

Pittsford Schools

Professional Standards for Teachers

The Professional Standards for Excellence in Teaching defines expectations for teachers in the Pittsford Central School District. These standards reflect our commitment to the educational success of each student and to the district tradition of excellence.

Excellence in teaching is achieved through the pursuit of life-long learning and continuous improvement. Teachers who meet the Professional Standards maintain a current knowledge base in both content and pedagogy and demonstrate the knowledge, skills, and motivation necessary to design and implement meaningful instruction for all students. They build partnerships with colleagues, parents and community members and are actively involved in building and district activities. They advocate on behalf of students' intellectual, physical, social, emotional, and artistic needs, and are passionate about their profession. They model the highest ethical and professional standards.

These standards outline components of professional practice in the areas of Planning and Preparation, Delivery of Instruction, Classroom Environment, and Professional Responsibilities. It is our intent that these standards enhance the teaching profession by clearly defining and communicating professional expectations and by promoting accountability for all teachers in the district.

Excellence in Teaching in Pittsford Schools will be achieved through:

A. Planning and Preparation

Pittsford teachers effectively organize and design instruction by

Knowledge of Content/Pedagogy

Demonstrating extensive content knowledge and effective instructional techniques to convey the knowledge.

Knowledge of Students

Demonstrating knowledge of development and or intellectual, social and emotional characteristics of age groups and incorporating this knowledge into instructional planning; planning lessons based on the diverse skills, knowledge, interests, and cultural heritage of each student.

Instructional Goals

Establishing clearly written goals based on district curriculum and standards to indicate expected student learning and reflect the needs of all students.

Knowledge of Resources

Use building, district, and community resources to enhance instruction.

Instructional Lessons

Preparing meaningful lessons that engage the students, promote academic rigor, and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied group practices; using technology to enhance instruction.

Assessment

Selecting assessment techniques that are congruent with instructional goals, both in content and process, clearly communicating criteria and standards of assessment to students.

B. Delivery of Instruction

Pittsford teachers provide effective classroom instruction by

Communication

Providing clear directions and explanations to students and modeling correct English usage, grammar, and expressive vocabulary.

Questioning

Using questioning and discussion techniques that foster student learning; promoting a student involvement in discussions and encouraging students to take responsibility for the success of discussions.

Student Engagement

Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities.

Feedback

Providing feedback that is accurate, substantive, constructive, specific, and timely in order to enhance learning.

Flexibility and Responsiveness

Demonstrating flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning.

Persistence

Using knowledge of the wide variety of instructional strategies and resources and consulting with other staff in order to find ways to help students who are having difficulties in meeting instructional objectives.

C. Classroom Environment

Pittsford teachers create effective environment for learning by

Teacher/Student Interactions

Continuously demonstrating caring and respect for students and modeling and promoting respectful and courteous interactions with and among students.

Culture for Learning

Conveying a genuine enthusiasm for the subject and encouraging students to value the subject; setting high expectations for student achievement and high standards for the quality of student work and encouraging students to meet the standards and take pride in their efforts and work.

Classroom Procedures

Organizing student group work so that students are on task and productive; providing smooth and efficient transition between activities; establishing effective routines and systems for handling materials and supplies, for performing non-instructional duties and for working with support personnel and volunteers in the classroom.

Student Behavior Management

Developing clear standards for student conduct with student participation; monitoring students' behavior at all times and consistently responding to student misbehavior in an appropriate manner, sensitive to and respectful of the individual student.

D. Professional Responsibilities

Pittsford teachers demonstrate their professionalism by

Reflection

Making thoughtful and accurate assessments for the effectiveness of lessons; identifying professional and personal strengths and weaknesses; planning and preparation for continuous professional improvement.

Record-keeping

Developing and implementing a system for maintaining accurate records of instructional and non-instructional information including attendance, student progress, assignment completion and results of student assessments.

Communication with Families

Maintaining communication with families about program and student progress in a manner that encourages family involvement.

Contributing to Building/District

Contributing to building and district by performing service and participating in building and district projects and in the development and implementation of academic standards.

Professional Growth

Developing and pursuing individual professional growth plans and modeling life-long learning.

Professional Qualities

Displaying personal and professional qualities that contribute to the well being of students, the building, the district and the profession.

Teamwork

Maintaining positive and sharing relationships, enhancing professional practice and working with colleagues to promote morale.