

DUTIES OF THE TEACHER

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This checklist consists of the headings from a long analysis of this topic, consisting of the checklist plus explanatory text for each of the checkpoints (Journal of Personnel Evaluation in Education, 1994, vol. 8, no.2, pp.151-184). The checklist provides a good overview of the whole approach, however, and is based on a complex evaluative theory, which includes, for example, the ethical principle that one cannot evaluate teachers by looking at the teaching style they employ, except insofar as this is prescribed by the accepted duties of a teacher. They can use much or little lecturing, question asking, etc., no matter what the research shows, just so long as they successfully cause the acquisition of valuable knowledge, skills, and attitudes in the areas for which they are responsible, at a rate that is appropriate or better for comparable students, within current ethical, resource, and legal parameters. Teachers have no duty to teach using a particular style, only to teach successfully. It is weakly sequential because there are socio-political reasons for each item's placement; e.g., the main reason for placing item 1 first was the perceived climate for acceptance by school boards, state and federal agencies, and parents.

1. KNOWLEDGE OF SUBJECT MATTER

- A. In the field(s) of appointment, e.g., middle school mathematics
- B. In across-the-curriculum subjects, e.g., composition, spelling

2. INSTRUCTIONAL COMPETENCE

- A. Communication skills (use of age-appropriate vocabulary, examples, inflection, body language)
- B. Management skills
 - a. Management of (classroom) process, including discipline
 - b. Management of (individual student's educational) progress
 - c. Management of emergencies (fire, tornado, earthquake, flood, stroke, violent attack)
- C. Course construction and improvement skills
 - a. Course planning
 - b. Selection and creation of materials
 - c. Use of special resources
 - i. Local sites
 - ii. Media
 - iii. Specialists
 - d. Evaluation of the course, teaching, materials, and curriculum

3. ASSESSMENT COMPETENCE

- A. Knowledge about student assessment options
- B. Test construction and administration skills
- C. Grading, ranking, scoring practices
 - a. Process (doing it correctly, i.e., using scoring keys, blind scoring)
 - b. Output (the results meet appropriate standards, e.g., (usually) not all As or all Fs)
- D. Recording and reporting student achievement
 - a. Knowledge about options and obligations in reporting achievement
 - b. Good reporting process (to students, administrators, parents, authorized others)

4. PROFESSIONALISM

- A. Professional ethics
- B. Professional attitude
- C. Professional development
- D. Service to the profession (some but not each of the following)
 - a. Knowledge about the profession
 - b. Helping beginners and peers
 - c. Working for professional organizations
 - d. Research on teaching
- E. Knowledge of duties
- F. Knowledge about the school and its community

5. NONSTANDARD BUT CONTRACTUAL DUTIES

- e.g., supervision of chapel services in a religious school



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