

Teacher Responsibilities

Standard 1: Planning and Assessment

Responsibility 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum guides.

Examples of Performance Indicators:

- a. The teacher bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- b. The teacher matches content/skills taught to overall curriculum scope and sequence.
- c. The teacher uses assessment feedback to monitor and adjust instruction.
- d. The teacher links objectives for instruction to prior student learning.
- e. The teacher reflects the goals and needs of the school and community in planning.
- f. The teacher uses available resources to link student learning to the community.

Responsibility 2: The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Examples of Performance Indicators:

- a. The teacher selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning.
- b. The teacher designs appropriate learning activities clearly connected to instructional objectives.
- c. The teacher develops lesson plans that are clear, logical, and sequential.

Responsibility 3: The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.

Examples of Performance Indicators:

- a. The teacher monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- b. The teacher utilizes multiple assessment practices congruent with instructional goals both in content and process.
- c. The teacher effectively uses both teacher-made and standardized tests as appropriate.

- d. The teacher demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement.
- e. The teacher maintains and uses organized records of student progress for instructional decisions.

Responsibility 5: The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate instruments.

Examples of Performance Indicators:

- a. The teacher communicates clear expectations for learning and behavior to students and parents.
- b. The teacher uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains.
- c. The teacher provides prompt and meaningful feedback to students about performance and progress.
- d. The teacher provides opportunities for students to contribute to the development of criteria and standards as appropriate.
- e. The teacher incorporates strategies to prepare students for SOL and standardized testing.

Performance Standard 2: Instruction

Responsibility 1: The Teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.

Examples of Performance Indicators

- a. The teacher communicates a belief that all students can learn.
- b. The teacher exhibits an understanding of and facility in explaining the subject area(s).
- c. The teacher uses appropriate literature and current resources and materials in the subject area(s).
- d. The teacher encourages the academic curiosity and critical thinking of students.
- e. The Teacher modifies instruction to make topics relevant to students' lives and experiences.
- f. The teacher demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary.
- g. The teacher provides clear and concise explanations of lesson.
- h. The teacher checks for understanding with questions, review activities, and various assessment strategies.

Responsibility 2: The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.

Examples of Performance Indicators:

- a. The teacher selects materials and media that match learning styles of individual students.
- b. The teacher provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary.
- c. The teacher utilizes flexible grouping practices to respond to the diverse learning needs of students.
- d. The teacher collaborates with resource teachers in developing activities for students with special learning needs.
- e. The teacher encourages students to build on strengths while developing all areas of competence.
- f. The teacher paces instruction appropriately with adequate preview and review of instructional components.
- g. The teacher uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others.
- h. The teacher demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.

Responsibility 3: The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Examples of Performance Indicators:

- a. The teacher evaluates curricular materials for accuracy, currency, and student interest.
- b. The teacher provides students with materials and media that are appropriate and challenging for their instructional levels.
- c. The teacher encourages and guides the development of problem-solving skills and independent thinking in students.
- d. The teacher utilizes available technological materials and resources effectively to engage students in varied learning experiences.
- e. The teacher provides opportunities for guided practice and hands-on technology application.
- f. The teacher demonstrates competence in the Technology Standards for Instructional Personnel.

Responsibility 4:

The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

Examples of Performance Indicators:

- a. The teacher solicits comments, questions, examples, and other contributions from students throughout lessons.
- b. The teacher uses questioning strategies effectively.
- c. The teacher provides opportunities for guided and independent practice.
- d. The teacher responds positively to student questions and active engagement.
- e. The teacher implements instructional opportunities in which students are interacting with ideas, material, teachers, and one another.
- f. The teacher reteaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement.
- g. The teacher implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning.

Performance Standard 3: Safety and Learning Environment

Responsibility 1:

The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.

Examples of Performance Indicators:

- a. The teacher establishes effective classroom rules and procedures.
- b. The teacher communicates clear expectations about behavior to students and parents.
- c. The teacher implements and enforces disciplinary procedures with fairness and consistency.
- d. The teacher encourages students in developing self-discipline and conflict resolution skills.
- e. The teacher recognizes and celebrates the achievements of students and staff.
- f. The teacher is knowledgeable of and complies with local, state, and federal safety regulations.
- g. The teacher manages emergency situations as they occur.

Responsibility 2: The teacher manages classroom procedures to maximize academic learning time.

Examples of Performance Indicators:

- a. The teacher plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning.
- b. The teacher structures transitions in an efficient and constructive manner.
- c. The teacher creates and maintains a physical setting that minimizes disruption and promotes learning and safety.
- d. The teacher handles administrative routines quickly and efficiently.
- e. The teacher has all material readily available to allow for the smooth flow of instruction.

Responsibility 3: The teacher establishes and maintains rapport with students

Examples of Performance Indicators:

- a. The teacher treats students with respect.
- b. The teacher communicates personal enthusiasm for learning.
- c. The teacher models caring, fairness, humor, courtesy, respect, and active listening.
- d. The teacher demonstrates concern for students' emotional and physical well-being.
- e. The teacher seeks and uses information about student interests and opinions.
- f. The teacher develops and maintains positive interactions with students in all school settings.

Responsibility 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Examples of Performance Indicators:

- a. The teacher encourages students to respect themselves and others.
- b. The teacher communicates clear expectations for appropriate interactions between students.
- c. The teacher models enthusiasm for an engagement in learning.
- d. The teacher encourages students to take pride in good work.
- e. The teacher enhances students' feeling of self-worth.
- f. The teacher incorporates principles of equal opportunity and non-discrimination into classroom management.
- g. The teacher provides equitable opportunities for student learning.

- h. The teacher promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom.

Performance Standard 4: Communication and Community Relations

Responsibility 1: The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Examples of Performance Indicators:

- a. The teacher uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- b. The teacher articulates clear learning goals and instructional procedures to students.
- c. The teacher gives directions that are clear and reasonable and that contain an appropriate level of detail.
- d. The teacher uses a variety of media communication tools to enrich learning opportunities.
- e. The teacher models effective communication strategies in conveying ideas and information.
- f. The teacher provides support for student expression in speaking, writing, and other media.

Responsibility 2: The teacher forges partnerships with families to promote student learning at home and in the school.

Examples of Performance Indicators:

- a. The teacher responds promptly to parental concerns.
- b. The teacher demonstrates flexibility in planning meetings with parents.
- c. The teacher promotes parental involvement in the classroom and school.
- d. The teacher shares major instructional goals for the year with parents.
- e. The teacher initiates communication with parents or guardians concerning student progress or problems in a timely manner.
- f. The teacher establishes regular channels of communication between school and home.
- g. The teacher offers strategies for parents to assist in their children's education.

Responsibility 3: The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Examples of Performances Indicators:

- a. The teacher is sensitive to the social and cultural background of students and parents.
- b. The teacher uses multiple modes of communication to provide information to parents.
- c. The teacher encourages parent and community involvement in classroom activities.
- d. The teacher collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students.
- e. The teacher promotes the value of understanding and celebrating school/community cultures.
- f. The teacher supports community partnerships and uses community resources to enhance learning.
- g. The teacher works with community members in carrying out school and community sponsored functions.

Performance Standard 5: Professionalism

Responsibility 1: The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.

Examples of Performance Indicators:

- a. The teacher relates to colleagues, parents, and others in an ethical and professional manner.
- b. The teacher represents the school/program favorably in the school division/community.
- c. The teacher uses acceptable written and oral language.
- d. The teacher resolves concerns and problems in a constructive manner.
- e. The teacher maintains confidentiality appropriate to teaching assignment.
- f. The teacher maintains a professional demeanor and appearance.
- g. The teacher works in the best interest of the students, the school, and the community.

Responsibility 2:

The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Examples of Performance Indicators:

- a. The teacher participates in professional growth activities including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- b. The teacher evaluates and identifies areas of personal strength and weakness related to professional skills and effect on student learning and sets goals for improvement of skills and professional performance.
- c. The teacher maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- d. The teacher comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices.
- e. The teacher collaborates with colleagues to improve and enhance instructional knowledge and skills.
- f. The teacher maintains proper licensure and certification.

Responsibility 3:

The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Examples of Performance Indicators:

- a. The teacher demonstrates flexibility and a collaborative attitude in supporting coworkers/work team.
- b. The teacher maintains effective working relationships with other teachers.
- c. The teacher works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classrooms and grade levels.
- d. The teacher makes a positive contribution to the overall climate of the school and division.
- e. The teacher supports school and division-wide programs and activities.
- f. The teacher considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goals and services.
- g. The teacher shares ideas and information with other teachers, school personnel, and community stakeholders.

Responsibility 4:

The teacher provides service to the profession, the division, and the community.

Examples of Performance Indicators:

- a. The teacher serves on school, division, state, and/or national committees.
- b. The teacher maintains an active role in professional and community organizations.
- c. The teacher explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- d. The teacher contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- e. The teacher organizes, facilitates, and presents at local, state, and/or national conferences.
- f. The teacher supports and participates in efforts to align school and division goals and activities with community endeavors.