

## **Characteristics of Good Teaching at University Prep**

Revised 2-7-12

### **Qualifications for Teaching**

*Teachers at University Prep must demonstrate:*

- a love for students, for teaching, for subject(s) taught
- an understanding of and commitment to the school's mission
- an ability to communicate and connect with students
- a talent for teaching as an art
- a deep knowledge of, passion for and currency in subject(s) taught
- knowledge about adolescent development
- knowledge about learning styles
- commitment to ensuring an equitable educational experience for all students
- an ability to recognize and commitment to interrupting biased behavior in and out of the classroom
- a working knowledge of cultural competency

### **Academic Responsibilities:**

*As members of a faculty, teachers at University Prep must:*

- act collegially within their school, division, department, and discipline, fulfilling all expectations and obligations of each constituency with initiative and grace
- willingly and actively engage in professional development and evaluation, most particularly that associated with the ITIP
- work with peers to ensure the quality, content, scope, sequence, and benchmarking of the curriculum
- fulfill obligations to students and their families in terms of instruction, communication, and advising
- be willing to engage in self reflection with respect to teaching content and practice and its impact on students

### **Lesson Design**

*Teachers must, on a daily basis, design and implement lessons that:*

- are mission congruent
- address multiple learning styles, cultural backgrounds, viewpoints
- have content consistent with scope and sequence
- have clear learning objectives
- are developmentally appropriate
- employ different types of activities
- provide a balance between group work and individual work
- integrate technology effectively and appropriately
- represent a variety of cultures and perspectives throughout the curriculum

## **Delivery**

*Every class must evidence:*

- successfully differentiated instruction
- full participation and engagement by all
- developmentally appropriate teaching methods and materials
- appropriate balance between teacher-centered and student centered instruction
- effective utilization of classroom time
- appropriate pacing for every student
- well-considered and well-managed transitions
- a teacher who is sensitive and responsive to need for flexibility and/or redirection of lesson

## **Assessment**

*All assignments and assessment tools must:*

- lead to meeting learning objectives
- align with scope and sequence
- be meaningful and relevant to the course
- speak to multiple types of learners
- be aligned with what is taught
- be both formative and summative
- have clearly communicated rationale and expectations
- promote students' levels of responsibility and self-advocacy
- be returned to students in a timely fashion with useful, thoughtful and respectful teacher responses
- be graded in an equitable, clear and appropriate manner
- take into account differential access to resources along with varying family structures and cultures
- provide opportunities for multiple perspectives to be shared

## **Classroom Environment**

*The classroom environment must promote above all the development of intellectual courage in the students by providing a space in which:*

- ideas are received and discussed respectfully
- there are high expectations for learning
- free and open inquiry is the norm
- an atmosphere of mutual trust and respect prevails
- there is intellectual challenge and emotional safety
- appropriate boundaries are maintained between all individuals
- routines and behavioral expectations are made clear
- every student feels connected to the teacher, to the other students, to the process, and can work effectively
- there is comfort, but not chaos
- students are physically safe
- there are appropriate resources available to students
- any discipline is consistent, fair, appropriate, effective, and communicated to student, parents and division directors appropriately
- sharing various viewpoints and personal stories is both safe and welcomed

## **Outside the Classroom**

*It is expected that all faculty will engage in the life of University Prep community beyond their contractual duties by:*

- being respectful and supportive of all members of the school community
- forming meaningful relationships with students, colleagues, and families
- demonstrating interest in and support for student endeavors by attending events
- helping them happen or come to fruition, encouraging and advising students with their projects and ideas
- volunteering their time and talents in generous-hearted and imaginative ways so that the life of the school is enriching for all

## **Culturally Competent Teaching includes:**

- a commitment to ensuring an equitable educational experience for all students
- an ability to recognize, and commitment to, interrupting biased behavior in and out of the classroom
- a working knowledge of cultural competency
- a willingness to engage in self reflection with respect to teaching content and practice and its impact on students
- lesson design that addresses multiple learning styles, cultural backgrounds, viewpoints
- representing a variety of cultures and perspectives throughout the curriculum
- creating assignments and assessments that take into account differential access to resources along with varying family structures and cultures
- providing opportunities for multiple perspectives to be shared
- sharing various viewpoints and personal stories is both safe and welcomed within the classroom
- volunteering time and talents in a generous-hearted and imaginative way so that the life of the school is enriching for all