4. Exhibiting consistency when dealing with behavior problems;
5. Encouraging students self-discipline in classroom and throughout school;
6. Encouraging inner-group cooperation.

STANDARD 4: APPLYING LEARNING THEORY

The competent teacher applies learning theory by:

1. Utilizing and building upon student's interests and prior knowledge;
2. Providing feedback on student's progress toward goals;
3. Allowing for a balance between intake of information and the expression of student ideas.

STANDARD 5: USING INSTRUCTIONAL TECHNIQUES

The competent teacher uses a variety of instructional techniques appropriate to the learners needs by:

1. Giving directions in a clear, concise manner;
2. Phrasing questions so students may respond appropriately;
3. Promoting in-depth thinking through the use of indirect questioning;
4. Pacing the activities within a lesson according to the needs of the students.

Area: Student Performance Evaluation

STANDARD 6: ASSESSING STUDENT PERFORMANCE

The competent teacher practices:

1. Selecting means of evaluation which are appropriate to the objectives being taught;
2. Planning measurement procedures for specific purposes;
3. Utilizing procedures whereby students receive feedback on their individual performance;
4. Presenting information that indicates evaluation has taken place for each student.

STANDARD 7: INTERPRETING STUDENT PERFORMANCE

The competent teacher interprets the results of student performance assessment by:

1. Identifying the reasons why students have or have not met the performance objectives;
2. Requesting assistance from others when needed for more comprehensive diagnosis.

STANDARD 8: UTILIZING STUDENT ASSESSMENT

The competent teacher utilizes the results of student performance assessment by:

1. Using objectives data to arrive at a grade or indicator of student progress to be reported;
2. Providing information that facilitates the student accomplishment;
3. Planning changes in teaching strategies based on evaluation results.

Area: Communication

STANDARD 9: COMMUNICATING WITH STUDENTS

The competent teacher communicates effectively with students by:

1. Listening to and considering student comments;
2. Demonstrating behavior that promotes participation in activities.

STANDARD 10: COMMUNICATING WITH STAFF

The competent teacher will:

1. Participate in group decision-making process;
2. Listens to and considers suggestions from other staff members;
3. Shares ideas and resources with others;
4. Cooperates with other staff members in helping to provide a better education for all students in all classes.

STANDARD 11: COMMUNICATING WITH THE PUBLIC

The competent teacher responsibly communicates to the public the significance of the school program by:

1. Answering parent's inquiries promptly, honestly and with discretion;
2. Initiating, when necessary, communication with parents;
3. Communicating positive aspects of the school.

Area: School Relationships

STANDARD 12: EVIDENCING ATTITUDES

The competent teacher has a consistent and professional attitude toward the accomplishment of building district and state goals by:

1. Contributing to the decision-making process and abiding by group decisions;
2. Accepting shared responsibilities of management and control in and out of the classroom;
3. Maintaining consistency in recordkeeping as defined by building or district administrative relations and procedures;
4. Using adopted courses of study or adjusting teaching objectives to include such adoptions;
5. Adhering to and enforcing school law, State Board regulations, Board policy and established administrative procedures;
6. Supporting the educational desires and wishes of the supervisor and/or superintendent.

STANDARD 13: PERSONAL TRAITS

The competent teacher practices:

1. Good dress and neatness;
2. Good school housekeeping;
3. Displaying good classroom voice/verbal expression;
4. Friendly and outgoing attitude;
5. Allegiance to school and administrator.