

Overview of the San Francisco Teaching Standards (Modified from California Standards for the Teaching Profession)

Standard 1: Engaging & Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience and interests to promote student learning. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs **and value student culture, language, class, ethnicity, and perspectives**. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard 2: Creating and Maintaining an Effective Environment for Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage positive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. **The teacher's routines, schedules, and rules promote self-sufficiency, and are adaptable to support student learning.**
(Use of instructional time moved to Standard #4)

Standard 3: Understanding and Organizing Subject Matter Knowledge

Teachers exhibit deep and current knowledge of subject matter. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area, utilizing **SFUSD Content and Performance Standards and Core Curriculum**. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of subject matter, instructional resources, and strategies to make subject matter accessible to all students.
(Knowledge of student development moved to Standard 4).

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Teachers use their knowledge of student development to make content accessible to all students. Teachers establish challenging learning goals **(expected student learning outcomes)** for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations and include a repertoire of instructional strategies. Teachers use instructional activities that promote specific **learning outcomes for students**. Teachers modify, adjust, and differentiate instructional plans **and delivery of instruction**, according to student level of engagement and achievement. Teachers **make effective use of instructional time as they implement class procedures and routines.**

Standard 5: Assessing Student Learning

Teachers establish and clearly communicate learning outcomes for all students. Teachers collect, select, and reflect upon information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Standard 6: Developing as a Professional Educator

Teachers reflect upon their teaching practice **including review of student work and other products**. Teachers establish professional learning goals, **develop individual professional growth plans**, and pursue that growth, using resources that include peer learning and mentoring, and professional organizations. Teachers learn about and work with local communities **(including appropriate resources, agencies, businesses, universities)** to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school planning and programs, promote school goals, **implement priorities, policies and procedures**. They **maintain positive relationships and take leadership roles** in the school and district.

NOTE: *Bolded Italic Print indicates a modification of the California Standards for the Teaching Profession.*

Standard 1: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experiences, and interests to engage *all* students. Teachers encourage and value all students' voices and perspectives. Teachers use a variety of instructional strategies and resources that respond to diverse needs of *all* students.

Does Not Meet Standard

Meets Standard

Element 1.1: Connect students' prior knowledge, life experience, and interests with classroom learning-

The teacher makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher does not elicit student questions or comments during a lesson.

The teacher makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The teacher elicits some questions from students during a lesson to monitor their understanding.

The teacher makes substantial connections between classroom learning and students' prior knowledge, experiences, and interests. Teacher elicits students' cultural, class, and ethnic perspectives, and uses students' questions and comments during a lesson to extend their understanding.

The teacher helps students make connections between classroom learning and their own prior knowledge and experiences. The teacher elicits and builds upon students' interests, experiences and diverse individual perspectives to extend understanding and adjust instruction.

Element 1.2: Use a variety of instructional strategies to respond to students' diverse needs-

The teacher uses instructional strategies, but they lack variety, and may be inappropriate to the students or instructional goals. No modifications are made to respond to students' individual needs.

The teacher uses more than one instructional strategy to address the students' learning and language needs. Strategies are appropriate for instructional goals. The teacher sometimes makes modifications for students' individual learning needs.

The teacher uses a variety of instructional strategies that effectively address students' learning and language needs, and promote achievement of expected learning outcomes. The teacher consistently makes adaptations or modifications to respond to students' individual needs.

The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address language needs, and include adaptations, modifications, differentiations and/or scaffolding to meet students' individual needs.

Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice-

The teacher directs the learning experiences, and student interactions are infrequent and limited. There is little or no student autonomy or choice permitted.

The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes allows student independence or choice.

The teacher facilitates the learning experiences to promote constructive student interactions, and to develop student decision-making responsibility through choices about learning, and the use of time and materials.

The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently, and manage their learning, time and materials.

Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful-

The teacher provides limited opportunities for students to engage in problem solving, analysis, or investigation within or across subject matter areas.

The teacher provides opportunities for students to engage in problem solving within a subject matter area, but little support is given to develop skills needed to do so effectively.

The teacher regularly provides opportunities and support for students to engage in problem solving, and to explore diverse perspectives of concepts within a subject matter area.

The teacher frequently engages students in problem solving and question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area.

Element 1.5: Promote self-directed, reflective learning for all students-

The teacher provides few or no opportunities for students to initiate their own learning or to reflect upon their own work.

The teacher usually directs the learning activities and monitors student learning. S/he provides some opportunities for students to reflect individually on their own work.

The teacher supports students to develop the skills needed to monitor their own learning during activities. Students use *SFUSD Standards* and learning outcomes to assess their own work and discuss it with peers.

The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use *SFUSD Standards* and learning outcomes to assess their own work and their peers' work, and to set new learning and improvement goals.

Standard 2: Creating and Maintaining an Effective Environment for Learning

Teachers create physical environments that engage students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another.

Does Not Meet Standard

Meets Standard

Does Not Meet Standard	Meets Standard		
Element 2.1: Create a physical environment that engages all students-			
The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs.	The physical environment is arranged for safety and accessibility for <i>all</i> students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials.	The physical environment is arranged for safety and accessibility for all students, and <u>allows for group interactions and movement between activities</u> , or <u>different simultaneous activities</u> .	The teacher creates a safe and accessible classroom environment that <u>reflects, promotes and supports student learning</u> . The teacher manages materials, technology, and resources to <u>accommodate</u> individual student needs, and promote positive interactions.
Element 2.2: Establish a climate that promotes fairness and respect-			
The classroom climate demonstrates a lack of fairness or respect, between the teacher and students or among students with regard to race, class, culture, language, or gender. Students are unwilling to take risks. Teacher responses to inappropriate behaviors are often inconsistent, unfair, or inequitable.	The teacher establishes a climate of caring and respect for most students. The pattern of teacher response to inappropriate behavior is usually fair, consistent, and equitable. The teacher acknowledges students' differences in race, class, culture, language, and/or gender.	A climate of <u>fairness</u> , caring, and respect is maintained by the teacher, <u>The teacher encourages students to take risks and be creative</u> . S/he acknowledges and <u>shows respect</u> for students' race, class, culture, language, and/or gender. The pattern of teacher response to inappropriate behavior is fair, consistent and equitable.	The teacher <u>models and promotes</u> fairness, caring, equity, and respect, holding <u>consistently high expectations for all students</u> . S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher <u>actively values</u> students' diversity. The teacher's response to inappropriate behavior also <u>demonstrates flexibility and adaptations as needed</u> .
Element 2.3: Promote social development and group responsibility-			
Students' social development, self-esteem, and diversity are not actively supported, and students have little or no sense of responsibility for one another.	Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility.	Students respect each other's differences and points of view. The teacher regularly provides opportunities for <u>students to work independently and collaboratively</u> , and to <u>take responsibility for themselves and their peers</u> .	The students effectively <u>communicate and collaborate</u> . Teacher helps students to <u>develop and practice leadership skills</u> , demonstrate responsibility, and to <u>understand differences in experiences, feelings, and points of view</u> .
Element 2.4: Establish and maintain standards for student behavior-			
Few or no standards for behavior appear to have been established, or students are confused about what the standards are.	The teacher has established and consistently maintains standards for behavior that are aligned with the school and district standards. The teacher's response to student behavior is generally appropriate.	The students consistently demonstrate their <u>clear understanding</u> of standards of behavior which are maintained by the teacher. The teacher's response to student behavior is appropriate and <u>understood by all students</u> .	The teacher consistently maintains standards for behavior that reflect <u>students' developmental and personal needs</u> . Students are responsible for their actions, <u>share in decision-making, establishment of rules, and conflict resolution</u>
Element 2.5: Plan and implement classroom procedures and routines that support student learning-			
Classroom procedures and routines have not been clearly established or are not being enforced, resulting teacher and student confusion and loss of instructional time.	The teacher establishes procedures and routines that work moderately well. Teachers periodically clarify or reinforce a procedure or timeline. This results in little loss of instructional time.	Procedures and routines work smoothly. Students demonstrate the ability to explain and follow classroom procedures and routines with no loss of instructional time.	The teacher <u>implements reasonable and flexible schedules</u> , routines that promote self-sufficiency. S/he <u>modifies procedures and rules to support student learning</u> .

Standard 3: Understanding and Organizing Subject Matter Knowledge

Teachers exhibit deep and current subject knowledge, and organize the *Core Curriculum* to facilitate students' understanding of key concepts, central themes, essential skills, and *SFUSD Content and Performance Standards*.

Does Not Meet Standard	Meets Standard ➔		
Element 3.1: Demonstrates knowledge of subject matter-			
The teacher's knowledge of subject matter is inconsistently evident. Student learning outcomes are not evident, or not linked to subject knowledge.	The teacher has a clear, basic knowledge of subject matter, and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.	The teacher's knowledge of subject matter has <u>depth</u> , and incorporates key concepts and <u>different perspectives</u> . Teacher <u>consistently and directly connects</u> subject knowledge to student learning outcomes.	Teacher knowledge of content has <u>depth</u> , is <u>current</u> and incorporates key concepts, <u>themes, connections</u> , and student learning outcomes. Teacher actively has students address a <u>variety of perspectives</u> in demonstrating depth of knowledge.
Element 3.2: Organize curriculum to support student understanding of subject matter based on <i>SFUSD Content and Performance Standards</i>-			
The curriculum is not clearly organized and does not consistently incorporate key concepts, themes, or skills; curriculum is not directly connected to <i>Content and Performance Standards</i> .	The curriculum is sequentially organized or theme-based, and designed to result in demonstrated understanding of key concepts by students. The curriculum is aligned with the <i>SFUSD Core Curriculum</i> , and incorporates relevant <i>SFUSD Content and Performance Standards</i> .	The curriculum is clearly organized and sequenced to <u>coordinate <i>Core Curriculum</i> and <i>SFUSD Content and Performance Standards</i></u> . The curriculum design clearly focuses on <u>key themes</u> and concepts, and facilitates <u><i>Standards</i> achievement by all students</u> .	The curriculum builds <u>developmentally</u> and <u>demonstrates depth</u> of subject matter, and the <u>relationships</u> among various concepts and themes. The <i>Content and Performance Standards</i> and <i>Core Curriculum</i> are used to plan and <u>adapt instruction</u> , focusing on <u>specifically identified outcomes</u> for all students.
Element 3.3: Interrelate ideas and information within and across subject matter areas-			
The teacher presents curriculum without identifying or integrating key concepts and information. S/he does not relate content to previous learning to enhance understanding.	The teacher identifies for students the key concepts within the <i>Core Curriculum</i> being taught. S/he frequently relates content to previous learning, other subject areas, students' experiences, and previous learning.	The teacher identifies and <u>integrates</u> for students the key concepts and information within the <i>Core Curriculum</i> , <u>makes connections to other subjects</u> and relates content to students' lives, previous and <u>future learning</u> .	The teacher uses strategies and activities that integrate concepts and information within and across subject areas and <i>Standards</i> , and <u>challenge students to make their own connections</u> , and <u>extend and apply knowledge</u> .
Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject-			
Instructional strategies are not appropriately matched to subject matter content or concepts and may not encourage students to think critically.	The teacher uses more than one strategy to make the content accessible to students, and encourages students to think critically or to extend their knowledge of the subject matter.	The teacher uses a <u>variety of</u> instructional strategies to make content accessible to students. S/he <u>actively engages</u> students in critical thinking and challenges them to extend their knowledge of subject matter.	The teacher uses a variety of instructional strategies that are appropriate to subject area, <u>actively engages</u> students, and <u>addresses individual learning styles and needs</u> to help students construct their own knowledge, think critically, and <u>see relationships</u> .
Element 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students-			
Instructional materials, resources and technologies are either not adequately used, or may be inaccessible to some students. Materials do not accurately reflect diverse perspectives or relate to cultural or linguistic backgrounds of students.	The teacher often uses varied instructional materials, resources, and technologies to convey key subject matter concepts. Adopted and supplementary materials reflect diverse perspectives, and relate to cultural and linguistic backgrounds of students.	The teacher <u>consistently</u> uses varied instructional materials, resources, and technologies, <u>including adaptive technologies</u> , to promote students' understanding of core content and standards. A rich variety of materials are <u>consistently available</u> to students and reflect the diverse perspectives, experiences, and linguistic needs of students.	The teacher selects and uses a variety of instructional resources to <u>organize curriculum</u> , <u>address learning styles</u> , and promote student understanding. Students can <u>independently access</u> a variety of materials, resources, and technologies that reflect the diversity of the classroom and support their <u>learning needs and styles</u> .

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Teachers establish challenging learning outcomes for all students based on student experiences and backgrounds. They effectively pace, sequence, and deliver the *Core Curriculum*. Teachers design long term, unit, and lesson plans, and deliver instruction that incorporate subject matter knowledge, and reflect *SFUSD Content and Performance Standards*.

Does Not Meet Standard	Meets Standard ➔		
Element 4.1: Design long-term and individual lesson plans to foster and support student learning-			
Individual lesson plans have little or no relation to long-term student outcomes, or contain little recognizable structure or connections to other learning or content areas.	Long-term plans have a recognizable structure, although the sequence of individual lessons may be uneven and may not develop conceptual understanding or application of content knowledge. Provision for review and assessment may be inconsistently evident.	Long-term plans are organized, <u>coherent</u> , and <u>developmental</u> . Learning activities in individual lessons are well sequenced and <u>build upon previous learning to promote understanding of content area concepts, and provide for review and assessment</u> . <u>Adaptations are included for individual learning needs</u> .	Long-term and individual lesson plans are organized, developmental in nature, provide for review and <u>assessment</u> . They include opportunities for all students to access challenging and <u>diverse</u> content, <u>learn at their own pace, and apply learning in a variety of contexts</u> .
Element 4.2: Value students' backgrounds, interests, learning needs, and development-			
The teacher's instructional plans show limited reflection of students' backgrounds, experiences, interests, and developmental needs.	The teacher's lesson design use information about students' backgrounds, experiences, language, and developmental needs.	The teacher's lesson design and instructional delivery consistently reflect students' backgrounds, experiences, <u>interests</u> , language, and developmental needs. The teacher utilizes <u>appropriate adopted and supplementary instructional materials to address these needs</u> .	The teacher's lesson design, materials use, and instructional delivery consistently reflect students' backgrounds, experiences, interests, and languages. Lessons promote academic content learning for all students and challenge and <u>extend students at their own physical, social, and academic developmental levels</u> .
Element 4.3: Establish and articulate student learning outcomes, consistent with <i>Content and Performance Standards</i>-			
The teacher does not clearly establish instructional learning outcomes, nor aligns outcomes with standards. Expectations for students are low.	The teacher sometimes articulates student learning outcomes. Expectations for most students are generally high.	The teacher <u>clearly</u> articulates <u>short-term and long-term student learning outcomes</u> that are challenging and represent <u>valuable learning</u> . Expectations for students are generally high.	The teacher <u>consistently articulates how instructional activities are related to student learning outcomes and <i>Standards</i></u> . Expectations for students are consistently high and <u>promote achievement</u> for all students.
Element 4.4: Sequence and use instructional time effectively-			
Learning activities are often rushed or too long; transitions are rough or confusing, resulting in a loss of instructional time. There is no effective opening, transitions, or closing to the lessons.	Instructional time is paced so that most students complete most learning activities. Transitions are used to move students into new activities. Lessons have a clear opening and closing.	Pacing and time spent on lesson are <u>appropriate</u> to the activities and enable <u>all students</u> to engage successfully with the content. <u>Transitions are efficient and smooth</u> . Students have time to complete learning activities. Lesson opening and closing <u>effectively engage</u> students in learning.	The teacher paces daily lessons, weekly, and longer plans, and <u>adjusts instruction</u> , so all students have adequate time for learning, remain engaged, and have <u>time for reflection and assessment</u> . Beginning and closing activities <u>make connections to previous and future learning</u> .
Element 4.5: Modify instructional plans to adjust for student needs-			
Instructional plans are not modified, adapted or differentiated in spite of evidence that modifications would improve student learning.	Teacher adapts instructional plans to address only superficial aspects of the lesson and some of the individual learning needs of students.	Teacher adapts and <u>modifies</u> instruction to enhance student learning based on <u>formal and informal assessment</u> . The teacher uses strategies identified in Individual Education Plans (IEPs).	Teacher adapts plans, and modifies and <u>differentiates</u> instruction to ensure opportunities for ALL students to successfully <u>participate</u> in learning activities. Teacher <u>revises</u> plans and instructional practices based on <u>ongoing assessment</u> .

Standard 5: Assessing Student Learning

Teachers use information from a variety of ongoing assessments and *Content and Performance Standards* to plan and adjust learning outcomes and activities to promote academic achievement and personal growth for all students.

Does Not Meet Standard

Meets Standard

Element 5.1: Establish and communicate learning outcomes for students-

The teacher does not consistently establish or clearly communicate learning outcomes to students or families.

The teacher establishes expected learning outcomes for students based on *Core Curriculum and Standards*. Teacher communicates student learning outcomes and a clearly defined grading system to all students and families.

The teacher establishes student learning outcomes based on the *Core Curriculum and Standards*. Teacher communicates the outcomes to students and their families, and revises them as needed. The grading system is aligned with the outcomes and relevant Standards and clearly described to students and families.

The teacher uses *Content and Performance Standards* to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. The grading system is designed to provide ongoing feedback on student progress toward achievement of outcomes and Standards.

Element 5.2: Use multiple sources of information to assess learning-

The teacher does not consistently use sources of information, data, or appropriate strategies to assess student learning needs or achievements.

The teacher uses one or two sources of information or strategies to assess student learning and monitor student progress.

The teacher uses a variety of information, data, and formative and summative assessment strategies to monitor and assess student progress on an ongoing basis throughout the year. Monitoring and assessment strategies are aligned to *Core Curriculum and Standards*.

The teacher collects, selects and reflects upon evidence of student learning using a variety of assessment tools aligned with *SFUSD Core Curriculum and Standards*. Assessments include ongoing diagnostic, formative, and summative instruments.

Element 5.3: Involve and guide students in assessing their own learning-

The teacher does not provide regular opportunities for students to reflect on or assess their own work.

The teacher encourages and guides student reflection during most learning activities. The teacher provides opportunities for students to discuss their work with peers.

The teacher includes student reflection and self-assessment in most learning activities. The teacher has established Performance Standards, and teaches a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.

The teacher uses assessment to help students understand and articulate their learning process. *S/he* uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.

Element 5.4: Use results of assessment to guide instruction-

The teacher does not use results of assessment to plan, guide, or adjust instruction.

The teacher uses information from one or two assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.

The teacher uses information from more than two sources of assessment to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.

The teacher uses ongoing formal and informal assessments to guide planning and adjust instruction. Assessment data is used to address individual student needs and prepare individual education plans.

Element 5.5: Communicate with students and families about progress-

The teacher provides little information about student learning, outcomes, or achievement to students, families, and support personnel.

The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be at the end of the grading period or in response to learning difficulties exhibited by the student.

The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using more than one method of communication. This communication may occur as ongoing progress reports or reviews of student work.

The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant Standards. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.

Standard 6: Developing as a Professional Educator

Teachers reflect on their teaching practice and actively plan and pursue their own professional growth. They work with colleagues, families, and the school community to improve their professional practice and student achievement. Teachers contribute to school activities, promote school goals, and model professional behavior.

Does Not Meet Standard

Meets Standard

Element 6.1: Reflect on teaching practices-

The teacher does not demonstrate reflection on his/her practices. The teacher does not make professional development growth plans based on analysis of school priorities and objectives and student needs.

The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development growth plans may not be related to the review of teacher's own practices.

The teacher reflects on student work and achievement in designing his/her professional growth plans. The Professional Growth Plan is related to the teacher's instructional practices and content expertise.

The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work.

Element 6.2: Work with families to foster collaboration and ensure student success-

The teacher may not use families as a source of information about students, actively communicate with families, or involve them in opportunities for student learning.

The teacher provides periodic communication to families about student learning and achievement. The teacher may not engage families in learning opportunities at school.

The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.

The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.

Element 6.3: Work with communities to foster collaboration and ensure student success-

The teacher does not actively utilize or work with community services, businesses, agencies or universities to enhance student learning or improve his/her own professional knowledge.

The teacher uses some community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.

The teacher uses a variety of school and community services to support student learning and personal areas of need. The teacher seeks greater understanding of students personal, language and learning strengths, and individual areas of need.

The teacher promotes school/community collaboration. S/he identifies and uses community services and resources to benefit students and families. The teacher uses community-based experiences to support student learning and help address their needs.

Element 6.4: Establish professional goals, pursue growth opportunities-

The teacher does not engage in ongoing learning opportunities or participate in school or district professional development opportunities.

The teacher participates in some school-based and/or district offered professional development activities. The teacher may participate in professional growth opportunities through universities, professional organizations, or community agencies.

The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.

The teacher establishes professional goals and pursues continuous professional growth. S/he refines approaches, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.

Element 6.5: Work with colleagues to improve professional practice-

The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school activities.

The teacher collaborates and actively works with colleagues in grade level and/or content areas to ensure that all students' diverse learning needs are met.

The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.

The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.

Element 6.6: Shares in responsibility for implementing school expectations, priorities, policies, and procedures-

The teacher may not meet basic professional expectations to follow procedures or participate in required teacher activities.

The teacher participates in most school-wide activities, meets most basic professional expectations, follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations.

The teacher consistently participates in all school-wide activities, follows policies and procedures, meets professional expectations including proficient record documentation of student progress, and actively supports school expectations for students and staff.

The teacher volunteers and/or engages in leadership opportunities in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.

REVISED DRAFT – MARCH 2000

San Francisco Teaching Standards

For use in the Teacher Professional Growth & Accountability Process
“A new system to promote and assess excellence in teaching”

The following description of the *San Francisco Standards for the Teaching Profession* has been modified from the *California Standards for the Teaching Profession* to align with the goals, priorities, and objectives of the San Francisco Unified School District. The first page contains an overall summary of the Standards as derived from the documents produced by the California Commission on Teacher Credentialing and the California Department of Education (July 1997). Words or phrases in the Overview of Standards that are in *italic print* indicate modifications in these standards to better suit the unique needs of SFUSD. The descriptors of each Standard have been modified to address key District issues such as high expectations for *all* students, alignment with *the SFUSD Content and Performance Standards*, ongoing monitoring and assessment of student work, use of data for planning, and collegiality and team building for school staffs. The rubrics incorporate the key elements of each professional standard and are designed to encourage reflection and ongoing professional growth for all district teachers.

It is the intent of this document to address the individual needs and promote the academic success of each student in the SFUSD. Therefore, references to *all students* are intended to focus attention on providing meaningful and appropriate educational experiences that will meet the individually identified needs of special student populations including Special Education, English Language Learners, Gifted and Talented, and students at risk of failing.

REVISED DRAFT – MARCH 2000