Standards of Performance for 4J Teachers

Standards of teaching performance are followed in the formal classroom observations. The classroom observation, when completed, provides data for review and discussion following each formal observation. The completed “4J Classroom Observation Form” and other attachments pertaining to the formal observation are to remain in the building level personnel file. The “4J Annual Performance Summary Form”, goals, and the completed “4J Teacher Evaluation (State) Form” are to be placed on file in the District Human Resources Department.

The Standards of Performance for 4J Teachers are listed below. Such standards do not preclude application of Standards for Competent and Ethical Performance of Oregon Educators as defined by the Teacher Standards and Practices Commission (see reverse). Failure to meet the standards of performance may result in a formal Plan of Assistance.

Standards of Performance

- Planning
  1. Lesson goals and objectives are clearly written and communicated.
  2. Alternatives are planned to meet individual student needs.
  3. Time allocation is appropriate for the lesson.
  4. The daily plan or unit follows a sequence or progression.
  5. Teaching strategies are appropriate for the lesson.
  6. Teacher includes methods for checking student progress in a timely manner.

- Instruction
  1. Lesson follows stated plan with variations when appropriate.
  2. Time management, transitions, and pacing are evident.
  3. Teaching strategies are evident and appropriate to meet the lesson objective.
  4. Students participate in the lesson.
  5. The teacher demonstrates knowledge of subject matter.
  6. The teacher gives clear instructions and appropriate vocabulary is used.
  7. Student performance and progress are assessed.
  8. Interaction between teacher and students encourages learning.

- Classroom Management
  1. Materials are appropriate and well organized.
  2. Expectations of student behavior are communicated positively, monitored, and reinforced.
  3. The physical environment and arrangements which can be influenced by the teacher are conducive to instruction and safety.
  4. The classroom/educational environment stimulates learning.
  5. Students are at task.

- Procedures
  1. The teacher observes the rules, regulations, and procedures of the school and the district.
  2. The teacher maintains an appropriate system of assessing, recording, and communicating student progress and attendance.

- Human Relations and Communication
  1. The teacher maintains a constructive working relationship with students, staff, parents, and patrons.
  2. The teacher demonstrates skill in communicating about educational matters with students, staff, parents, and patrons.
  3. The teacher demonstrates a commitment to recognizing the worth and dignity of all persons.
  4. The teacher participates in faculty business and school governance.
The Competent Educator

The educator demonstrates a commitment to:
(1) Recognize the worth and dignity of all persons and respect for each individual;
(2) Encourage scholarship;
(3) Promote democratic and inclusive citizenship;
(4) Raise educational standards;
(5) Use professional judgment; and
(6) Promote equitable learning opportunities.

Curriculum and Instruction
(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.
(2) The competent teacher demonstrates:
(a) Use of state and district adopted curriculum and goals;
(b) Skill in setting instructional goals and objectives expressed as learning outcomes;
(c) Use of current subject matter appropriate to the individual needs of students;
(d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
(e) Skill in the selection and use of teaching techniques conducive to student learning.
(3) The competent administrator demonstrates:
(a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;
(b) Knowledge of curriculum and instruction appropriate to assignment;
(c) Skill in implementing instructional programs through adequate communication with staff; and
(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation
(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.
(2) The competent teacher demonstrates:
(a) Multiple ways to assess the academic progress of individual students;
(b) Skill in the application of assessment data to assist individual student growth;
(c) Procedures for evaluating curriculum and instructional goals and practices;
(d) Skill in the supervision of students; and
(e) Skill in differentiating instruction.
(3) The competent administrator demonstrates:
(a) Skill in the application of assessment data to provide effective instructional programs;
(b) Skill in the implementation of the district's student evaluation program;
(c) Skill in providing equal opportunity for all students and staff; and
(d) Skill in the interpretation of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills
(1) The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.
(2) The competent teacher demonstrates skills in:
(a) Establishing and maintaining classroom management that is conducive to learning;
(b) Using and maintaining district property, equipment, and materials appropriately;
(c) Using and maintaining student records as required by federal and state law and district policies and procedures;
(d) Using district and school business and financial procedures; and
(e) Using district lawful and reasonable rules and regulations.
(3) The competent administrator demonstrates:
(a) Leadership skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws, and program requirements, and other programs as assigned, and assures that staff is informed of these requirements; and
(b) Skills in planning and staff assignment.

Human Relations and Communications
(1) The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
(2) The competent teacher demonstrates:
(a) Willingness to be flexible in cooperatively working with others; and
(b) Skill in communicating with administrators, students, staff, parents, and other patrons.
(3) The competent administrator demonstrates:
(a) Skill in helping students, staff, parents, and other patrons to learn about the school, the district and its program;
(b) Skills in communicating district and school goals to staff and the public;
(c) Willingness to be flexible in cooperatively working with others; and
(d) Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.
(1) The ethical educator, in fulfilling obligations to the student, will:
(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
(c) Maintain an appropriate professional student-teacher relationship by:
(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
(D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.
(2) The ethical educator, in fulfilling obligations to the district, will:
(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
(c) Strive for continued improvement and professional growth;
(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
(e) Not use the district's or school's name, property, or resources for non-educational benefit or purposes without approval of the educator's supervisor or the appointing authority.
(3) The ethical educator, in fulfilling obligations to the profession, will:
(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.