



3.12 Teaching Standards

3. Human Resources - Administrative Procedure Manual

Divisional Teaching Standards serve both as a resource and guide for the Professional Growth Track. In the Professional Growth Track, Teaching Standards support teachers and administrators in the development of professional growth plans and in the coaching process. This document describes good professional practice of teachers as they work with students, staff, parents and members of the community.

The Indicators of Good Teaching Practice / Teaching *Standards* incorporate the following beliefs about teachers and teaching:

1. Teachers are professionals, responsible for making the choices which lead to successful learning outcomes.
2. Teachers are lifelong learners, continuously seeking better ways to help learners grow.
3. Teaching is a continuous decision-making process guided by reflection and evaluation.
4. Collaboration enhances successful learning and teaching.
5. Successful teaching best occurs in empowering environments.

Teachers on the Professional Growth Track may use this document in selecting areas of professional growth, which may form part of their professional growth plans.

Indicators of Good Teaching Practice / Teaching Standards will be useful:

- to teachers on the Professional Growth Track in peer coaching situations to stimulate discussion and assist in identifying a focus for professional growth plans;
- to administrators in discussing professional growth plans, discussing, observing and monitoring teachers' practice, writing summative evaluations and growing professionally themselves as they work with teachers

Indicators of Good Teaching Practice / Teaching Standards are organized into five broad categories.

- I Knowledge of Subject Matter
- II Classroom Management
- III Instructional Skills
- IV Assessing & Evaluating Student Progress
- V Professional Responsibilities

Divisional Teaching Standards

The following represent the skills and abilities which Pine Creek School Division believes our professional staff are expected to possess and demonstrate in order to meet the teaching and learning requirements of the division. These skills and abilities also represent the criteria upon which the competencies of the professional teaching staff will be evaluated. The following descriptors are meant to delineate and define the criteria and standards expected in performance. Descriptors are not intended to be used as a checklist and each observation will not necessarily include each descriptor.

1. Knowledge of subject matter.

- is knowledgeable about developmentally appropriate instruction.
- Shows evidence about staying current in subject area.
- Relates the subject to the current time and experiences of the students.
- Is enthusiastic about the subject.
- Consults a variety of sources to prepare for instruction.
- Exhibits a broad range of subject matter knowledge.
- Models active learning.
- Is knowledgeable of and implements current curriculum.
- Takes advantage of opportunities for continued professional development and growth.

2. Classroom Management

- Has well established classroom routines in their classroom. ex) distribution of materials, movement into groups, etc. in a manner that students are well aware of and that does not disturb the flow of instruction.
- Uses time and materials effectively.
- Determines classroom rules cooperatively and consistently enforces them.
- Promotes an environment of trust and of mutual respect amongst students.
- Establishes a positive rapport with students in a comfortable, orderly learning environment.
- Provides encouragement and positive reinforcement for appropriate behaviour.
- Uses humour, when appropriate as a management tool.
- Demonstrates concern for students.
- Maintains a learning environment in which students are comfortable taking risks.
- Leads students toward self - discipline.
- Maintains classroom discipline appropriate to the lesson and student.
- Is well planned and well organized resulting in effective use of time.
- Ensures that classroom rules and expectations are consistent with school and board policy.

3. Instructional Skills

- Makes accommodations and appropriate adaptations for students with a wide range of learning needs.
- Questions students to elicit answers at all levels of thinking.
- Paces lessons appropriate to age, grade level and ability of the students.
- Uses a variety of teaching techniques.
- Exhibits knowledge of and practice of developmentally appropriate instruction.
- Organizes material with instructional goals in mind.
- Encourages students to think critically and question.
- Answers student questions effectively and efficiently.
- Uses technology appropriately to support Department curriculum.
- Uses current technology as an integral part of instruction in an appropriate manner.
- Facilitates interesting and appropriate discussions.
- Presents material in a logical and sequential manner.
- Presents material in an understandable manner and at an appropriate level.
- Uses hands on experiences when appropriate.
- Actively engages students in learning.
- Uses a variety of instructional interventions for students who do not initially experience success.
- Makes assignments which are appropriate to the age and grade level of the students and which are clear.
- Is able to recognize diverse learning needs.
- Is knowledgeable about learning styles and is able to differentiate instruction in a manner which is appropriate to student needs.
- Is well planned and well organized.
- Is knowledgeable about current trends.

4. Assessing / Evaluating / Reporting Pupil Progress

- Follows school division and department of education policy in regards to evaluating and reporting pupil progress.
- Designs assessments to evaluate intended objectives.
- Uses an evaluation system, which incorporates the evaluation of process and strategies rather than just content.
- Is familiar with research relative to students and learning
- Participates in Manitoba Education initiatives, which might include provincial marking, curriculum development, or Standards Test Development in their subject and grade level.
- Involves students in self - assessment.
- Returns tests and assignments in a reasonable amount of time with positive comments where appropriate.
- Communicates with other teachers to remain knowledgeable about student progress.
- Maintains an accurate and up to date record of student evaluation.
- Employs a variety of methods of evaluation (student conferences, observations, essays, presentations, performance assessment, tests, student self-assessment, etc.).
- Uses a variety of techniques and methods in communicating with parents, which extends beyond report cards and Parent Teacher Interviews.
- Communicates effectively with appropriate personnel, parents and students concerning student progress.
- Implements high but appropriate standards for student performance.

5. Professional Responsibilities:

- Is punctual for professional responsibilities.
- Adheres to and enforces school rules.
- Carries out the curriculum objectives.
- Promotes the use of school and community resources.
- Demonstrates an interest in extra-curricular activities.
- Maintains a classroom that is comfortable, safe, orderly and conducive to learning.
- Handles routine responsibilities and record keeping efficiently and promptly.
- Is accessible as a resource person to students, parents and staff.
- Exhibits a caring attitude toward students, parents, and peers.
- Works appropriately and efficiently with others (students, parents, staff and other outside agencies).
- Contributes to professional meetings, parent conferences, grade level meetings, etc.
- Serves on school, divisional and provincial committees when appropriate.
- Cooperates / collaborates with other professionals to strive for optimal learning situations for all students.
- Demonstrates an understanding of cultural sensitivity through instructional methods, course content and interaction with students and parents.
- Actively participates in team planning, decision-making, and team endeavours.
- Maintains and encourages a professional image.
- Adheres to the Manitoba Teachers Society Code of Professional Practice.