



GOVERNMENT OF BERMUDA
Ministry of Education
Department of Education

BERMUDA STANDARDS FOR ACCOMPLISHED TEACHING 2010



BERMUDA STANDARDS FOR ACCOMPLISHED TEACHING

ETHICS

Accomplished teachers foster an atmosphere of trust, confidence, integrity and respect, and are committed to students and their learning.

PROFESSIONAL KNOWLEDGE OF CONTENT AND CURRICULUM

Accomplished teachers demonstrate strong knowledge of content and creatively interpret curriculum to engage learners and foster connections to everyday life.

CULTURAL RELEVANCE

Accomplished teachers celebrate Bermudian cultural heritage and are culturally responsive to the needs of all students.

PROFESSIONAL PLANNING & INSTRUCTION

Accomplished teachers use proven instructional approaches which promote active learning and the academic success of all learners.

PROFESSIONAL QUALITIES

Accomplished teachers advocate for high quality learning, reflect on their practice and seek opportunities to grow professionally.

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INTRODUCTION

In the 21st century, the profile of children in Bermuda's public schools will reflect students who are competent communicators, thinkers and problem solvers, who will act responsibly as local and global citizens. These children will be productive, act ethically, and be life-long learners in the 21st century (Bermuda Public School System Learner Profile).

Modern research points, convincingly, to the fact that the effective teacher remains the most significant variable in realizing this powerful vision for learning. New Cambridge curriculum and our own education reform efforts (e.g. 2007 Bermuda Education Review) necessitate a shift in our teaching paradigms that reflect international standards of quality.

In early 2010 the Department of Education embarked on a project to create a system of professional standards for accomplished teaching and school leadership that would frame high quality teaching, school leadership, recruiting, and professional development. Two working groups were appointed: the Standards Working Group for Accomplished Teaching and the Standards Working Group for Principal Leadership to fulfill this charge

Taken together the Standards for Accomplished Teaching represent a bold step forward, embracing the new paradigm of 21st century student learning.

The Bermuda Standards for Accomplished Teaching represents a view of the Bermuda classroom where teachers create powerful learning environments where learners engage curriculum creatively and critically; where trust, confidence and mutual respect are fostered; where teachers advocate for the highest quality learning for all students, at all times; where Bermudian cultural heritage is celebrated and used to build global understanding, and where teachers use proven instructional strategies to maximize student achievement and growth; and where teachers continually seek opportunities to grow professionally.

The Standards are also an integral of the Department of Education's representing months of collaboration and development by teams of teachers, teacher support professionals and school leaders and principals to frame high quality teaching and learning for the Bermuda public schools.

Special thanks are given to the members and officers of the Bermuda Department of Education, the Bermuda Union of Teachers, and the Association of School Principals.

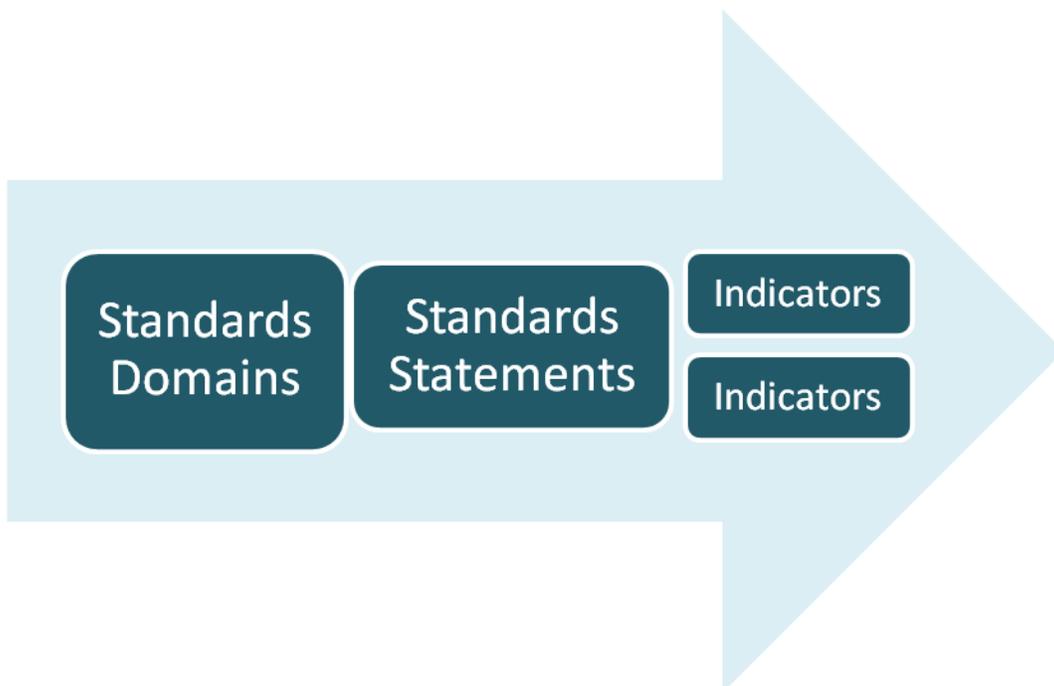
ORGANIZATION

The first standard, *Ethics*, addresses the moral and ethical behaviors and conduct of teachers. The standard was created in conjunction with, and in full support of the Bermuda Educators Council Code of Practice. The second standard, *Professional Knowledge of Content and Curriculum* outlines what teachers should know and the extent to which they must apply theory into practice.

The *Professional Qualities* standard conveys the professional attributes of teachers that are effective in impacting student outcomes and building strong stakeholder relationships in the 21st century. The last two standards, *Professional Planning and Instruction*, and *Cultural Relevance* provide clear direction for the ways in which teachers plan and teach in order to maximize student outcomes and engage students holistically. They are presented, with interwoven indicators to reflect how they should be seen in practice.

The Standards are organized into five domains: Ethics, Professional Knowledge of Content and Curriculum, Professional Planning and Instruction, Professional Qualities and Cultural Relevance. The domains are interconnected, interdependent and overlapping. In practice, what teachers do draws on all aspects of the domains. With each domain, standards statements articulate the core of what accomplished teachers know and can do. These core competencies are reflective of the teaching context, national policy and community needs, and the learning requirements of children.

With each standard statement, indicators provide specificity on how teachers can demonstrate each standard. They give indication of the kinds of professional actions teachers engage in as they apply their professional knowledge.



DEVELOPMENT

The Standards Working Group for Accomplished Teaching was comprised of a cross-section of teaching professionals from across the system. Nomination of members of the Working Group came after recommendation from the Bermuda Union of Teachers, the Commissioner of Education and Department officials.

The Working Group conducted its first meeting on March 2, 2010 at the Victor Scott Primary School to establish norms, discuss and explore ideas around excellence in teaching and craft a core set of propositions about accomplished teaching based on their knowledge of research, Bermuda and experiences. In addition, the group sought to examine several sets of international teaching standards from several countries including New Zealand, the United States, the United Kingdom, Canada and Bermuda. Specific standards examined were:

Teacher Performance and Evaluation Programme (Bermuda)
Guiding Principles of the Georgia Framework for Teaching, National Board of Professional Teaching Standards, Teacher Evaluation Rubrics by Kim Marshall, (US)
Ethical Standards for the Teaching Profession (Canada)
Professional Standards for Teachers (UK)
Western Australian Professional Standards for Teaching (Australia)
Interim Primary/ Secondary School Teachers' Professional Standards (New Zealand)

In order to establish an adaptation process from the international standards, a working rubric was created to narrow down the work based on measurable impact, clarity and coherence, relevance, transformative impact on teaching and capacity building/sustainability.

1. *Measurable Impact:* If implemented successfully, could the standards lead to improved student, learner-focused outcomes?
2. *Clarity/Coherence:* Are the documents easy to use and clearly communicated? Is the message coherent?
3. *Relevance:* Is the content of the standards relevant in the local and global context of teacher excellence?
4. *Transformation of Teaching:* Does message adoption and implementation have the power to impact the culture of teaching in Bermuda?
5. *Capacity Building/Sustainability:* How do these standards speak to the growth of teachers in the BPSS?

An initial draft of the Standards was disseminated March 26th, with subsequent drafts issued May 7, May 27, and June 8, respectively. Each draft was disseminated and further refined with feedback from group members, the Commissioner of Education, principals, teachers, and department officers. The final version was approved in principle in August of 2010. Complete electronic versions of the Standards will be available online at www.moed.bm/standards.

1. ETHICS

Accomplished teachers foster an atmosphere of trust, confidence, integrity and respect for students, colleagues and the teaching profession.

- 1.1. Promotes and upholds the ethics and values of the Bermuda Educators Council Code of Practice for all educators.
- 1.2. Ensures the presence of ethical relations throughout the school consistent with the Bermuda Educators Council Code of Practice.
- 1.3. Models a code of ethics embracing diversity, integrity, and the dignity of all people.
- 1.4. Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment.
- 1.5. Makes decisions based on the moral and ethical implications of policy.
- 1.6. Acts in accordance with Bermuda's legislative provisions governing the education and care of children, e.g., The Education Act, Child Protection Act, etc.

2. PROFESSIONAL KNOWLEDGE OF CONTENT AND CURRICULUM

Accomplished teachers demonstrate strong knowledge of content and creatively interpret curriculum to engage learners and foster connections to everyday life.

- 2.1. Shows skill in content delivery and understands and addresses skill gaps.
- 2.2. Includes learners with diverse educational needs and their families in the assessment and target setting processes and procedures.
- 2.3. Prepares and writes accurate reports that can be understood and used by other teachers, professionals and parents.
- 2.4. Demonstrates flexibility in responding to student progress needs, interests and learning styles.
- 2.5. Maintains accurate records of the student's achievement.
- 2.6. Uses skills in literacy, numeracy and information technology to support their teaching and wider professional abilities.
- 2.7. Uses a range of IT hardware and software to help assess and support the needs of diverse learning.
- 2.8. Uses knowledge of Bermuda's cultural heritage and learners' unique cultures, experiences and communities to promote and sustain culturally responsive learning.
- 2.9. Demonstrates sound understanding of (constructs) unique to their subject area and uses this knowledge to develop relevant instructional strategies.

3. PROFESSIONAL QUALITIES

Accomplished teachers advocate for high quality learning, reflect on their practice and seek opportunities to grow professionally.

3.1. PROFESSIONAL COLLABORATION

- 3.1.1. Contributes to professional learning communities by taking an active role in developing, implementing and evaluating school and systemic policies.
- 3.1.2. Contributes to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

3.2. RELATIONSHIPS WITH CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

- 3.2.1. Have high expectations of all learners including a commitment to ensuring that they can progress towards a higher level of attainment.
- 3.2.2. Establishes fair, respectful, trusting, supportive and constructive relationships with children, young people and their families.
- 3.2.3. Models positive values, attitudes and behaviors that they expect from children and young people.
- 3.2.4. Possesses the analytical, interpersonal and organizational skills necessary to work in an advisory role within and beyond the classroom setting.
- 3.2.5. Inspires all students to become contributing members of the school, local and global communities.

3.3. FRAMEWORKS

- 3.3.1. Possesses current knowledge of significant legislation and related educational policies and procedures for children.
- 3.3.2. Understands the culture and practices of their school and plays a supportive role in their implementation. Seeks opportunities to promote cultural diversity amongst students.

3.4. COMMUNICATING AND WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES.

- 3.4.1. Communicates effectively with children, young people, colleagues, parents and guardians.
- 3.4.2. Recognizes and respects the contributions that colleagues can make to the development and well being of children and young people to raise their levels of achievement.
- 3.4.3. Recognizes the rights and expectations of parents/guardians of children and young people with diverse learner needs.
- 3.4.4. Knows of and directs families to agencies that will support families in making decisions about education and care.

3.5. PROFESSIONAL DEVELOPMENT

- 3.5.1. Reflects on and improves their practice and takes responsibility for identifying and meeting their developing professional needs.
- 3.5.2. Seeks innovative, adaptive and highly effective practices to improve student outcomes.
- 3.5.3. Responds to support and constructive feedback.

4A. PROFESSIONAL PLANNING AND INSTRUCTION

Accomplished teachers use proven instructional approaches which promote active learning and the academic success of all learners.

4B. CULTURAL RELEVANCE

Accomplished teachers celebrate Bermudian cultural heritage and are culturally responsive to the needs of all students

4.1. PLANNING FOR LEARNING

4.1.1. Purposefully designs learning experiences using creativity, flexibility and collaboration that:

- 4.1.1.1. align with curriculum objectives
- 4.1.1.2. are based on the needs of learners
- 4.1.1.3. identify and explore connections within and across subjects

4.1.2. Designs home and out of class learning experiences which expand learning and are:

- 4.1.2.1. engaging to parents and children
- 4.1.2.2. authentic, meaningful and relevant
- 4.1.2.3. developmentally appropriate

4.2. TEACHING FOR LEARNING

4.2.1. Teaches challenging, effective, contemporary, cohesive lessons and units of lessons that:

- 4.2.1.1. engage and build on student's prior knowledge
- 4.2.1.2. incorporate a range of teaching strategies, including 21st century skills that support active learning, inquiry, and engagement.

4.2.2. Reflects, adapts and varies roles (e.g. instructor, facilitator, coach and audience) and practices for the purpose of meeting the diverse needs of learners and raising student achievement.

4.2.3. Uses effective organizational and communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

4.2.4. Employs culturally responsive instructional approaches that draw from Bermudian cultural heritage and are sensitive to the diversity found in other cultures.

4.3. ASSESSING FOR LEARNING

- 4.3.1. Makes effective use of an appropriate range of observation, assessment, monitoring, and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- 4.3.2. Provides learners, colleagues, parents, and guardians with timely, accurate and constructive feedback on attainment, progress and areas for development.
- 4.3.3. Supports and guides learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- 4.3.4. Uses assessment data to diagnose learner needs, set realistic and challenging targets for improvement and plan future teaching.

4.4. REFLECTING FOR LEARNING

- 4.4.1. Reflects on the effectiveness of their teaching and its impact on learner progress, attainment and well-being and refines their approaches where necessary.
- 4.4.2. Reviews the impact of the feedback provided to learners and guides learners on how to improve their attainment.
- 4.4.3. Uses school, system and international statistical data to provide
 - 4.4.3.1. a comparative base line for evaluating learner progress and attainment
 - 4.4.3.2. a means of judging the effectiveness of their teaching
 - 4.4.3.3. a basis for improving teaching and learning

4.5. ENVIRONMENTS FOR LEARNING

- 4.5.1. Establishes a purposeful and safe learning community enabling the learner to feel safe, assume responsibility, and participate in decision making, and work both collaboratively and independently.
- 4.5.2. Uses a range of behavior management techniques, adapting them as necessary to promote the self control and independence of the learner.
- 4.5.3. Promotes learner self control, independence and cooperation by supporting the development of their social, emotional and behavioral skills.
- 4.5.4. Uses knowledge of learners' cultures, experiences and communities to promote and sustain a culturally responsive classroom.

2010 STANDARDS WORKING GROUP FOR ACCOMPLISHED TEACHING MEMBERS

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