

REEDSPORT SCHOOL DISTRICT

POLICY: STANDARDS FOR COMPETENT AND ETHICAL
PERFORMANCE

CODE: GCAA

Ethical Performance

Standard 1 - Instructional Planning

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Instructional goals are aligned with state and district content and performance standards.
2. Objectives of lessons are clear, specific and measurable.
3. Lessons meet the learning needs of individual students and are developmentally proper.
4. Individual student learning plans are developed and implemented as necessary.
5. Planning includes provisions for the use of technology where proper.

Standard 2 - Instructional Skill

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Depth of knowledge in subject matter is apparent and used to guide student learning.
2. Instruction is differentiated by incorporating knowledge of student strengths, learning styles, interests, prior knowledge and cultural background when proper.
3. Lessons have a clearly defined structure and organization with reasonable time allocations.
4. Activities and resources used support the intended learning goals and engage students in meaningful learning while addressing different learning styles.
5. Student understanding is monitored and lessons and activities are adjusted accordingly.
6. Strategies are used to develop higher order thinking skills, including effective questioning techniques.

Standard 3 - Assessment

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Assessment criteria and standards of performance are present for instructional goals and clearly communicated to students.
2. Student performance is monitored as a means of determining effectiveness of instruction.
3. A variety of assessment tools are used to determine student progress and understanding of instruction.
4. Feedback is provided to students and parents informing them of student's progress.

Standard 4 - Learning Environment

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. High expectations of student learning for all individuals is apparent.
2. Students are motivated and engaged in learning.

3. Interaction within the classroom is positive and demonstrates caring and respect for others.
4. Classroom environment is conducive to learning.

Standard 5 - Management of Classroom

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Instructional activities are effectively organized and managed so that students are on task and engaged.
2. Expectations and standards for student conduct are clear, concise and consistent.
3. Students are assisted in developing self-discipline and acceptable standards of behavior.
4. Desired student behavior is reinforced, while disruptive behaviors are addressed properly and consistent with school and district policy.
5. The teacher demonstrates mobility in class in order to monitor student behavior and academic work.

Standard 6 - Teacher-Student Relationship

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Interactions are friendly and demonstrate caring and respect.
2. Each individual's unique background and characteristics are taken into account.
3. Understanding and commitment to each pupil are demonstrated when working with individual students.
4. Student concerns are listened to and responded to properly.
5. An equal opportunity for participation is demonstrated by the teacher during class.

Standard 7 - Communication with Families

(Classroom teacher, special education teacher, Title I teacher, counselor, and media specialist)

1. Student progress and behavior are communicated to parents on a regular basis.
2. An effort is made to contact and engage families in their child's educational program.
3. Parental concerns are addressed in a positive, professional and timely manner.

Standard 8 - Collaboration with Colleagues

(Classroom teacher, special education teacher, Title I teacher, counselor, media specialist, and technology coordinator)

1. Communication with peers is effective and conducted in a positive manner.
2. Sharing of concerns and information regarding student needs occurs in order to assist and facilitate student development.
3. Ideas and classroom resources are shared with colleagues.
4. Suggestions and ideas from other staff members are listened to and considered.
5. Work with colleagues is productive and responsibilities are shared.

Standard 9 - Professional Preparation and Growth

(Classroom teacher, special education teacher, Title I teacher, counselor, media specialist, and technology coordinator)

1. Effective teaching practices and upgrading of skills are continually being pursued.

2. Commitment to the profession is apparent through regular participation in professional development activities.
3. Goals are established and activities initiated that demonstrate professional growth and development.

Standard 10 – Confidentiality

(Classroom teacher, special education teacher, Title I teacher, counselor, media specialist, and technology coordinator)

1. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron.
2. Uses or relays personal information only in the course of performing assigned responsibilities and in the best interests of the individuals involved.

Standard 11 – Management and Organization

(Special education teacher, Title I teacher, counselor, and technology coordinator)

1. Is punctual in meeting deadlines, attending meetings, and following schedules.
2. Follows all district or supervisor policies, rules, regulations, applicable position descriptions, and reasonable requests by proper authority.
3. Plans for and conducts discussions and meetings with students, parents, colleagues, other professionals, and others as needed.
4. Effectively guides discussions toward clearly articulated goals, involves all participants, and follows up and monitors any intended actions and outcomes.

Standard 12 – Meeting Special Education Requirements

(Special education teacher)

1. Demonstrates and applies current knowledge of special education laws, procedures, policies, and regulations.
2. Follows correct procedures, maintains proper and sufficient documentation, and models procedural and documentation methods for others (as applicable).
3. Demonstrates knowledge of proper assessment instruments and procedures and is accurate and complete in conducting and analyzing assessments.
4. Develops clear individual student plans that fully comply with state and district requirements.

Standard 13 – Supporting Instruction

(Special education teacher, Title I teacher, and media specialist)

1. Is aware of teachers' curriculum resource needs and provides or makes teachers aware of available and proper learning resources.
2. Initiates consultation with others as proper, regarding individual student plans, follows up, and adjusts plans as needed.
3. Plans and carries out appropriate training and staff development activities for others in areas of expertise and responsibility. Follow-up is provided for assistance and to assess effectiveness.

Standard 14 – Support Personnel

(Special education teacher, Title I teacher, and media specialist)

1. Determines the skills and abilities of assigned support personnel and delegates duties to provide the most effective learning opportunities for students.
2. Monitors the effectiveness of support personnel, coordinates with the classroom teacher(s), and provides direction and training for support personnel, as needed.

Standard 15 – Meeting Title I Requirements

(Title I teacher)

1. Demonstrates and applies current knowledge of Title I laws, procedures, policies and regulations.
2. Follows correct procedures, maintains proper and sufficient documentation, and models procedural and documentation methods for others (as applicable).
3. Demonstrates knowledge of proper assessment instruments and procedures and is accurate and complete in conducting and analyzing assessments.

Standard 16 – Consultation/Case Management

(Counselor)

1. Makes and coordinates referrals to proper school resources and community agencies.
2. Serves as liaison between teachers, parents, and other support personnel.
3. Reviews and interprets information in cumulative files, as proper.
4. Provides or makes teachers aware of proper resources available to assist students.

Standard 17 – Student Support

(Counselor)

1. Assists students in acquiring attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Assists students in making decisions, setting goals, and taking action to achieve goals.
3. Monitors student progress in academic and career areas.
4. Demonstrates, facilitates and applies knowledge of proper assessment instruments and procedures.

Standard 18 – Management and Organization

(Media specialist)

1. Is punctual in meeting deadlines, attending meetings, and following schedules.
2. Follows all district or supervisor policies, rules, regulations, applicable position descriptions and reasonable requests by proper authority.
3. Keeps accurate records including annual inventory of equipment and materials.
4. Maintains records on equipment repair.
5. Follows district budgeting standards and policies regarding acquisition or materials.

Standard 19 – Supporting Instruction

(Technology coordinator)

1. Is aware of teachers' curriculum resource needs and provides or makes teachers aware of available and proper learning resources.

2. Plans and provides for proper training and staff development activities for others in areas of expertise and responsibility. Follow-up is provided for assistance and to assess effectiveness.
3. Makes provision for regular and timely availability and ease of access to others, and communicates this to appropriate audiences.

Standard 20 – Communication

(Technology coordinator)

1. Advises and communicates with each building administrator regarding technology that will strengthen and enhance the district' programs.
2. Coordinates with media specialist and library technicians the direction for technology needs at each of the district schools.
3. Initiates consultation with others, as proper, regarding technology issues.

Standard 21 – Skill and Knowledge of Content

(Technology coordinator)

1. Depth of knowledge in subject matter is apparent and used to guide technology program.
2. Uses appropriate resources to guide learning and minimize misconceptions.
3. Stays current in the area of technology.
4. Shares professional knowledge with staff.

END OF POLICY

Legal References: OAR 584-020-0000 to 0045

Adopted: 7/19/00

Policy10/GCAA
ck/7/21/00