

- a. Prepare and implement lesson plans;
 - b. Begin lesson on instructional activity with a review of previous material, as appropriate;
 - c. Have materials, supplies and equipment ready at the start of the lesson or instructional activity;
 - d. Introduce the instructional activity and specify instructional objectives;
 - e. Direct and adequately supervise students to be on task quickly at the beginning of each instructional activity;
 - f. Present reading, writing, speaking and listening strategies using concepts and language which students understand;
 - g. Provide relevant examples and demonstrations to illustrate concepts and skills;
 - h. Assign developmentally appropriate tasks;
 - i. Provide instructional pacing which ensures student understanding;
 - j. Maximize student time on task;
 - k. Make effective transitions between instructional activities;
 - l. Summarize the main point(s) of the instructional activity;
 - m. Encourage students to express ideas clearly and accurately;
 - n. Incorporate higher level thinking skills;
 - o. Assist students to develop productive work habits and study skills, enabling communications with parents as needed.
 - p. Provide remediation activities for students;
 - q. Design, deliver and assess student learning activities addressing the state adopted content standards and/or instructional goals and objectives;
 - r. Integrate a variety of technology applications and learning tools to augment student achievement.
4. **Student Progress: Gather, store and monitor data related to student learning for use in assessing progress toward achieving the instructional objectives and according to IEP.**
- a. Following grading policies and regulations;
 - b. Maintain accurate and complete student records;
 - c. Monitor and evaluate student progress;
 - d. Provide feedback on student work;
 - e. Monitor student attendance.
5. **Communication: Communicate with students parents, educational personnel and others. Utilize standard grammar, listening skills and clarity in the presentation of ideas.**
- a. Communicate student progress according to established procedures and policies;
 - b. Communicate regularly and effectively with students, co-workers, parents / guardians and the community and exhibit appropriate interactive skills;
 - c. Follow confidentiality procedures regarding students, parents / guardians and fellow staff members;
 - d. Speak and write standard English clearly, correctly and distinctly;
 - e. Determine and utilize appropriate community resources.
6. **Professional Work Habits: Demonstrate behavior which reflects established professional responsibilities (i.e. attendance, punctuality and verbal / nonverbal communication);**
- a. Adhere to established laws, policies, rules and regulations;
 - b. Interact appropriately with students, other educational personnel and parents;
 - c. Participate in activities which foster professional growth;
 - d. Be punctual with reports, grades, records and in reporting to work;
 - e. Perform assigned duties;
 - f. Strive to meet county and school goals;
 - g. Command respect by example in appearance, manners, behavior and language.
7. **Technology Standards: Demonstrate competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (STE) Standards.**

- a. Demonstrate a sound understanding of technology operations and concepts;
- b. Plan and design effective learning environments and experiences supported by technology;
- c. Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- d. Apply technology to facilitate a variety of effective assessment and evaluation strategies
- e. Use technology to enhance productivity and professional practices;
- f. Understand the social, ethical, legal and human issues surrounding the use of technology in Pre K-12 schools and apply that understanding in practice.

Equal Employment Opportunity:

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