

*Repealed
by Series 142
Aug 20, 92*

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 143
TEACHERS' RESPONSIBILITIES AND
PERFORMANCE STANDARDS (5311)

§126-143-1. General.

1.1. Scope. -- This legislative rule established county job descriptions for teachers and suggested performance standards that must be developed by the county board of education for each state and county adopted responsibility.

1.2. Authority. -- W.Va. Code §18-2-5; 18A-2

1.3. Filing Date. -- January 22, 1985

1.4. Effective Date. -- March 22, 1985

1.5. Repeal of Former Rule - None - This was a new policy.

§126-143-2. Applicability.

This policy applies only to teachers. The performance standards have been developed to clarify the job responsibility and give counties directions in developing their performance standards.

§126-143-3. Eligibility.

In order to be evaluated under this policy, the employee must be a teacher.

3.1. The county job descriptions for teachers shall include the following responsibilities:

- a. Implementing his/her program of study,
- b. Fostering a classroom climate conducive to learning,
- c. Utilizing instructional management systems which increase student learning and maximizes time on task,

d. Monitoring student progress towards learning outcomes,

e. Maintaining and upgrading his/her professional skills,

f. Promoting and maintaining positive pupil-teacher-parent-relationships, and

g. Maintaining professional work habits.

§126-143-4. Performance standards.

Performance standards shall be developed by county boards of education for each state and county adopted responsibility. Performance standards shall be clearly defined to enable all employees to understand their job performance expectations. The indicators provided are not required. Their purpose is to help clarify the responsibility and provide guidance to the development of performance standards.

4.1. Knowledge of subject matter.

- a. Objectivity.
- b. Relevancy.
- c. Accuracy.
- d. Depth of knowledge, i.e., beyond textbook.

4.2. Classroom management.

Indicators such as:

- a. Student motivation.
- b. Student behavior.
- c. Time on task.

- d. Focus on academics.
- e. Minimal interruptions.
- f. High expectations.
- g. System of rules.

4.3. Instructional skills.

Indicators such as:

- a. Course outlines and lesson outlines.
- b. Written plans.
- c. Accepted teaching methodologies recognized and productively employed.
- d. Recognition and accommodation of individual difficulty.
- e. Provides appropriate feedback.
- f. Appropriate placement of students.
- g. Provides appropriate remediation and enrichment opportunities.
- h. Judgment/Decision-making.

4.4. Monitoring student progress.

Indicators such as:

- a. Objective measures, such as grades, teacher-made or standardized test scores.
- b. Subjective measures, such as professional opinion composite data.
- c. Record system.

4.5. Professional growth.

Indicators such as:

- a. Staff develop activities,
- b. Advanced degrees,
- c. Professional associations,
- d. Research,
- e. Updating through journals,
- f. Conferences, and
- g. Professional growth plans.

4.6. Pupil-teacher-parent relationships.

Indicators such as:

- a. Accessible to parents and students.
- b. Information provided on student progress to parents.
- c. Required contact made for disciplinary and/or academic difficulties.

4.7. Professional work habits.

Indicators such as:

- a. Confidentiality.
- b. Attitudes.
- c. Attendance.
- d. Respect for individual differences.