

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

ROLE OF THE TEACHER

(Policy Range: 4095-4099)

4095 Basic Policy. This role statement is that of a complete and competent teacher in the Pajaro Valley Unified School District. Collectively, it forms a model toward which teachers should strive. It describes a teacher who plans instruction systematically, based on an assessment of student needs built around goals and objectives. It describes a teacher capable of facilitating, diagnosing and monitoring individual student progress. The description is sufficiently comprehensive that a lack of full attainment of each element would not necessarily constitute incompetence. While all teachers are not expected to excel in each aspect of the role description, continual effort should be observable. It is when a teacher is unwilling or unable to make progress in role areas that continuing service should be considered carefully by both the teacher and the District.

4096 Standards of Expected Student Progress in Each Area of Study. The effective teacher:

develops curriculum on the basis of individual student needs as related to the philosophy, goals, and objectives of the District and local school;

works with students in developing standards of expected individual progress based upon a diagnosis of prior learning accomplishment;

projects reasonable expectations for each student's achievement;

interprets evaluative data for use in student diagnosis and instructional planning;

makes judicious use of available records, when applicable to ascertain student needs, plan work, and guide the learning process;

bases instructional planning upon objectives designed to fulfill individual student needs;

arranges for differentiated assignments to meet the needs and abilities of individual students as practical;

uses a variety of activities, resources and techniques for instruction;

encourages each student to assume an active role in his learning;

helps each student to apply his learning to practical situations;

provides school experiences which will be applicable to the students' lives after leaving school

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4097 Techniques for assessment of Student Progress. The effective teacher:

gives emphasis to the achievement of attitudinal objectives as well as to the acquisition of knowledge and skills;

uses a variety of evaluative procedures for monitoring individual student progress;

assists the learner to assume an increasing role in evaluating his own development;

reports student growth to parents in terms of acquired knowledge, skills, attitudes, and social behavior;

keeps accurate records of learning accomplishment, and provides such data for teachers or schools to which the students transfer;

solicits help for students with diagnosed remedial needs;

cooperates with parents by providing them with possible suggestions towards enhancing their child's educational growth;

uses a variety of methods to evaluate his teaching competencies.

4098 Other Duties Normally Required to be Performed as an Adjunct to the Regular Assignment. The effective teacher:

contributes within reasonable limits to the development of school programs and District goals;

assumes monitoring duties with other staff members on a fair and equitable basis;

shares responsibilities for supervising students at school and school sponsored events which are a part of the educational program;

contributes to the improvement of home-school-community relations;

initiates conferences with parents when necessary;

discusses potential student problems with the principal or his representative;

prepares reports and records accurately and promptly;

takes proper care in use of District equipment and materials;

maintains a self-improvement program by keeping informed on new trends;

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conducts himself in a professional manner as prescribed by law.

4099 Classroom Control and Development of a Suitable Learning Environment.
The effective teacher:

strives to create a classroom atmosphere of mutual regard and respect;

utilizes activities and materials that are relevant to his instructional program;

expresses positive expectations for student behavior and progress;

promotes independent learning by providing opportunities for student self-motivation and self-instruction;

encourages all students to participate in classroom activities with the goal of promoting effective group membership and discussion practices;

organizes activities to promote both following of directions and creative expression;

develops comfortable communications with individual students.