

STANDARDS FOR TEACHER PERFORMANCE AT THE CRESTONE CHARTER SCHOOL

It is assumed that all of the following behaviors will be performed in an atmosphere of collegiality and mutual support among the staff and in full partnership with the school's administration. It is also to be understood that, where applicable, the following standards will be adhered to by mentors, volunteers and ancillary personnel, including parents, who are involved in in- or out of class activities.

GOAL: TO MAKE CHILDREN FEEL SAFE, BOTH PHYSICALLY AND EMOTIONALLY

- Teachers will attempt to foresee unsafe conditions in all activities and make every effort to mitigate those conditions.
- Teachers will not speak to students in a derogatory, humiliating, or defaming way in the effort to control student behavior.
- Teachers will exercise discipline procedures in their classrooms only after insuring that students understand the rules and standards to be used, and with clear instruction regarding what the appropriate behavior is with respect to any potential sanction.
- Teachers will make every effort to mitigate abusive and threatening behavior of students toward their classmates, and will be able to demonstrate that efforts to promote cooperative, supportive and caring relationships among the students is an essential curricular element.
- Teachers will identify unsafe facility and environmental factors at the school and bring these factors to the attention of administration in order to have them corrected as quickly as possible.
- Teachers will identify students who may be facing emotional stresses which are diminishing their ability to cope with social or academic demands. Such students will be discussed at the staff's periodic Case Study meetings with the option of engaging parents in discussion about the situation.
- Teachers will adhere to agreed upon standards regarding adult/student ratios on excursions, field trips and other away-from-school activities. Younger students require a lower chaperone-student ratio than older students to insure safety on field trips. Higher risk activities such as multi-day back-country camping treks may require a lower chaperone-to-student ratio to safely undertake than a lunch excursion to the town park.

GOAL: TO INSURE THAT STUDENTS ARE WORKING AT AN APPROPRIATE LEVEL OF INTELLECTUAL CHALLENGE WHILE MAXIMIZING THEIR ACADEMIC AND PERSONAL GROWTH.

- Teachers will make every effort to differentiate instruction in their classes according to the assessed needs and abilities of the students. Such differentiation will be based on clear assessments made by observation, demonstrations, and/or the use of measurement instruments. In addition, such assessments will be used in forming ILPs for each student.
- Teachers may provide homework for students that is based on current children's programs, and such homework will be reviewed in class with the students within a reasonable time frame from when it was assigned.
- Teachers will discuss with their classes the standards and expectations that will be held for various activities with the intention of attempting to insure that students understand what is expected of them and the methods by which they can fulfill those expectations.
- Teachers will make every effort to insure that parents are informed about long-range projects that students are expected to work on out of school, and that parents, where appropriate, will be given

suggestions as to how to best assist their children in completing such projects successfully.

- Teachers will be expected to help students clarify not only the end result expected in performing their work, but also to help them assess their progress toward those results, especially on projects or tasks that are extended over time.
- Teachers will be expected to demonstrate and clarify, in writing, the curricular relevance of field trips, excursions and extended study trips. Such demonstration will include the goals of the event, its connection to in-class activities, and the expected learning outcomes for students. There will be an assessment component to all such activities. The teaching staff and Director will, working together, create efficient and useful instruments for accomplishing this standard.

GOAL: TO BUILD A LEARNING COMMUNITY OF STUDENTS, TEACHERS, PARENTS AND SCHOOL ADMINISTRATION TEACHERS WILL BE EXPECTED TO DEVELOP METHODS FOR USING PARENTS VOLUNTEERS IN CLASSROOMS, CONDITIONED BY ANY TRAINING OR INSTRUCTION THAT MAY BE NEEDED TO ASSIST PARENTS IN PERFORMING SUCH FUNCTIONS WELL.

- Teachers will develop methods for insuring communication to the parents of their students regarding classroom goals, expectations, progress and programs.
- Teachers will develop methods that insure that parents feel welcomed to visit the school and classrooms, under appropriate conditions, and parents wishing to visit the school will understand what's expected of them during such visits.
- Teachers will be expected to respond appropriately and in a timely way to parent requests for information, meetings or assessment of their children. Wherever reasonable and necessary, the Director will assist both teachers and parents in fulfilling this standard.

Adopted 7/11/01, Governing Council