

4J LICENSED SPECIALIST PERFORMANCE STANDARDS (Revised 2019)

Domain I: The Learner and Learning Environment

- A. **Demonstrates knowledge of learner development-** Demonstrates knowledge of student patterns of learning and stages of skill development for the purpose of differentiating instruction.
- B. **Demonstrates knowledge of individual learners-** Is familiar with each student's individual learning needs. Demonstrates the belief that all students can learn. Consults and collaborates with colleagues to address individual student needs.
- C. **Applies cultural sensitivity and disability awareness-** Demonstrates understanding, sensitivity, and awareness of cultural, social, and disability differences. Advocates to promote access. Provides appropriate and inclusive opportunities for students in the least restrictive environment.
- D. **Promotes a safe environment of respect, inclusion, and awareness-** Establishes a safe, respectful, collaborative, and inclusive educational environment. Provides accessible and appropriate materials.
- E. **Promotes effective student transitions-** Works collaboratively with teams to prepare for student transitions. Contributes information and participates in activities to support transitions.
- F. **Manages student behavior—**Establishes clear and appropriate expectations and routines that maximize learning time. Monitors student behavior and encourages students to monitor their own behavior. Responds appropriately and consistently to misbehavior.

Domain II: Professional Knowledge and Practice

- A. **Demonstrates knowledge of relevant professional and content standards-** Demonstrates professional knowledge pertinent to area of expertise. Understands and aligns service delivery to educational content standards.
- B. **Selects and utilizes targeted assessments-** Designs and/or selects a variety of interim, formative, and summative assessments that align with learning or evaluation objectives. Provides timely and specific verbal and written feedback that helps students and colleagues improve learning and teaching.
- C. **Analyzes, interprets, and explains data-** Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data to inform instruction.
- D. **Designs coherent and relevant instructional recommendations for access-** Designs coherent, relevant, and developmentally appropriate instructional recommendations that are aligned to standards, are rigorous, have clear outcomes, and meet the needs of diverse groups of learners.
- E. **Designs and delivers applicable services-** Delivers developmentally and instructionally appropriate services aligned to standards and student needs. Service delivery reflects best practice within specialist's field.
- F. **Integrates technology-** Recommends and/or incorporates available technology into lessons, activities, and assessments. Appropriately utilizes required technology and software in professional practice and to advance professional knowledge and skills.
- G. **Communicates with students-** Uses age-appropriate communication, differentiated for student levels. Provides appropriate directions and checks for understanding. Clarifies the purpose for all lessons/tasks and varies the approach according to need. Reinforces high expectations for all students.
- H. **Prepares for, facilitates, and contributes to meeting-** Prepares required documents for meetings. Facilitates, contributes relevant information, and addresses disagreements during meetings.
- I. **Provides professional development to staff and stakeholders-** Responds to requests to increase the knowledge and skills of staff and stakeholders in order to better serve all students.

Domain III: Professional Responsibilities

- A. **Communicates, consults, and collaborates with staff, families, and stakeholders-** Establishes effective relationships and regular communication with general education and special education staff, families, and stakeholders as defined by job requirements. Collects, conveys and effectively contributes relevant information, strategies, and activities through proper avenues of communication. Encourages family and stakeholder involvement.
- B. **Demonstrates understanding of and complies with requirements-** Demonstrates understanding of and complies with federal, state, and district requirements. Completes all paperwork and meets procedural timelines.
- C. **Demonstrates professionalism-** Demonstrates honesty, integrity and confidentiality in actions and communication. Contributes relevant ideas and expertise to planning and decision-making. Maintains accurate and organized records. Is punctual and dedicated to attending work. Appropriately assigns and monitors work of assistants and/or volunteers.
- D. **Participates in a professional community-** Collaborates with colleagues in professional learning communities to create a culture of professional inquiry and mutual support. Participates in school and district activities during the contracted day and may participate outside the contracted day. Aligns professional services with department mission and goals.
- E. **Grows and develops professionally-** Participates in professional learning opportunities to enhance skills and content knowledge. Welcomes feedback from supervisor and colleagues. Sets and monitors progress on professional goals.

Oregon Administrative Rules

584-020-0010

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.

584-020-0015

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.

584-020-0020

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 use 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.

584-020-0025

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 regulations, and other programs as assigned, and assures that staff is informed of these requirements; and
- (b) Skills in planning and staff assignment.

584-020-0030

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.

584-020-0035

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 noneducational 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.