

STANDARDS OF TEACHING

Standards of teaching, guidelines and performance indicators are to assist teachers and supervisors to determine whether or not the expected competencies of effective teaching are being met in the Bermuda Government Education System. All standards are essential to effective teacher performance.

Guidelines enable teachers and supervisors to assess the quality of work and serve as the foundation upon which teachers can continue to improve their repertoire of teaching.

Performance indicators present specific examples of the ways in which a standard can be reached.

Guidelines and performance indicators are not intended to provide supervisors with a checklist and should be used quantitatively.

PERFORMANCE RATINGS

RATINGS

EXPLANATION OF RATINGS

Exemplary

Performance exceeds all of the standards. The teacher has demonstrated performance significantly above those rated as skillful.

Effective / Skillful

Performance meets all standards as specified by the guidelines and performance indicators.

Marginal

Performance does not meet one or more standards. Performance indicators are only partially achieved. The established teacher will be placed on review. The probationary teacher may be placed on extended probation.

Ineffective

Performance does not meet one or more standards. Performance indicators are not achieved. The established teacher or the probationary teacher may be terminated.

STANDARDS OF TEACHING



STANDARD 1

Effectively and Appropriately Plans for Instruction

GUIDELINES

1. Reflects Department's guidelines in long range, unit, and daily planning
2. Maintains an adequate record of students' achievement, growth, problems and strengths on a continuous basis
3. Ensures planning is approached in a systematic fashion to ensure an effective and development programme, i.e., needs, objectives, appropriate strategies, resources, delivery and evaluation of students' needs
4. Gathers and assembles appropriate instructional materials

PERFORMANCE INDICATORS

- Uses Department's Scope and Sequence document(s), as appropriate
- Develops lesson plans to meet Department's guidelines
- Uses relevant Curriculum documents specific to year/subject level
- Dates/records test results
- Dates/records completion of assignments
- Dates/records students' achievement
- Maintains anecdotal records to reflect students' specific strengths and weaknesses
- Ensures that written work is up-to-date and correct
- Develops units and daily lesson plans based on researched principles of effective instruction and provides for decisions about grouping
- Uses strategies to accommodate various learning styles, e.g. grouping, manipulatives, audio visual aids, and learning centers
- Makes use of library resources
- Prepares audio-visual materials

5. Displays evidence of good/systematic organization of time, space and materials in the classroom

- Prepares appropriate materials
- Makes effective use of planning/preparation periods
- Utilizes room space and furniture effectively
- Organizes plans to complete lessons within allotted time
- Recognizes events/activities which impact upon student learning e.g. approaching holidays

6. Uses introductory lessons

- Takes into consideration peak learning periods
- Recognizes events/activities which impact upon student learning, e.g. approaching holidays, school functions
- Teaches new concepts so that they are understood by all students

7. Develops plans which reflect assessments of programme and indicates flexibility in responding to student progress, needs, interest, and learning styles

- Uses results of standardized tests and learning styles inventory to group students accordingly
- Organizes large and small group instruction, e.g. cooperative learning, etc.
- Uses a multi-modal approach and assigns tasks (auditory, visual, etc.) to meet student's learning level

STANDARD 2

Demonstrates a Knowledge of Content and Curriculum

GUIDELINES

1. Reflects Department's guidelines in long range unit and daily planning
2. Demonstrates knowledge, understanding and application of subject matter
3. Integrates and applies communication skills appropriately in all subjects
4. Re-evaluates the effectiveness of activities and approaches in achieving curriculum objectives on an on-going basis
5. Delivers the curriculum in a manner that fosters learning among subject

PERFORMANCE INDICATORS

- Uses Department's Scope and Sequence documents as appropriate
- Develops lesson plans to meet Department's guidelines
- Uses relevant curriculum documents specific to year/subject level
- Attends workshops and shares strategies with colleagues
- Utilizes a variety of instructional strategies
- Keeps abreast of new ideas and techniques through professional reading
- Integrates knowledge and skills in content area
- Models correct communication skills
- Emphasizes correct oral and written expression
- Uses verbal and nonverbal communication to improve instruction
- Uses appropriate assessment methodologies
- Implements lessons that reflect and support the objectives of the subject and grade level curriculum
- Demonstrates the ability to evaluate curriculum materials for accuracy, currency and appropriateness
- Develops and utilizes instructional resources to enhance and enrich the curriculum
- Uses appropriate strategies to promote integration of the curriculum
- Networks with other teachers

STANDARD 3

Develops and Manages Effective Learning Experiences

GUIDELINES

1. Plans for effective instruction
2. Provides a positive learning environment
3. Displays evidence of good/systematic organization of time, space and materials in the classroom
4. Uses effectively introductory lessons appropriately

PERFORMANCE INDICATORS

- Introduces lessons effectively
- Teaches new materials through for understanding
- Provides for guided practice
- Observes students responses
- Ascertaines readiness for independent activities
- Provides for independent activities without teacher assistance
- Monitors student progress
- Provides meaningful closure, i.e. achievement of outcomes, homework, planning for the future
- Uses various learning strategies such as cooperative learning, project work, individual /group activity
- Guides research
- Encourages free movement
- Acknowledges and encourages individual responses
- Organizes materials ready for se
- Utilizes room space and furniture effectively
- Organizes materials ready for use
- Utilizes room space and furniture effectively
- Maintains comfortable instructional pace
- Brings lessons to satisfactory closure
- Teaches new concepts so that they are understood by students
- Recognizes events/activities which impact upon student learning, e.g. approaching holidays, school functions

5. Uses a variety of instructional strategies
 - Arranges for independent techniques and small group and large group classroom organizations, including the use of cooperative learning
 - Relates learning activities to outcomes
 - Uses results to group students accordingly
 - Assigns tasks to meet varied student's learning levels
 - Uses results from diagnostic and standardized tests and informal assessment to improve instruction
 - Uses a multi-modal approach (auditory, visual, etc.) and assigns tasks to meet students' needs
 - Uses a variety of instructional techniques such as graphic organizers and KWL
 - Infuses technology into instruction, as appropriate
 - Infuses critical thinking skills and creative applications into instruction

6. Communicates effectively
 - Demonstrates mastery of correct usage of grammar
 - Pronounces and spells word correctly
 - Enunciates words clearly
 - Writes legibly

7. Uses questioning techniques effectively
 - Focuses on higher levels of cognitive learning
 - Focuses on higher levels of affective learning
 - Gives immediate feedback
 - Uses questioning to promote further investigation
 - Recognizes and positively reinforces students' responses
 - Gives students sufficient time to respond to questions

8. Monitors assignment regularly
 - Checks notebooks and makes appropriate comments
 - Displays samples of students' work

9. Promotes appropriate work habits and study skills
 - Teaches and encourages use of a variety of reference materials
 - Models good work habits
 - Collects/provides feedback on assignments
 - Insist upon acceptable presentation of assignments
 - Teaches and study skills in content area
 - Teaches research skills
10. Incorporates the surrounding environment and utilizes community resources when appropriate/available
 - Organizes field trips
 - Involves parents /other resource persons form community in school/classroom activities
11. Takes advantage of an unplanned teaching moment
 - Takes advantage of specific events
 - Makes use of appropriate aids, e.g. reference resources, technological resources, other students, other staff
 - Plans follow-up
12. Displays good rapport with students
 - Listens to and shows respect for students' viewpoints
 - Uses positive body language, e.g. smiles, nods
 - Recognizes students' contributions, giving positive reinforcement
 - Uses collaborative learning situations, e.g. peer editing, etc.
 - Holds classroom debates and discussions
 - Discusses current events and looks for implications
 - Capitalizes on situations that will lead to further investigation, e.g. use of classroom library

13. Budgets class time effectively
- Begins lessons promptly
 - Starts with review
 - Identifies for students specific instructional objectives
 - Paces lesson according to students' receptivity
 - Maintains time-on-task
 - Recapitulates main points of lesson
 - Assigns tasks
 - Deals quickly and effectively with inappropriate behavior
14. Shows understanding of child/adolescent development
- Uses appropriate teaching techniques suited to different levels, e.g. teamwork (cooperative learning or cooperative teaching)
 - Organizes classroom meetings
 - Shows caring and understanding for students' needs and point of view
15. Promotes critical/creative thinking, and research skills in all subjects
- Implements investigative approaches, e.g. field trips, lab activities, hands on activities
16. Provides learning experiences in accordance with the individual needs of all students
- Modifies assignments when appropriate
 - Uses alternative evaluation techniques
 - Becomes familiar with relevant test data and other records
 - Collaborates with learning support teacher to support inclusion of all students

STANDARD 4

Promotes a Positive and Productive Learning Environment

GUIDELINES

1. Encourages the development of a positive self-concept in all students
2. Develops a learning environment that encourages trust, students participation and risk taking
3. Promotes the use of courteous language at all times
4. Organizes physical environment to meet the needs of students
5. Provides a physical environment conducive to learning

PERFORMANCE CRITERIA

- Demonstrates sensitivity in relating to students
- Plans classroom activities to foster positivity
- Engages in activities which reflect celebration of students' efforts
- Encourages and embraces diversity
- Uses a cooperative learning, as appropriate
- Develops project work
- Encourages individual /group presentations
- Provides adequate academic learning time and interactive instruction
- Encourages/acknowledges individual responses
- Organizes classroom meetings
- Encourages and models basic good manner
- Encourages and models respectful language
- Has materials ready
- Makes effective use of planning/preparation periods
- Uses/adapts space for different instructional purposes at different times, matched to curricular goals as well as students needs
- Maintains attractive, meaningful, and current bulletin boards
- Encourages/demonstrate overall neatness of classroom furniture, materials, etc.
- Models order/neatness in bulletin board presentations

6. Promotes students self-discipline by personal example
 - Maintains self-control at all times
 - Uses Classroom examples to reinforce behavior
 - Involves student council/staff advisor counselor or education behavioural therapists where appropriate
 - Responds to students in a fair and consistent manner

7. Handles discipline problems in an appropriate, mature and effective manner
 - Reinforces positive behavior
 - Establishes rules, rewards and consequences jointly with students
 - Posts and enforces rules (no more than five), stating rewards and consequences
 - Uses humor (not at students' expense)
 - Ignores petty responses
 - Deals quietly and unobtrusively with trivial behavior
 - Uses positive discipline to manage behavior
 - Documents and records inappropriate behaviors
 - Removes overly disruptive students
 - Communicates with parents and arranges conference, as appropriate
 - Adheres to discipline routines established by the school

8. Establishes effective class routines
 - Displays procedures in chart, e.g. entering/leaving, getting ready for lessons, responding to questions, interacting with students and teacher, etc.
 - Checks homework assignments
 - Organizes and/or appoints class monitors
 - Provides recognition or corrective feedback, as appropriate on adherence to established classroom routines

STANDARD 5

Demonstrates Respect and Sensitivity for Students

GUIDELINES

1. Evidence respect for rights, opinions, property and contributions of others
2. Encourages the development of a positive self-concept in all students
3. Develops a learning environment that encourages trust, student participation and risk taking
4. Promotes the use of courteous language at all times

PERFORMANCE CRITERIA

- Uses positive reinforcement
- Writes students positive notes
- Encourages students/others to develop appreciation of their own culture and the culture of others
- Establishes honor roll for outstanding achievement
- Works with colleagues and others to develop strategies which provide opportunities for students to gain increased understanding and appreciation of cultural diversity
- Promotes the use of multicultural materials in the classroom

- Demonstrates sensitivity in student-teacher relationships
- Plans classroom activities to foster positive experiences

- Involves students in cooperative learning, project work, individual /group presentations, research assignments
- Encourages/acknowledges individual responses
- Establishes guidelines jointly (teacher and students) to foster an atmosphere of security and trust
- Responds to request for assistance promptly and efficiently
- Encourages risk taking
- Builds positive personal relationships with students which in turn encourages them to build personal relationships with their peers
- Shows respect and understanding for students point of view

- Encourages/models basic good manners
- Encourages models respectful language

5. Shows enthusiasm and positive attitudes towards students
 - Interacts with students in a pleasant manner
 - Avoids shouting
 - Demonstrates respect for students
 - Demonstrates sensitivity and responsiveness to the needs of children
 - Reinforces/rewards appropriate behavior
6. Interacts in an understanding and sensitive way with students and adjusts as necessary to their needs
 - Exhibits a caring attitude towards students
 - Recognizes students' contributions and achievement in a positive manner
 - Liaises with parents and guardians regarding students' positive behavior
 - Uses team approach to help relate to students i.e. counselor, other teachers, and support staff, etc.
7. Establishes and maintains the confidence and respect of students
 - Models exemplary behavior
 - Responds to students in a nonjudgmental way-verbal and non-verbal responses
 - Respects contributions and gives positive reinforcement
 - Organizes activities that build students' self-esteem
8. Promotes student self-discipline by personal example and by assisting students in conflict resolution
 - Maintains self-control at all times
 - Uses conflict to teach appropriate behavior
 - Encourages peer mediation
9. Show understanding of child/adolescent development
 - Uses developmentally appropriate techniques
 - Shows caring and understanding for students' point of view
 - Plan activities to incorporate leadership development

STANDARD 6

Ensures Student Achievement

GUIDELINES

1. Maintains accurate records of student achievement
2. Assesses student progress in relation to the whole child (cognitive, psycho-motor and mains)
3. Aligns assessment with instruction

PERFORMANCE CRITERIA

- Dates/records test results
- Dates/records completion of assignments
- Dates/records achievement in all subject areas
- Maintains anecdotal records to reflect students' specific strengths and weaknesses
- Communicates to administrator/parents overall individual student development in cognitive, psychomotor and affective domains
- Administers standardized achievement and criterion-referenced tests
- Uses assessment to determine changes in instruction
- Administers Learning Styles Inventory
- Uses Standardized tests and Learning Styles results to improve instruction
- Utilizes frequent on-going checking for understanding
- Utilizes everyday response techniques
- Observes student performance and group dynamics
- Assesses in all three domains as appropriate to learning outcomes
- Creates written/oral responses
- Uses formative and summative assessment
- Uses student products/portfolios

4. Establishes effective reporting system
 - Observes the use of manipulatives
 - Ensures that assessment modifications are aligned with instructional practice
 - Uses alternative assessment, as appropriate
 - Uses clear and concise language when writing reports
 - Reports students' progress accurately
 - Meets reporting deadlines
5. Reports students' progress (or problems to the parents/guardians, principal, as appropriate)
 - Communicates via note, telephone conference re: pupils progress or problems
 - Encourages parent visits
6. Demonstrates flexibility in responding to student progress, needs, interests, and learning styles
 - Apprises Principal of significant positive/negative student behavior
 - Obtains Principal's approval before dispatching written communications for students' on-going academic development, reflecting variety of assessment techniques
 - Administers Learning Style Inventory
 - Administers the standardized tests in math and language e.g. Stanford Diagnostic, as appropriate
 - Organizes large and small group instruction, e.g. cooperative learning, etc.
 - Assigns tasks to meet varied students' learning levels
 - Uses multi-modal approach (auditory, visual, etc. and assigns tasks to meet students' learning styles)
 - Uses flexible grouping

STANDARD 7

Performs School Related Responsibilities and Assumes Responsibility for School Improvement and Own Professional Growth

GUIDELINES

1. Establishes and maintains parents/community confidence

2. Contributes to the promotion of school related projects

PERFORMANCE CRITERIA

- Involves members of the community in school events and programmes
- Organizes intergenerational activities
- Maintains frequent communication with home
- Encourages parents to sign homework
- Organizes conferences orientation/informational sessions for parents
- Acts sensitively and fairly regarding the rights and privacy of parents
- Responds in an ethical, skilful and timely manner to parent concerns
- Conducts surveys and assesses results
- Applies communication skills in order to recruit parent/community support for school programmes
- Attends PTA, staff and committee meetings
- Assists with school-related functions
- Contributes to the success of the school programme by assuming responsibilities beyond specific requirement
- Shows an interest in out-of-school activities involving students' participation
- Acts as a positive influence to build the school into an increasingly effective educational unit
- Directs/organizes extra curricular activities or clubs
- Establishes a reciprocal relationship between school and the community
- Offers to chair committees

4. Carries out requires Ministry and school based regulations and requests
 - Makes recommendations for improvements in various areas
 - Applies creativity to total school efforts
 - Enforces school rules and procedures school on a consistent basis
 - Responds promptly to administrative requests
 - Collaborates in creating safe environment
 - Disciplines students for misconduct in an effective and fair manner
 - Promotes a collaborative approach to discipline involving staff, students, parents and other support personnel

5. Embodies and promotes professionalism
 - Seeks to improve performance through professional development
 - Obtains and uses evaluation as a basis
 - Demonstrates a positive, cooperative and responsive attitude
 - Reflects on current practice to determine if needs of individuals and groups of students are being met
 - Interacts with Ministry and other government personnel in an ethical, sensitive and professional manner