

CATEGORIES, INDICATORS, AND ATTRIBUTES OF EFFECTIVE TEACHING

Teacher Position Description

Overview

The **Categories** (I – V) characterize the broad arenas of the work of a teacher. Each Category is further defined by **Indicators** (A - P) which are the necessary areas of knowledge and performance that mark effective teaching. These Indicators are the criteria by which teachers assess their work and the performance standards by which they are evaluated by administrators.

The **Attributes** (bullets) of effective teaching are examples of ways a teacher can realize each Indicator. **Identified attributes are intended to clarify the meaning of the indicator; not intended to be used as a checklist for performance.**

Categories, Indicators, and Attributes are listed without regard to priority order.

CATEGORIES

- I. Curriculum and Instruction Planning, and Assessment
- II. Motivation
- III. Instruction
- IV. Management of Classroom Environment
- V. Professional Responsibilities

CATEGORIES AND INDICATORS

- I. Curriculum and Instruction Planning, and Assessment
 - A. The teacher is up-to-date regarding curriculum content.
 - B. The teacher effectively plans instruction.
 - C. The teacher effectively plans assessment of student learning.
 - D. The teacher monitors students' understanding of the curriculum and adjusts instruction, materials, or assessments when appropriate.
- II. Motivation
 - A. The teacher establishes and encourages a positive student learning environment.
 - B. The teacher clearly communicates goals and high expectations to students.
 - C. The teacher promotes confidence and perseverance in the learner.
- III. Instruction
 - A. The teacher uses appropriate instructional techniques.
 - B. The teacher continually evaluates, experiments, and refines instructional strategies.
- IV. Management of Classroom Environment
 - A. The teacher demonstrates evidence of effective organizational techniques and uses time, materials, and resources effectively.

- B. The teacher maintains standards of discipline that promote positive behavior, mutual respect, and safety.
- C. The teacher maintains a smooth ongoing flow of events in the classroom.

V. Professional Responsibilities

- A. The teacher fosters constructive interactions with parents.
- B. The teacher shares responsibility for the accomplishment of school and system-level goals, and policies.
- C. The teacher is a reflective and continuous learner.
- D. The teacher fulfills professional responsibilities.

CATEGORIES, INDICATORS, AND ATTRIBUTES OF EFFECTIVE TEACHING

Curriculum, Instruction, Planning and Assessment

- A. The teacher is up-to-date regarding curriculum content.
For example:
 - Demonstrates a working knowledge of the core curriculum within the teacher's assignment.
 - Keeps current in the field and applies knowledge to the instructional program.
 - Contributes, either formally or informally, to the ongoing evaluation of the curriculum.
- B. The teacher effectively plans instruction.
For example:
 - Sets short-term and long-term goals and objectives for curricular units.
 - Identifies individual and group instructional needs and plans appropriate strategies to meet those needs.
 - Uses available materials and resources that are appropriately matched to curricular goals and to students' needs and learning styles.
 - Identifies prerequisite skills, concepts, and vocabulary that a unit or lesson assumes students know.
 - Collaborates with school based specialists, resource personnel, and administrators to better design curricula or instructional modifications to meet the special learning needs of students.
 - Plans engaging ways to introduce each unit of study.
 - Plans diverse instructional strategies to address different learning styles.
 - Plans opportunities for students to construct their own learning.
 - Plans the integration of the teaching of reading, listening, speaking, and writing within the subject.
- C. The teacher effectively plans assessment of student learning.
For example:
 - Determines specific and challenging standards for student achievement.
 - Plans appropriate strategies for assessing students' progress on goals and objectives.
- D. The teacher monitors students' understanding of the curriculum and adjusts instruction, materials, or assessment when appropriate.
For example:
 - Regularly uses a variety of formal and informal assessments of student's achievement and progress for instructional revisions and decision-making.
 - Matches assessment procedures to the identified objectives.
 - Communicates student progress, in a timely fashion, to parents/guardians, students, and staff members.

- Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
- Uses individual and group data.
- Maintains confidentiality concerning individual student data and achievement.

Motivation

- E. The teacher establishes and encourages a positive learning environment.
For example:
- Creates a classroom climate that promotes openness to student responses, mutual respect, support, and inquiry.
 - Provides opportunities for students to interact effectively in groups and to recognize their value to the group.
 - Encourages students to develop a sense of responsibility, self-discipline and self-worth.
 - Models tolerance and encourages positive attitudes toward human diversity including economic, ethnic, cultural, and gender diversity.
 - Shows students the relevance of the subject to life-long learning.
- F. The teacher clearly communicates goals and expectations to students.
For example:
- Clearly defines learning objectives for the students.
 - Consistently provides feedback to students on their progress on goals and objectives.
 - Communicates expectations and guidelines regarding quality and quantity of work, work procedures, and behavior to students.
 - Demonstrates and models the attitudes, skills, values, and processes necessary for success.
- G. The teacher promotes confidence and perseverance in the learner.
For example:
- Acts on the belief that all students can learn with appropriate modifications of instruction.
 - Models the belief that effort is a key to high achievement.
 - Encourages students to do challenging work and provides stimulus and support for students to take responsibility to complete such tasks successfully.
 - Responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

Instruction

- H. The teacher uses appropriate instructional techniques.
For example:
- Makes connections between concepts taught and students' prior knowledge and experiences.
 - Regularly checks for students' understanding of content and concepts and progress on skills.
 - Uses student responses and regular assessment strategies to identify confusions and misconceptions. Remediates, reteaches, or varies instructional strategies to meet student needs.
 - Provides learning experiences to meet the needs of varied student learning styles.
 - Uses a variety of materials to reinforce and extend skills, to accommodate learning styles, and to match instructional objectives.
- I. The teacher continually evaluates, experiments, and refines instructional strategies.
For example:
- Uses a variety of questioning techniques.
 - Incorporates current research based instructional strategies to improve student learning.

- Assesses instructional strategies used by comparing intended and actual learning outcomes.

Management of Classroom Environment

- J. The teacher demonstrates evidence of effective organizational techniques and uses time, materials, and resources effectively.

For example:

- Is well organized in the presentation of materials.
- Provides adequate plans for substitute teachers.
- Makes learning materials readily available for efficient distribution to students.
- Uses classroom time and classroom space to promote optimal learning.
- Establishes classroom procedures that maintain a high level of students' time on task and that ensure smooth transitions from one activity to another.

- K. The teacher maintains standards of discipline that promote positive behavior, mutual respect, and safety.

For example:

- Maintains a systematic approach to discipline by establishing, communicating and administering a consistent and fair set of rules supporting appropriate expectations.
- Adheres to authorized policies and procedures.
- Maintains appropriate professional boundaries with students.
- Serves as a positive role model for students.
- Demonstrates fairness, sensitivity, and consistency in the handling of student problems.

- L. The teacher maintains a smooth ongoing flow of events in the classroom.

For example:

- Makes constructive use of waiting time.
- Manages student transitions between activities effectively.
- Keeps track of student activity.
- Prepares instructional materials in advance.
- Manages interruptions effectively.

Professional Responsibilities

- M. The teacher recognizes the fundamental importance of parents/guardians to student learning, and is constructive in interactions with parents/guardians.

For example:

- Informs parents/guardians of student expectations and progress.
- Maintains appropriate professional boundaries with parents.

- N. The teacher shares responsibility for the accomplishment of school and system-level goals, and policies.

For example:

- Works collaboratively to identify school problems and suggests possible solutions.
- Works cooperatively with staff on curriculum instruction and other school programs.
- Shares expertise and new ideas with colleagues.
- Supports student and school activities.
- Supports new teachers.

- O. The teacher is a reflective and continuous learner.

For example:

- Reflects upon teaching effectiveness.
- Uses available resources to analyze, expand, and refine professional knowledge and skills.

- Seeks out information and participates in activities in order to grow and improve as a professional.
 - Is receptive to suggestions for growth and improvement.
- P. The teacher fulfills professional responsibilities.
For example:
- Is punctual.
 - Carries out and completes duties.
 - Adheres to school/district policies, procedures, and regulations.
 - Exercises responsibility for student management throughout the building.

Guidance Counselor Position Description

The primary goal of the Comprehensive School Counseling Program is to promote and enhance the learning process. To that end, the Claremont School Counseling Program facilitates student development in three broad and interrelated areas: academic development, career development and personal/social development. The Counseling Program uses national and state standards to focus on what all students, from kindergarten through grade 12, should know, understand, and be able to do to enhance their development.

The Claremont K-12 School Counseling Program is comprehensive in design. Within the delivery system there are four components:

- | | |
|-------------------------------|-----------------------|
| • School Guidance Curriculum | • Responsive services |
| • Individual student planning | • System support |

Role Description: Elementary (K-5) School Counselor

Introduction:

The role of the elementary school counselor is to provide a comprehensive guidance and counseling program for all children in elementary school, to consult with teachers, parents and staff to enhance their effectiveness in helping students, to provide support to other elementary educational programs, and to coordinate other services as needed by children and their families.

The School Counselor's Professional Role and Responsibilities:

1. Counsels individual and small groups of children about personal, social, and academic concerns.
2. Consults/Collaborates with teachers, parents, and staff regarding the personal, social, and academic development of individual children.
3. Assists the school principal with identifying and resolving student issues, needs, and problems.
4. Acquires ongoing knowledge of school and community resources in order to refer children and their families to programs, specialists and outside agencies, and to coordinate services as needed.
5. Implements the Guidance Curriculum through:
 - Classroom activities, developmentally appropriate for age and grade
 - Group activities
 - Parent workshops
 - Interdisciplinary curriculum development
6. Participates in school team meetings relevant to the school counselor's role.
7. Participates in activities that contribute to a positive school community.
8. Facilitates student peer support, mediation, and mentoring programs.