

Standards for Competent and Ethical Performance of Oregon Educators

The Board holds certain standards to be a required, general basis for evaluating the competence and ethical performance of all district certified personnel. It is the intent of the Board to apply those standards to all educators who teach, supervise and administrate in the district.

General Standards for Educators

A competent, effective and ethical educator:

1. Demonstrates a positive attitude through observable enthusiasm for teaching.
2. Demonstrates willingness to be involved in overall activities and operations of the schools.
3. Demonstrates a sincere caring for the welfare and educational progress of students.
4. Demonstrates belief in equal educational opportunities for students.
5. Demonstrates positive role model behavior in dress and personal conduct.

The Board recognizes these local standards do not replace or supersede the Standards of Performance For Oregon Educators adopted by the Teacher Standards and Practices Commission (TSPC). The TSPC may use standards under ORS 342.175-342.185 to make recommendations regarding charges of gross neglect of duty or any gross unfitness as required by ORS 342.177.

Specific Performance Standards for Teachers

1. The classroom teacher plans a program of study that will meet the varied educational needs of all students.
2. The classroom teacher maintains a classroom environment that is conducive to learning.
3. The classroom teacher guides the learning process toward achievement of adopted district and course goals.
4. The classroom teacher evaluates and reports student progress regularly.
5. The classroom teacher identifies students with special academic abilities or behavior problems and seeks appropriate assistance.
6. The classroom teacher maintains effective working relationships with students, parents and colleagues.
7. The classroom teacher holds a consistent and professional attitude toward accomplishment of district and state goals.
8. The classroom teacher provides instruction in a classroom atmosphere free from social, religious or racial bias.
9. The classroom teacher conducts instructional activities without indoctrinating any particular social, religious or political point-of-view.
10. The classroom teacher conveys a sense of responsibility to moral and ethical standards.

Specific Performance Standards for Support Personnel

Support personnel have additional standards beyond the general standards, which may apply. Administrators, supervisors, counselors and contract teachers all:

1. Assess the educational environment to provide information, materials, equipment and facilities to enhance the educational process.
2. Provide leadership and support to fulfill needs discovered through assessment and observation.
3. Eliminate constraints on the educational process within the bounds of propriety and authority.
4. Establish and maintain appropriate and effective relationships with staff, students, parents and patrons leading to effective management, positive leadership and high moral.

The Competent Educator (OAR 584-020-0010)

The teacher or administrator (educator) demonstrates a commitment to:

1. Recognizes the worth and dignity of all persons;
2. Encourages scholarship;
3. Promotes democratic citizenship;
4. Raises educational standards; and
5. Uses professional judgment.

Curriculum and Instruction (OAR 584-020-0015)

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state and district adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to students' learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent teacher by complying with state law, rules, and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change that helps each student toward realization of personal learning potential.

Supervision and Evaluation (OAR 548-020-0020)

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and

assists colleagues to do the same. The competent educator gathers relevant information and uses it in planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Ways to assess progress of individual students;
2. Skill in the use of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices; and
4. Skill in the supervision of students.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee techniques appropriate to the assignment and according to well-established standards, which insure due process for the staff being evaluated.

Management Skills (OAR 584-020-0025)

The competent educator is a person who understands students and is able to relate to them in constructive ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

The competent teacher demonstrates skill in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment, and materials appropriately;
3. Using and maintaining student records as required by district policies and procedures;
4. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and
2. Skills in planning and staff utilization.

Human Relations and Communications (OAR 584-020-0030)

The competent educator works effectively with others – student, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in working cooperatively with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school and its program;
2. Skill in communicating district and program goals to staff and public;
3. Willingness to be flexible in cooperative working with others; and

4. Skill in reconciling conflicts.

The Ethical Educator (OAR 584-020-0035)

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the **student** will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
2. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
3. Maintain an appropriate professional student-teacher relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life.
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be coming romantically attached to the educator.

The ethical educator, in fulfilling obligations to the **district** will:

1. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the **profession** will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honest;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
3. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 to -0035](#)