SuperVision of Instruction . . . using CSTPs to Guide the Work!

Essential Question: "How can we use teacher observation and evaluation as a positive force to enhance student engagement and achievement and strengthen school culture and equity centered professional learning communities?"

Comprehensive Professional Development & Accountability combines:

Validation

Always Communicate and Confirm the paramount importance of high quality and effective instruction & showcase your top performers in strength-building and meaningful ways!

SuperVision

Facilitate, Stimulate and Deliberate – continuously Help Teachers think about and self-set goals, stretch their thinking about practice & augment problem solving!

Evaluation

Observe, Support and Counsel – check frequently for alignment with expectations, be transparent about identifying areas of improvement and next steps & engage in timely courageous conversations!

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Our conversations invent us. Through our speech and our silence, we become smaller or larger selves. Through our speech and our silence, we diminish or enhance the other person, and we narrow or expand the possibilities between us. How we use our voice determines the quality of our relationships, who we are in the world, and what the world can be and might become. Clearly, a lot is at stake here.

Harriet Lerner, <u>The Dance of Connection</u>

"We need to concentrate on moving the entire professional forward instead of obsessing about the extremes in the field by celebrating the stars and dismissing the duds."

Fullan & Hargreaves
Reviving Teaching with 'Professional Capital'

Dispelling the Common Myths on Teaching Standards-Based Evaluations

Myth: CA Standards for the Teaching Profession (CSTP) are only used for evaluations.
Truth: CSTP were designed by teacher leaders so teachers can self assess, set goals, seek support and become consciously competent about framing and sharing the instructional strategies effective in their practice with a common language.

Myth: Not all teacher evaluations in SFUSD are completed.
Truth: Currently in SFUSD, nearly 100% of all teacher evaluations are completed. SFUSD Principals see the value in being in classrooms and completing assessment cycles.

Myth: Evaluations are grieved.
Truth: Out of the thousands of evaluations in SFUSD each year, only a handful of teacher evaluations are grieved, with the most common grievance being a missed timeline. The majority of teachers in our district consistently demonstrate Highly Satisfactory or Outstanding teaching practices and ratings.

Myth: Teachers don't like to be observed.
Truth: Surveys indicate teachers say they enjoy sharing what is going on in their classrooms and are open to ways to improve their practice. Establishing a culture of trust and collaboration promote a high quality teaching and learning community.

Myth: Principals see Teaching Standards-Based Evaluations as another compliancy task.
Truth: Effective Principals have told us the Teaching Standards provided clear language and concepts useful for them to infuse CSTPs in their Principal Expectations Letters, their site-based professional development and for ongoing conversations with teachers about best practices.

SFUSD

"My experience being evaluated by my administrator this year was so positive. As I value and respect my administrator's wide knowledge of and experience in education, I knew I would learn and grow from discussing my lesson and class with her, and I genuinely looked forward to our pre & post-evaluation meetings as an opportunity for growth. My administrator set a great tone for the meetings, stressing that the process was truly to help me grow as a teacher, and that we would be working together to set goals and objectives."

"In our pre-evaluation meeting, she was very clear and up front with me about the evaluation process, the teaching standards and her expectations, and I felt she set me up for success, not only for the lesson she was going to observe, but for the rest of the school year as well."

"During our post-evaluation reflection, my administrator shared great insights to my teaching, and together, we brainstormed strategies I could use immediately to enhance my practice. With such useful feedback and positive support from my administrator, I look forward to using the evaluation process as a form of professional growth."

SFUSD K Teacher

San Francisco Unified District's CA Standards for the Teaching Profession Essential Elements

SFUSD

Classroom Teachers Standards

Standard 1: Engaging and Supporting All Students in Learning

1.1 Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.2 Promote critical thinking through inquiry, problem solving, and reflection.
1.3 Monitor student learning and adjust instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.2 Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.
2.4 Create a rigorous learning environment with high expectations and appropriate support for all students.
2.5 Develop, communicate, and maintain high standards for individual and group behavior.
2.6 Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
2.7 Use instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.3 Organize curriculum to facilitate student understanding of the subject matter.
3.6 Address the needs of English learners and students with special needs to provide equitable access to the content.

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

4.2 Establish and articulate goals for student learning.
4.3 Develop and sequence long-term and short-term instructional plans to support student learning.

Standard 5: Assessing Students for Learning

5.4 Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.
5.7 Use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6: Developing as a Professional Educator

Non-Classroom Teachers Standards

Standard 1: Engagement of Stakeholders

1.1 Involve stakeholders to assess needs, set goals and align service
1.2 Communicate effectively with all stakeholders

Standard 2: Effective Environment

2.1 Create an environment of trust and respect

Standard 3: Knowledge, Preparation and Planning

*3.1 Demonstrate knowledge, abilities and skills of specialty area

Standard 4: Designing and Delivery of Service

*4.1 Establish goals and deliver services as outlined in job description

Standard 5: Assessing and Aligning Services

5.1 Collect and analyze assessment data from a variety of sources to inform planning

Standard 6: Professional Responsibilities

Non Classroom Evaluation Guidance from Teacher Contract

16.21 Teachers who have primary responsibilities other than a classroom assignment shall be evaluated in terms of the effectiveness in fulfilling the duties and responsibilities of the job.

16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or Summary Evaluations shall relate to job performance.

16.25 Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessments he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during assessment sequences, other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation.

DRAFT

Miraloma Elementary School Principal Expectations
2011-2012

Because teachers play the most critical role in the success of our students, and in order to provide an optimal educational environment where all children have the opportunity to achieve at their highest potential, all Miraloma teachers are expected to follow the principal's expectations outlined in this document.

I have aligned the Principal's Expectations for teachers at Miraloma Elementary School with the *California Standards for the Teaching Profession (CSTP), as modified for use in San Francisco Unified School District.* These expectations also reflect the goals, priorities, and philosophical tenets of the SFUSD. In addition, please refer to Board of Education Policy Article 4 on Personnel (Attached.)

I will use the following expectations, board policies and standards for ongoing supervision and the formal evaluation of teacher effectiveness. I believe that the purpose of the evaluation process is to improve instruction in order to meet the needs of and support and enhance the academic achievement of all of our students by addressing the diversity of students and teachers, reflecting a holistic, developmental view of teaching. Any suggestions that you may have are welcome.

I. Preparing and organizing Daily Lesson Plans
A. Written lesson plans should be completed by teachers before leaving school each day and should include, but not be limited to, the following:
1. Time allocation for each subject area, recesses, lunch break, starting and dismissal times
2. Listing of special assignments/duties: (6.6)
   a. Yard duty
   b. Meetings, appointments, conferences
   c. Special student assignments/duties
   d. Paraprofessional /tutor/volunteer/resource teacher duties.
3. For each subject taught, include:
   a. Brief statement of lesson objective (5.2)
   b. Activities to teach and/or reinforce skills (3.4)
   c. Textbooks and materials needed for implementation (3.5)
   d. Evidence of planning for group and individual needs (4.5)
   e. Indication of sequential development of skills (3.4)
B. Emergency lesson plans for 3 days and a class split list filed in the office **using supplied lesson plan template** (6.6) **(DUE: Sept. 2 , 2011)**

II. Long-Range Planning of Instructional Activities and Units
A. Daily lesson plans should reflect long-range goals, which are consistent with objectives listed in:
1. California Teaching Standards (3.2)
2. California Curriculum Standards/Core Curriculum (3.2)
3. School Site Plan
4. Federal/State, Special Education, Language Academy and GATE department mandates
B. To ensure that long-range goals are met, teacher should:
1. Assess individual needs of students (5.2)
2. Determine attainable objectives in curricular areas (4.3)
3. Gather/design instructional materials which are appropriate to and meet the needs (instructional, cultural, and linguistic) of all students in your classroom (3.5)
4. Implement activities and units of work to reach objectives (4.4)
5. Utilize available resource and personnel to enrich and enhance curricular activities (3.5)
6. Periodically evaluate student progress to check growth and to assess/reassess/adjust instructional strategies.

III. HELPING INDIVIDUAL STUDENTS TO LEARN WITHIN GROUP SETTINGS
A. Identify individual student needs: Academic, social, emotional (4.2)
B. Provide flexible groups to address those needs (1.2)
C. Use a variety of instructional strategies to provide motivating learning experiences.
D. Be sensitive to, and appropriately address, the diverse cultural and linguistic needs of students. (4.2)
E. Be sensitive to the development of interpersonal relationships. (2.3)

F. Capitalize on opportunities to praise students and to encourage positive self-esteem. (4.2)
G. Maintain diagnostic, prescriptive and evaluative records to check individual progress (6.6)
H. Communicate with parents/guardians regarding student progress (5.5)
I. Refer students with special needs to the Student Success Team for additional strategies for providing academic, social, and emotional success. (6.2)

IV. INVOLVING STUDENTS IN INSTRUCTIONAL ACTIVITIES
A. Provide opportunities for students to assist in the daily planning process and in the evaluation of that day's instructional activities. (5.3)
B. Provide an atmosphere that allows the teacher to become a facilitator of learning. (2.2)
C. Instruct students in skills that enable them to become independent learners. (1.4/1.5)
D. Allow students opportunities to make choices and to become involved in decision-making. (1.3)

V. UTILIZING STUDENTS IN INSTRUCTIONAL ACTIVITIES
A. Demonstrate the ability to use a variety of instructional strategies for meeting individual needs of students. (1.2)
B. Identify learning modalities of students and utilize appropriate techniques to address cultural, linguistic and multiple intelligence needs. (1.2)
C. Incorporate available supplementary materials audio-visual materials and equipment, library resources, internet and CD-roms, extended classroom experiences and resource personnel into the total curriculum. (3.5)
D. Begin with one specific area of the curriculum and test new approaches. (3.4)

VI. PROMOTING INTERPERSONAL RESPECT AND INTERGROUP UNDERSTANDING
A. Be a good role model so that your attitudes and actions create a classroom environment where mutual respect flourishes. (2.2)
B. Seize every opportunity to integrate diverse cultural models in every aspect of the curriculum. (4.2)
C. Create a classroom environment where appreciation, courtesy, cooperation and consideration of others are shared values. (2.3)

VII. DEVELOPING STUDENTS' BASIC ACADEMIC SKILLS
A. Assess student needs. (5.2)
B. Use culturally and linguistically appropriate materials and texts and a variety of instructional strategies. (1.2/2.5)
C. Record student progress on class plan sheets and keep individual student portfolio/profiles in the areas of reading/language arts and mathematics. (5.2)
D. Develop basic skills in the curricular areas as outlined in the SFUSD Content Standards and reflected in the California State Frameworks. (3.2)
E. Use progress reports and parent/teacher conferences as an opportunity to inform and enlist the parent/guardian for support, assistance and cooperation at home. (5.5)

VIII. PLANNING FOR HOMEWORK, TESTS AND GRADING
A. Inform parents of policies adopted by the District/School for: homework, classroom expectations, student responsibility, standardized testing, grading procedures, parent/teacher conferences. (6.2)

IX. HANDLING STUDENT DISCIPLINE PROBLEMS
A Establish standards of behavior with your students. (2.4)
B. Design and implement a classroom discipline plan. (2.4)
C. Always be fair and consistent when resolving discipline problems. (2.2)
D. Implement a classroom management system that is conducive to positive student behavior. (2.5)
E. Provide for ongoing, open communication between home and school. (6.2)
F. Communicate one positive comment to the parent/guardian of each student, during the first month of school. (5.5)
G. Promote Respect, Responsibility, and Compassion. (2.2/2.4)

X. OTHER EXPECTATIONS
A. Be punctual, not only in reporting to school on time, but also for **yard supervision, *collecting students from lunch,*** attendance at meetings and in completing required paperwork. (6.6) If you **must** be tardy or absent it is your responsibility to inform the Principal in a timely manner and to get the information from colleagues. Cell phones and pagers must be off or on vibrate during meetings.

B. All absences – sick and personal, workshops and conferences, are to be reported to our office **before** the absence occurs. If an absence is an emergency, please call for a substitute **and** inform the office.

C. If a child is hurt, fill out an accident report. Be very thorough in filling out all requested information on the form such as witnesses, details of the event, etc.

D. Adhere to professional dress code.

E. All teachers' emergency cards must be updated and on file in the office.

F. Attend to the classroom environment by: proper lighting, ventilation, providing a stimulating and exciting environment where samples of students' work are displayed, utilizing classroom space effectively and in an orderly manner. (2.1)

G. Maintain a positive attitude toward all children and demonstrate this by your interaction with the students. (2.2)

H. Participate fully in grade level meetings and grade level integration activities. (6.5)

I. Be present for all Early Release days.

J. Serve on an equitable number of faculty committees, with at least one being curricular. (6.5/6.6)

K. Participate in staff development activities. (6.4)

L. Attend Back-To-School night and Open House. (6.2/6.3/6.6)

M. Support all PTA sponsored events. (6.6)

N. Maintain open communication with the school community by: (6.3/6.5/6.2)

    1. Encouraging family involvement
    2. Returning phone calls/emails in a timely manner.

O. Focus on positive resolutions to concerns and issues.

P. Exercise confidentiality and professionalism at all times.

Q. Collect and analyze summative and formative data as per staff agreements and timelines.

R. Maintain fidelity to required instructional minutes as mandated by state.

S. Use and update the electronic staff and classroom calendar on a regular basis.

XI. ADDITIONAL SPED STAFF EXPECTATIONS

A. Prevention and Consultation- Consult with the Student Success Teams and Care Teams concerning appropriate learning strategies and appropriate modifications and interventions to accommodate differences in learning styles as follows:

- Observe and informally interact with students in the classroom as needed.
- Informally assess learning environment and develop optimal instructional environments with the classroom teacher as defined by the District.
- Develop behavior management and classroom management intervention plans and contracts with the classroom teacher.
- Provide professional development with assigned instructional aides and teachers based on data analysis in the areas of interventions, strategies, modifications, available district and community resources, and adaptations of the core curriculum.
- Consult with parents/guardians regarding the developmental aspects of learning and recommended follow up strategies for use at home.
- Attend SST and Care meetings at the request of the SST and Care teams.
- Plan meetings with paraprofessionals on a weekly basis for the purposes of planning, collaboration, scheduling, and team building.

B. Assessment- Conduct formal and informal educational assessments in accordance with District, state, and federal requirements as follows:

- Utilize assessment tools with a variety of techniques that are functional and curriculum based.
- Complete and enter all assessments within mandated timelines.
- Follow the SFUSD report format guidelines and timelines.
- Make specific recommendations to the IEP team based on the findings of each assessment tool, the core curriculum, and the Districts Content and Performance Standards.

- Plan and attend meetings for all RSP and/or SDC students as appropriate (initials, annuals, tri-annuals, changes of programs, and demission).

C. Instruction- Deliver instruction according to the core curriculum and the California and District Content and Performance Standards as follows:
- Provide direct instruction to students receiving RSP and/or Inclusion support and at-risk students in a one-to-one or small group setting in the general education classroom.
- Provide collaborative instruction (team teaching) with the general education teacher in the general education classroom.
- Provide consultation to the general education teacher on identified students IEP goals and objectives and on adaptations/modifications of the core curriculum for all students.
- Provide supervision and lesson planning for instructional aides working with RSP, Inclusion, and at-risk students.
- Pull out services to reinforce the core curriculum will occur after the above instructional supports have been unsuccessful.

D. Accountability- Follow District guidelines, procedures and job descriptions as follows:
- Develop IEP goals and objectives in accordance with the core curriculum and the California and District Content and Performance Standards.
- Attend all IEP meetings, SST meetings, faculty meetings, and professional development activities as requested by the site administrator.
- Maintain and distribute a weekly schedule of support for each student receiving SPED support and each instructional aid providing support.
- Notify the principal of absences within time frame as described above.

San Francisco Unified School District Board of Education Policies
Understand and implement the following polices (see attachment for description):
- 4430 Respect for Others
- 4440 Reporting Requirements
- 4450 Position Requirements
- 4460 Employee Duties
- 4470 Employee Conduct

Addendum
- Teachers need to complete any SFUSD (RPA approved) requested surveys
- Teachers and staff need to supervise students while students are online
- Teachers need to review areas of internet cybersafety with students if requested by their principal or the school district
- When using email, all staff must use "district" e-mail for all district related business/communication.

California Standards for the Teaching Profession

Essential Elements in BOLD type.

Standard 1: Engaging and Supporting All Students in Learning

1.1 Use knowledge of students to engage them in learning.
1.2 Connect learning to students' prior knowledge, backgrounds, life experiences, and interests.
1.3 Connect subject matter to meaningful, real-life contexts.
1.4 Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5 Promote critical thinking through inquiry, problem solving, and reflection.
1.6 Monitor student learning and adjust instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.
2.2 Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.
2.4 Create a rigorous learning environment with high expectations and appropriate support for all students.
2.5 Develop, communicate, and maintain high standards for individual and group behavior.
2.6 Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
2.7 Use instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.
3.2 Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.
3.3 Organize curriculum to facilitate student understanding of the subject matter.
3.4 Utilize instructional strategies that are appropriate to the subject matter.
3.5 Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6 Address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1 Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
4.2 Establish and articulate goals for student learning.
4.3 Develop and sequence long-term and short-term instructional plans to support student learning.
4.4 Plan instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

5.1 Apply knowledge of the purposes, characteristics, and uses of different types of assessments.
5.2 Collect and analyze assessment data from a variety of sources to inform instruction
5.3 Review data, both individually and with colleagues, to monitor student learning.
5.4 Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.
5.5 Involve all students in self-assessment, goal setting, and monitoring progress.
5.6 Use available technologies to assist in assessment, analysis, and communication of student learning.
5.7 Use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6: Developing as a Professional Educator

6.1 Reflect on teaching practice in support of student learning.
6.2 Establish professional goals and engage in continuous and purposeful professional growth and development.
6.3 Collaborate with colleagues and the broader professional community to support teacher and student learning.
6.4 Work with families to support student learning.
6.5 Engage local communities in support of the instructional program.
6.6 Manage professional responsibilities to maintain motivation and commitment to all students.
6.7 Demonstrate professional responsibility, integrity, and ethical conduct.

Three Articles
On
Teacher Evaluation

A Union of Professionals

A CONTINUOUS IMPROVEMENT MODEL FOR TEACHER EVALUATION

With rare exceptions, teacher evaluation procedures are broken—cursory, perfunctory, superficial and inconsistent. Despite their deficiencies, such evaluations often form the basis for many consequential decisions, such as whether a teacher is deemed to be performing satisfactorily, receives tenure, or is dismissed for what is determined to be poor performance. Equally important, inadequate evaluation procedures miss a prime opportunity to systematically improve teacher practice and increase student learning. The American Federation of Teachers is proposing a way to change that.

Our framework for teacher development and evaluation has been created by union leaders from around the country, with input from some of America's top teacher evaluation experts. We propose regular, rigorous reviews by trained evaluators, including peers and principals, based on professional teaching standards, best practices and student achievement. The goal is to improve public education by helping promising teachers improve, enabling good teachers to become great, and identifying those teachers who shouldn't be in the classroom at all.

Teacher development and evaluation must be a vehicle to achieve the mission of public schooling. And that mission must evolve from the outmoded, industrial model of education that currently exists in far too many places, to a new paradigm that will prepare students for today's knowledge economy. In addition to offering students a rich and rigorous academic foundation, a well-rounded education includes helping students develop critical and creative thinking skills, as well as other skills that will prepare them to lead productive lives and contribute meaningfully to society. Their teachers must have a system of professional growth and evaluation that reflects the sophistication and importance of their work, which is the aim of the AFT's continuous improvement model for teacher development and evaluation.

Principles for Effective Teacher Development and Evaluation

Any valid approach to evaluation necessarily will consider both outputs (test data, student work) and inputs (school environment, resources, professional development). And it must include deconstructing what is working and should be replicated, as well as what isn't working and needs to be abandoned.

Student test scores based on valid assessments should be one of the performance criteria, as should classroom observations, portfolio reviews, appraisal of lesson plans, and student work.

The Structure of the New Approach

This new approach represents a shift in how we think about overall school-system quality. The education community as a whole and all of its actors are responsible for providing every student the opportunity to learn and thrive. Teacher performance is one element of system quality—but not the only element. Accountability and responsibility for quality lie with teachers, administrators, other school staff and other community members.

The following components comprise the AFT's approach to teacher development and evaluation:

- **Professional Teaching Standards.** Every state should have basic professional teaching standards that districts must use as the basis for how they evaluate teachers. These standards can be augmented to meet the specific needs of the community. Standards should spell out what teachers should know and be able to do.

- **Standards for Assessing Teacher Practice.** To assess how well teachers meet these standards, multiple ways to measure teacher effectiveness should be used (classroom observation, lesson plans and materials, portfolios, etc.). Students' test scores based on valid assessments should be considered by determining whether a teacher's students show real growth while in her classroom (not by comparing the scores of last year's students with those of this year's students). Other student outcomes also matter, including attendance, commitment, engagement and the mastery of life skills.

- **Implementation Standards.** Effective evaluation requires spelling out how the evaluation system works, including details such as how teachers are involved, who evaluates them and how often, what criteria will be considered, and how the results of the evaluation will be used.

- **Standards for Teaching and Learning Conditions.** A school must be conducive to teaching and learning for achievement to occur. Conditions that affect outcomes include teachers' time, facilities and resources, teacher empowerment, school leadership, professional growth opportunities, and the school climate and safety. All members of the school community are responsible for these conditions. These elements of a school's professional context should be assessed regularly.

- **Standards for Systems of Support.** Programs to support professional development and growth should be available throughout a teacher's career. Any teacher identified as not meeting standards must be given sufficient opportunity to improve. Professional development should be guided by the results of evaluations and include efforts such as induction, mentoring and coaching.

- **Accountability.** Once a valid and comprehensive system of teacher development and evaluation is in place, districts can formulate a fair process for tenure, career ladders and, when necessary, removal of ineffective teachers who do not improve.

Some observers may be surprised by the AFT's determination to lead the way to a more rigorous system of teacher development and evaluation that includes among its components frequent and consequential assessments and the use of student test results. However, teachers, as well as students, benefit when their colleagues are well prepared and supported, and suffer when they aren't.

The AFT recently asked our members: When your union deals with issues affecting both teaching quality and teachers' rights, which of these should be the higher priority—working for professional teaching standards and good teaching, or defending the job rights of teachers who face disciplinary action? By a ratio of 4 to 1, our members chose the former. They—and the AFT—want a fair, transparent and expedient process to identify and deal with ineffective teachers.

Teachers want to do the best for their students, they want to be treated as professionals, and they want their union to advance the quality of the teaching workforce.

The AFT proposal strives to achieve those aspirations by continuously improving and informing teaching so as to better educate all students.

PREVIEW

Evaluation in the form of regular, consistent feedback about instruction is valuable to new and veteran teachers.

Increased frequency, multiple evaluators, and specific training are among the recommended best practices.

Common evaluation tools that promote consistency are compared on several characteristics.

Principals know that effective teachers are the greatest school-based contributors to improved student outcomes. What is not always clear is how principals can help teachers adapt their instructional practices to the increasingly diverse learning styles they find in their classrooms. Teacher evaluation practices are typically not seen as a tool for improving teacher effectiveness, yet regular, consistent feedback on classroom instruction can be enormously empowering to new and veteran teachers alike.

Illustrative Case

Seeking to strengthen classroom instruction to meet the needs of an increasingly diverse student body, the principal and staff members of a suburban high school near Chicago have taken steps to improve their teacher evaluation process. Only five years ago, the teacher evaluation process mirrored that of many schools across the country. Evaluations were a required activity that was performed using a protocol that yielded summative results (ratings of satisfactory or unsatisfactory performance). In most cases, teachers received a satisfactory rating and little real information on how to improve their instruction.

The principal, along with the teachers' union and district and school leaders, developed a standardized classroom observation rubric that is grounded in Danielson's (2007) framework for teaching and aligns with the district's goal of measuring teachers' behaviors in a student-centered learning environment. Several times a year, the high school division heads and assistant principals attend teacher evaluation trainings that are led by district administrators. Those training sessions have resulted in a shared understanding of the logistics of conducting evaluations, better alignment between the rubric and the district's goals, consensus about what constitutes effective teaching, consistent implementation of effective teaching strategies, and uniform interpretation of the data.

But the principal admits that some obstacles still prevent his school from getting the maximum benefit from its improved evaluation process. For example, the current teacher contract establishes minimal expectations on how often teachers with different levels of experience can be evaluated; the principal has had to work hard to develop a level of trust between teachers and administrators to permit more-frequent-though-less-comprehensive evaluation activities, such as classroom walk-throughs, checklists, and staff meetings to supplement the evaluations.

This Chicago-area principal is not alone. Many school and district leaders want to implement best practices in teacher assessment and evaluation but are challenged by real and perceived constraints. School and district evaluation policies often dictate who is allowed to conduct the evaluation, the frequency with which the evaluation should occur, and the ways in which the teacher can receive the results.

Multiple evaluators—such as teacher mentors or peers who have an instructional background, content knowledge, and experience teaching similar students—are a growing alternative to administrators as the sole evaluators.

Research Review

According to a study of 140 midwestern school districts' evaluation policies conducted by the Regional Educational Laboratory Midwest at Learning Point Associates (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007), evaluation policies do not always align with research-based practices. Following are summaries of the research on common evaluation policy components across seven midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin). Each summary indicates how the current reality stacks up against research-based best practices.

Who Evaluates Teachers

Reality: Administrators (e.g., principals) are the most common evaluators (Brandt et al., 2007).

Best practice: Multiple evaluators—such as teacher mentors or peers who have an instructional background, content knowledge, and experience teaching similar students—are a growing alternative to administrators as the sole evaluators (e.g., see Goldstein & Noguera, 2006). Teachers highly regard evaluators who have deep knowledge of curriculum, content, and instruction and can provide suggestions for improvement (e.g., see Stiggins & Duke, 1988; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984).

Frequency of Evaluation

Reality: Nontenured teachers typically are evaluated twice a year; tenured teachers are evaluated once every two to five years, unless they receive an unsatisfactory evaluation (Brandt et al., 2007).

Best practice: Both nontenured and tenured teachers should receive frequent evaluations. Infrequent evaluations, particularly of tenured teachers, result in missed opportunities to inform teaching practices and improve student learning. Research using video observations of teachers as part of the evaluation suggests that four or five observations

a year would be ideal (Blunk, 2007). Additional research is needed to determine the optimal frequency of evaluations for both nontenured and tenured teachers, however.

Training of Evaluators

Reality: Districts rarely require evaluators to be trained (Brandt et al., 2007; Loup, Garland, Ellett, & Rugutt, 1996).

Best practice: Evaluators should receive proper training because lack of training can threaten the reliability of the evaluation and the objectivity of the results. Evaluators need a good understanding of what quality teaching is as well as the evaluation rubric and the characteristics and behaviors that the evaluation is intended to measure. Training helps ensure that the evaluation is authentic. If an evaluator has a preconceived expectation of a teacher or is overly influenced by the local school culture and context, the results may not be objective (Mujis, 2006). Without adequate training, evaluators may be unaware of the potential bias they are introducing during their observations.

Communication

Reality: District policies do not always require that teachers be informed of the criteria, the process, or the potential implications of the evaluation (Brandt et al., 2007).

Best practice: Systematic communication about the evaluation should occur with teachers before, during, and after the evaluation process (Darling-Hammond, Wise, & Pease, 1983; Stronge, 1997). To ensure that the evaluation policy is clearly communicated, the available research suggests involving teachers in the design and implementation of the evaluation process (Kyriakides, Demetriou, & Charalambous, 2006).

Improving Evaluation to Enhance Instruction

Taking the next steps to apply best practices to the teacher evaluation process may sound like common sense. For example, the principal should not be the only person evaluating teachers and should look to instructional leaders, department chairs, and high-performing teachers to participate. More challenging is how to identify other evaluators, train those evaluators, improve communication about evaluation, and increase the frequency of evaluation.

Figure 1

Common Teacher Evaluation Instruments

Instrument	What It Measures	To Properly Measure, It Needs:	What It Does Not Measure	Limitations
Classroom Observation	Observable teacher skills and student behaviors	■ An understood and agreed-upon purpose ■ A valid and reliable protocol ■ Trained evaluators ■ Frequent use ■ Multiple evaluators (preferably)	■ The teacher's beliefs, intentions, and expectations ■ Engagement with students, parents, and colleagues outside of the classroom	■ Is time-consuming ■ The teacher and the students may act differently when being observed
Lesson Plan	Quality of planned instruction and strategies that are linked to goals for student learning	■ A valid and reliable protocol ■ Trained evaluators ■ Frequent use to determine whether and how the plan addresses appropriate challenges and includes support for student learning over time	■ Actual instruction ■ The teacher's ability to adjust to student needs	■ Is time-consuming ■ Is only a snapshot of the activities planned ■ The plan may not align with actual practice
Portfolio Assessment, Student Work Samples, or Other Instructional Artifacts	Teacher and student experiences that are often not captured during observations	■ A variety of teacher and student artifacts that the teacher reflects on ■ Trained evaluators ■ A valid and reliable protocol	■ The teacher's ability to interact with students	■ Is time consuming ■ May be biased when only exemplary work is included
Self-Assessments	A teacher's report of how well he or she is working with students and colleagues in and outside of the classroom	■ To include the teacher's beliefs, intentions, and expectations ■ The teacher's strengths and areas for growth ■ Valid and reliable protocol	■ Students' and colleagues' perceptions of the teacher's performance	■ May be biased because it is based on self-reported data
Student Achievement Data	The teacher's contribution to student learning gains using statistical modeling (e.g., value-added, growth models)	■ To link student scores and teacher identification ■ Availability of standardized and vertically equated tests for every student across grades ■ Staff members to create the model and run analyses	■ Elements of teaching that contributed to the student learning gains and vice versa ■ Students' social and emotional learning	■ Test scores often arrive too late for data to drive changes in instruction ■ Evaluation may depend on one-time snapshot of student performance

School leaders should consider the following recommendations for improving teacher evaluation policies and procedures:

- Create a school or districtwide evaluation committee to improve the teacher evaluation process. If possible, recruit teachers as well as district and union representatives to serve on this committee. It is important to collaborate with all of the parties involved.
- Develop trusting relationships. Knowing staff members as individuals helps evaluators build collegiality and cultivate the trust necessary for staff members to give and receive constructive evaluation feedback.
- Recruit experienced and exemplary teachers to serve as evaluators. The evaluator-to-teacher ratio may contribute to the brevity and infrequency with which evaluations are conducted. By enabling exemplary teachers to conduct evaluations, school leaders give teachers an opportunity to expand their skills and reduce the number of evaluations that are usually conducted by the principal.

Principals play an important role in transforming teacher evaluation systems into mechanisms for improving teacher instruction and student learning.

- Increase the frequency of formative evaluations. Frequent formative evaluations enable evaluators to better understand classroom dynamics and the teaching strategies that teachers use. Evaluators thus can further recognize what teachers are doing well and provide them with richer, more-informed strategies for improving teaching practices.
- Use evaluation results to inform professional development opportunities for teachers. Evaluations have the potential to reveal teachers' instructional strengths and weaknesses. Teachers could set their individual professional goals on the basis of evaluation feedback. Similarly, a collective picture of the staff's professional needs could guide administrative decisions about investments in professional development.
- Develop a process for gathering feedback to improve the evaluation system. To identify and address perceived issues with the evaluation process, develop a systematic way to collect anonymous feedback. Establishing a feedback system ahead of time will help keep the evaluation relevant and meaningful to teachers.

Schools often use common evaluation tools to measure teacher performance (see figure 1). Each tool has its strengths and limitations. For additional information on evaluation instrument descriptions, measurement strengths, limitations, and research, refer to Mathers and Oliva (2008) and Goe, Bell, and Little (2008).

Conclusion

Principals play an important role in transforming teacher evaluation systems into mechanisms for improving teacher instruction and student learning. If the education system cannot provide meaningful ongoing and summative feedback to teachers, it relinquishes significant opportunities to influence teacher practice and student achievement. Given the overwhelming evidence that teachers have the greatest impact on student outcomes, supporting their ongoing growth and development should be a priority. Without appropriate assessments that recognize excellence and identify problems, investments in teacher development are disconnected from school and district goals for improvement. To ensure teacher growth, principals can assess the appropriateness and effectiveness of their teacher evaluation systems and take the necessary steps for continually improving those systems. **PL**

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Teacher Assessment and Evaluation:

The National Education Association's Framework for Transforming Education Systems to Support Effective Teaching and Improve Student Learning

NEA recognizes the urgent need to transform the U.S. education system to support effective teaching and improve student learning. Based on its vision of great public schools for every child, NEA has identified the core purposes and values of a comprehensive teacher growth and development system to meet the demands of the 21st century.

THE CHALLENGES OF TEACHING

**Teaching is a demanding and complex profession.**
Each school day, countless dedicated, talented teachers report to work intent on being the caring, competent, and effective educator that every student deserves. Many teaching professionals work in under resourced schools and in jobs that are incredibly challenging and complex. They can attest to the fact that teaching is not rocket science. In many ways, teaching can be even more challenging than scientific endeavors. Meeting the demands of the teaching profession requires tremendous will, ability, and preparation. It also requires continuous learning and support.

THE ROLE OF TEACHER EVALUATION

Evaluation is only one component of a comprehensive teacher growth and development system. The U.S. public education system involves many stakeholders whose various roles and responsibilities aim to support and enhance student learning. Unfortunately, within the education system itself, there is a lack of alignment and coherence. Efforts to reform a single component, such as teacher evaluation, cannot produce a "silver bullet." Focusing on only one component can lead to reforms that merely tinker around the edges. When trying to fix what appears to be broken, we may end up leaving flawed systems and structures intact. True reform

of teacher evaluation and assessment needs to be considered in the larger context of transforming the education system.

NEA advocates the development of new *systems* of teaching and learning that align student and teacher assessment with the ultimate goal of improving both. The following concept map shows how student learning standards can have a systemic connection with teacher education and assessment.

Concept Map for Standards-Based Learning and Assessment System
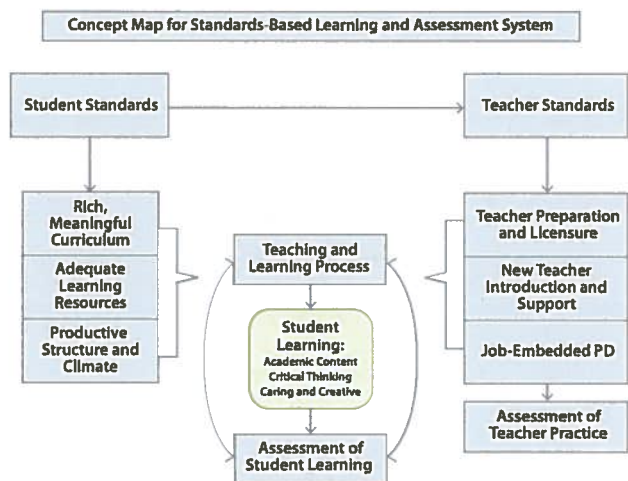
To design and implement productive evaluation and assessment programs, we need to recognize two essential points:

Initially, preparation and hiring are the most critical ways to assure teacher effectiveness. Before becoming

a teacher-of-record, every teacher should demonstrate subject-area knowledge, pedagogical knowledge, and professional teaching ability. Current efforts to develop performance assessments for beginning teachers show promise in ensuring that teachers enter the profession with the necessary qualifications, regardless of their preparation route to the classroom. In addition, hiring practices support teaching effectiveness when the criteria used for hiring are aligned with the criteria used for evaluating teachers.

High quality professional development must be available to every teacher. Professional development programs should be based on state standards, district and school learning goals, and the identified needs of students and teachers. In addition, all new teachers should receive targeted support and participate in an induction and mentoring program. Novice teachers should have less demanding assignments than more experienced teachers and more time for planning. They should also have opportunities to observe experienced teachers.

Even the best teacher assessment and evaluation systems are likely to fail in an education system that fails to provide the necessary training and preparation to ensure that prospective teachers acquire appropriate skills, knowledge, and dispositions from the very first day of independent professional practice.

FAILURE OF THE CURRENT SYSTEM

Current systems for assessing, evaluating, and supporting teachers too often **fail to improve teacher practice and enhance student growth and learning.** Annual observations are often performed by school principals who are not adequately trained to conduct classroom observations and are unable to provide teachers with constructive, actionable feedback. The use of evaluation checklists is often meaningless when the checklists are not designed to depict good practice. Current evaluation

systems have largely failed to identify teachers' professional growth needs and failed to provide the support and professional learning opportunities required to meet those needs. We must develop ways to transform teacher evaluation systems to ensure that all students have effective, highly-skilled teachers.

THE PURPOSE OF TEACHER ASSESSMENT AND EVALUATION

Current policy discourse about teacher evaluation is mired in a rewards-and-punishment framework that too often aims to: **1)** measure the effectiveness of each teacher, **2)** categorize and rank teachers, **3)** reward those at the top, and **4)** fire those at the bottom. Such a simplistic approach not only ignores the complexity of teaching but also overlooks the real purpose of teacher assessment and evaluation.

The *core purpose* of teacher assessment and evaluation should be to **strengthen the knowledge, skills, dispositions, and classroom practices of professional educators.** This goal serves to promote student growth and learning while also inspiring great teachers to remain in the classroom. Comprehensive systems of continuous teacher education and professional growth help teachers master content, refine their teaching skills, critically analyze their own performance and their students' performance, and implement the changes needed to improve teaching and learning. Comprehensive performance assessment systems provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts.

PRINCIPLES FOR TEACHER ASSESSMENT AND EVALUATION

Safe and open collaboration is necessary. When assessment of teacher practices is transparent and openly collaborative, teachers can build professional

communities and learn from one another. This process can only occur in non-threatening environments of formative assessment and growth.

Measures of teacher performance are most helpful and meaningful when they are based on multiple ratings and clear teaching standards in the formative growth process. Teachers need clear and actionable feedback based on standards for teaching and student learning that are comprehensive and transparent and on criterion-referenced assessments of teacher practice. Feedback is most useful as part of a comprehensive teacher development system. Summative evaluations of teachers should be based primarily on a single standard of effectiveness required for all teachers. After extensive support and intervention, a process to remove chronically ineffective teachers from the classroom, which guarantees due process measures, should commence.

Integrated systems must link evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions.

Validated evaluation measures are essential. Measures of teacher effectiveness need to be based on widely accepted standards of teaching that attempt to capture a range of teaching behaviors, use multiple evaluation methods.

Teachers' input in determining performance and learning outcomes should be part of the evaluation process. While standards for teaching practice and student learning are essential, each teacher should also help to define a set of practices and student learning objectives to be assessed. Teacher input can provide vital learning goals for the unique, contextualized circumstances of each particular classroom.

Assessment and evaluation systems need to be co-created or designed with teachers at the local level through collective bargaining or, where there is no collective bargaining, agreed to by the organization representing teachers. This may be the most important principle of all. Ideals and visions need to be balanced with local context and political reality. There is no one-size-fits-all solution at a national level. Rather, NEA needs to work with its affiliates to craft local solutions based on the principles outlined in this report.

PROCESS FOR TEACHER ASSESSMENT AND DEVELOPMENT

The following chart identifies how a successful teacher assessment and development process could proceed. It is also designed to help NEA members and affiliates take proactive leadership in redesigning policies, programs, and processes for teacher growth.

PURPOSE:	▶ Improve teacher practice in order to improve student learning
PREREQUISITES:	▶ Before becoming a teacher-of-record, every teacher must demonstrate subject-area knowledge, pedagogical knowledge, and professional teaching ability.
STEP ONE:	▶ Provide high-quality professional development for every teacher based on state standards, district and school learning goals, and identified needs of students and teachers. ▶ Assess outcomes of professional development. ▶ Support teachers' new knowledge and skills.

STEP TWO:	▶Conduct ongoing, formative assessments of teachers' skills, knowledge, and practices. The assessments should inform teacher growth and development. Assessments may be conducted by administrators, mentors, coaches, teachers themselves, or teachers' peers. Criteria should include evidence of student learning and feedback from parents and students.
STEP THREE:	▶Provide individual and school wide professional education based on formative assessment results. ▶If results of formative assessments are positive, then professional education should include self-directed learning and professional development. Ideally, it should be offered as part of a professional learning community or other supportive system. If results of formative assessments identify significant shortcomings, then professional development and intensive intervention should focus on areas in need of improvement and should be sustained for a significant period of time.
STEP FOUR:	▶Conduct summative evaluation of each teacher. This should be done at relatively frequent intervals for new or probationary teachers and less frequently for non-probationary continuing contract teachers. ▶Summative assessments of a particular teacher may become optional if formative assessments of that teacher remain positive over a reasonable period. ▶Teachers who need to improve to meet quality standards should receive intensive intervention, support, and individualized professional development.
STEP FIVE:	▶Implement evaluation results. Inform teachers of evaluation results and the impact on continued employment status, tenure, license renewal, and career ladder opportunities for high performers.
STEP SIX:	▶Conduct a comprehensive internal and external examination of the teacher evaluation and development process. ▶The school and district should conduct the examination in partnership with teachers and their representatives. ▶The purpose is to identify workforce needs and support ongoing professional development.

Dimensions	Formative Assessment	Summative Evaluation
Reporting Structure	Collaborative, using flexible forms of feedback	Adherence to strict guidelines, forms, and timelines
Use of Findings	Diagnostic – designed to improve practice	Judgmental – designed to arrive at a verdict
Relationship between Administrator and Teacher	Collegial – to encourage reflection and discussion	Hierarchical – to prescribe a course of action
Process	Teacher self-reflection, peer feedback, peer input, peer review, or a combination of these	Administrator or supervisor-led
Process	Open, exploratory, and integrated into practice; focused on practitioner development and practice	Precisely defined, limited to required documentation; poorly identified long-term implications for practice
Adaptability of Criteria	Allows flexibility and revision of documents in response to individual teaching and learning environments	Fixed set of responses and demonstrations that do not allow for adaptations to meet individual situations
Standards of Measurement	Individualized; multiple systems of demonstration and documentation; pursuit of excellence in one's own practice	Limited responses (yes/no; met/did not meet); sorting or ranking

FORMATIVE ASSESSMENT TO FOSTER TEACHER GROWTH

A comprehensive teacher assessment and evaluation system should have two distinct components: **1) ongoing, consistent, formative assessments of performance for the sole purpose of fostering professional growth and improved practice; and 2) periodic summative evaluations of teacher** performance for the purpose of approving continued employment. These two assessment components should share the same standards for growth and performance. However, they must remain distinctly separate from one another.

Teachers' engagement in formative, ongoing assessment to improve their practice should involve neither threat of punishment nor promise of reward. Assessments should occur on a regular basis. Formative assessments should also facilitate interaction and feedback among colleagues. They should allow peers, mentors, and professional coaches to provide teachers with feedback about their practice and engage teachers in learning processes that are free from employment-related decisions. Formative assessments may also use student learning measures to inform teachers of student progress and thereby help to improve student learning.

SUMMATIVE ASSESSMENT TO GUIDE EMPLOYMENT DECISIONS

Summative evaluations of performance for the purpose of authorizing continued employment should occur at appropriate time intervals that comply with local bargaining agreements or state statutes. Where collective bargaining does not exist, criteria for summative evaluations should be developed cooperatively with administrators, teachers, and teacher associations.

Summative evaluations must be based on a clear set of performance standards that are identical to standards used in the ongoing formative process. They must employ a rubric of criterion-referenced assessments, in which teachers either do or do not meet acceptable standards of practice. Teachers who fail to meet acceptable standards should be offered professional development, remediation plans, and opportunities to observe peers. They should also be given sufficient time, support, and assistance toward meeting the standards. A process to remove chronically ineffective teachers from the classroom should begin only after extensive support and intervention that guarantees due process measures.

Dimensions	Formative Assessment	Summative Evaluation
Purpose	Growth and improved practice	Continued employment
Data and Evidence	Various written or observable demonstrations of teaching and contributions to student learning	Standards-based measures of practice (student performance measures are inappropriate)
Frequency	Ongoing and continuous	Periodic and scheduled

that strengthen teaching and thereby increase student growth and learning. By initiating and supporting strategic partnerships with universities, researchers, administrator organizations, and teacher leaders, NEA is poised to accelerate the development and dissemination of effective evaluation models.

USING EVIDENCE OF STUDENT LEARNING

Using evidence of student learning and other student outcomes is a fundamental component of the teacher learning and development process. Teachers must understand how their teaching practice influences student growth and learning. They need to use that understanding to adjust their practice in ways that allow them to become more effective.

Unfortunately, the use of student learning measures to improve teaching practice has too often translated into using "value-added" analyses of state standardized test scores as the primary, or even sole, means for making summative decisions about teachers. Such use of test data is inappropriate for many reasons that are well-documented. The following are just some of the problems and concerns associated with so-called value-added methodology:

A single test score cannot accurately represent student learning. Students need to acquire a broad array of skills, knowledge, and critical thinking tools that a single multiple-choice standardized test cannot reflect.

Teachers' measured effectiveness tends to vary considerably with the use different statistical methodologies. Significant percentages of teachers— more than 50 percent in some cases—who may be rated as "effective" using one method would be rated "ineffective" under another method with the same student test data. In addition, researchers have found that teachers' effectiveness ratings differ from class to class, from year to year, and even from test to test, even

when ratings are within the same content area.

Teachers' ratings are influenced by differences among groups of students who are assigned to them. Students are not randomly assigned to teachers, and statistical models cannot fully adjust for the fact that some teachers are assigned a disproportionate number of students who may be exceptionally difficult to teach because of poor attendance, homelessness, severe family problems, or other challenges. Some teachers may also have disproportionate numbers of students who are English language learners, have special education needs, or face other roadblocks that tend to distort students' test scores.

It is impossible to fully identify the influences of a student's other teachers and additional factors that affect student performance. No single teacher accounts for all of a student's learning.

Value-added analyses do not provide any information to explain teachers' performance. They offer no feedback to identify what makes a teacher effective or ineffective.

Approximately 70 percent of all teachers are engaged in subject areas for which no test data are available.

Over the past several years, numerous studies have concluded that value-added methodology is neither fair enough, nor reliable enough, nor valid enough to be used as a basis for high-stakes decisions about teachers. It is difficult, if not impossible, to find any education researchers who support the use of value-added methodologies for high-stakes decisions about teachers, other than several researchers who have developed and promoted the use of value-added methodologies.

Despite the clear limitations of value-added methodologies, many states, districts, and even teacher associations are embracing the use of such methodologies, primarily in pursuit of federal grants during a time when resources are scarce. NEA urges that

FOCUS ON PROFESSIONAL GROWTH

Teachers' continuous engagement in learning, skill acquisition, and refinements to practice is essential for meeting student learning needs. Assessment and evaluation are crucial for determining whether teachers are, in fact, acquiring and applying the content, skills, and dispositions necessary to meet school and district standards for student learning. Assessment and evaluation are also essential for identifying any additional or alternative professional learning that a teacher may need. Therefore, **professional growth** and **assessment/evaluation** should be seen as complementary and integrally-related parts of the same process. Developers of evaluation instruments and systems increasingly recognize the wisdom and benefits of designing evaluation processes that **intentionally** foster and support teacher growth.

In *Teacher Evaluation to Enhance Professional Practice* (Association for Supervision and Curriculum Development, 2000), authors Danielson and McGreal describe elements of evaluation systems that contribute to professional learning: reflection on practice; collaboration with colleagues; self-assessment and self-directed inquiry; and participation in a community of learners.

The authors conclude:

Some newly developed evaluation systems require that teachers conduct a self-assessment, establish professional growth goals, and participate in a study group with colleagues to pursue a topic of common interest....Then, in addition to classroom observations, teachers are asked to submit evidence of their professional skill in the form of planning documents, samples of student work (with a commentary), and other elements of their professionalism (such as parent communication, contributions to the school and district, etc.) Assembling and selecting these documents requires

deep reflection on practice; describing them to an administrator engages the teacher and administrator in professional conversation.

Similarly, in *Research Brief—Teacher Evaluation* (The Principals' Partnership, May 2007), Gary Marx of Eastern Michigan University notes:

*Efforts to improve the technical quality of evaluation systems over the past two decades have not produced evidence of improved teaching and increased student achievement. **Thus, newer thinking treats teacher evaluation as an organizational problem that includes improving school climate, having the principal become an instructional leader, and building links between school improvement, professional development, teacher evaluation and student learning.***

Marx recommends that principals interested in robust and useful teacher evaluations take the following action:

*Assess school culture and climate to ensure that the evaluation environment is supportive of ongoing professional learning. **The literature cites school cultures that focus on teaching and learning for all students, collaboration among teachers, and teacher reflective practice as characteristics of supportive evaluation environments.***

In 2000, the NEA Foundation for the Improvement of Education issued a report stating that schools where teachers focus on student work, interact with colleagues to plan how to improve their teaching, and continuously bring new skills and knowledge to bear on their practice are also schools that produce the best results for children.

Because of NEA's access to millions of classroom teachers, supporters in Congress, and affiliates that can influence policy at the local and state levels, it is in a unique position to promote models of teacher evaluation

teacher assessment and evaluation systems consider including value-added measures only within a clear and meaningful system of multiple measures of evidence.

USING MULTIPLE MEASURES

Education analysts now commonly accept the notion that using multiple measures of student learning and teacher effectiveness is a necessary component of teacher assessment and evaluation. However, the current political environment has contributed to a misconstruing of this notion. Some school districts have used student achievement, often measured by a single test, as the key measure of teacher effectiveness. In some instances, student achievement has accounted for 50 percent of a teacher's evaluation. Such myopic reliance on a single measure fails to capture the complexities and nuances of teaching. It also fails to recognize the wide range of ways in which teachers contribute to student growth and learning.

To be effective, a teacher assessment and evaluation system must employ a carefully constructed set of multiple measures. At NEA's Multiple Measures of Student Learning Working Group meeting in August 2010, Laura Goe identified several specific benefits of such an approach. For example, she said the use of multiple measures strengthens teacher evaluation by providing a more complete picture of a teacher's contribution to student learning; by increasing confidence in the results of a teacher's evaluation; and by increasing the information available about collaboration for student success.

Goe also said the use of a carefully constructed set of multiple measures contributes to teachers' professional growth by creating opportunities for teachers to learn from their colleagues, and by providing teachers with greater insight into how their instruction is affecting student learning.

Furthermore, the use of appropriate multiple measures sets the stage for improved teaching and learning by offering more complete evidence about student learning growth, particularly in areas where students are not tested; by offering more complete evidence of learning growth for English language learners and students with disabilities; and by contributing to a comprehensive view of students' strengths and weaknesses.

EXAMPLES OF MULTIPLE MEASURES

The following examples identify multiple measures of student learning and multiple measures of teacher effectiveness that could be integrated into a comprehensive teacher evaluation system:

Multiple measures of student growth and learning: Standardized test scores are only one indicator of student growth and learning and should not be the *primary* source of information used for measuring student growth. Other forms of evidence and data include:

▶ **Local and district-wide achievement test results**

▶ **Student work that shows evidence of student growth**

▶ **Subject matter assessments**

▶ **Students' oral and written presentations**

▶ **Learning goals developed by the teacher or principal**

▶ **Project-based inquiry activities**

▶ **Teacher-generated information about student growth and goals**

▶ **Formative and summative student assessments**

▶ **Evaluations of effective engagement, critical thinking, self-efficacy or a combination thereof.**

Multiple measures of teacher effectiveness: Student learning data should not be the only significant source of information for measuring teacher performance, nor should it be the primary source.

Other possible sources include:

▶ Assessment of teacher practice based on comprehensive standards of practice, which could include classroom observations, administrator evaluations, and teacher-evaluator conferences

▶ Use of portfolios, evidence binders, conference presentations, and instructional artifacts to show demonstrated attainment and use of new knowledge and skills

▶ Use of information provided through formative assessments, peer reviews, professional learning communities, and other forms of feedback and support

▶ Evidence of student growth and learning based on multiple measures

CONCLUSION

Effective teaching contributes to student learning, regardless of the circumstances and conditions. When a school also has strong leadership, adequate resources, and the meaningful engagement of stakeholders, effective teaching has the power to transform public education and ensure great public schools for every student.

Teachers are responsible for making their own practice as effective as possible. Teachers also need to take control of their own profession and share in the school system's responsibility for transforming education. For far too long, policymakers outside of the teaching profession have offered short-sighted solutions to improving education that overlook the value and complexity of teaching as a profession. Teachers and their representatives best understand the shortcomings in the system and as such must respond with new ideas and innovations. Identifying a comprehensive, rigorous

process for assessing, supporting, and evaluating teachers is a critical first step toward reclaiming the profession of teaching.

Teachers must continue to address key questions about their profession, such as: What forms of preparation do prospective teachers need for success in today's classroom? How can new teachers demonstrate the skills, knowledge, and capacity required for competent practice from the outset and for accomplished practice over time? What current practices do we need to reform, transform, or eliminate? With what do we replace them? How can compensation systems that support professional pay and professional development help teachers improve their practice in meaningful ways?

Teachers possess the knowledge, the experience, and the will to address these challenges.

Neglecting to do so would most assuredly result in a decline of professionalism in teaching. With the appropriate framework for support and feedback, teachers will be able to make continual improvements in their practice and continue to ensure that every student has access to a great education.

SFUSD/UESF Contract
Article 16

The Goal of Evaluation . . .

Article 16.2

"Both parties agree that the principal objective of evaluation is to assess teacher performance in order to maintain and improve the quality of education in the District.

This objective is best met in an atmosphere of mutual respect, process, and trust between the parties to the evaluation."

16. Evaluation

16.1 Successful implementation of San Francisco's Peer Assistance and Review (PAR) Program, described in Article 41, Peer Assistance and Review, and good teaching practice, along with standards in use by the New Teacher Induction Program require adoption of a standards-based evaluation system. The teacher evaluation system shall be based upon the California Standards of the Teaching Profession.

16.2 Both parties agree that the principal objective of evaluation is to assess teacher performance in order to maintain and improve the quality of education in the District. This objective is best met in an atmosphere of mutual respect, shared knowledge of the evaluation process, and trust between the parties to the evaluation.

16.3 The teacher has the right to union representation at any conference that the teacher deems necessary and shall give the evaluator reasonable prior notice of said representation. Good faith efforts shall be made by all the parties to schedule conferences in a manner that will allow deadlines to be met.

16.4 Every probationary, temporary, categorical, emergency, teacher shall be evaluated by his/her immediate supervisor in writing at least once each school year.

16.5 Every permanent teacher shall be evaluated by his/her immediate supervisor in writing every two (2) years, but may be evaluated in consecutive years under the following conditions:

16.5.1 The permanent teacher received a rating of "Unsatisfactory" or "Improvement Needed" on the prior year summary evaluation.

16.5.2 The evaluator has just and sufficient cause for another evaluation.

16.5.2.1 The evaluator shall review the reasons for the evaluation with the teacher.

16.5.2.2 If the teacher disagrees, he/she has the right to request a conference with a Chief Administrative Officer to present his/her reasons for disagreement. The evaluator may also be present.

16.5.2.3 The Chief Administrative Officer shall make the final decision.

16.6 There shall be a long form and short form evaluation process.

16.6.1 The long form shall be used for:

16.6.1.1 Probationary, temporary, categorical, and emergency teachers.

16.6.1.2 Permanent teachers who received an "unsatisfactory" or "improvement needed" rating in their most recent evaluation.

16.6.1.3 Permanent teachers who have not had a long form evaluation in the prior five (5) years.

16.6.1.4 Permanent teachers who are not certified for a short form evaluation.

16.6.2 The short form may be used for permanent teachers who received a "satisfactory," "highly satisfactory," or "outstanding" rating in their most recent evaluation, except that at least every six (6) years, each permanent teacher shall have a long form evaluation.

16.7 The long form evaluation of regularly assigned classroom teachers

16.7.1 A complete assessment sequence for classroom teachers shall include a pre-observation conference between the evaluator and the teacher, a classroom observation, a Written Classroom Performance Report (WCPR), and a post-observation supervisory conference in which the teacher has an opportunity to obtain clarification and feedback from the evaluator.

16.7.2 These WCPRs shall be submitted to the teacher no later than the first Friday in December if an assessment sequence is to be completed during the fall semester, and thirty (30) working days prior to the last scheduled school day for the spring semester. If either of the WCPRs reflect an unsatisfactory performance or improvement needed, the teacher shall have a third WCPR and associated conferences.

The following represents the required minimum number of assessment sequences that should occur for each teacher personnel category scheduled for evaluation and working for a full school year:

Assessment Sequences	
Tenured teachers	1 or 2 per year
Probationary, temporary, categorical and emergency credentialed teachers	2 to 4 per year
Any teacher receiving "Unsatisfactory" or "Improvement Needed" Summary Evaluation for the previous year	Minimum of 4 per year

16.7.2.1   The number of classroom observations may be reduced to one (1) in the case of obviously satisfactory performance by tenured teachers.

16.7.2.2   The number of classroom observations may be reduced to two (2) in the case of obviously satisfactory performance by second-year probationary teachers.

16.7.2.3   Regularly assigned teachers, working less than a full school year, shall have a prorated assessment sequence.

16.8   The long form evaluation of regularly assigned non-classroom teachers

16.8.1 An evaluation for non-classroom teachers shall include one (1) or two (2) pre-assessment conferences, one in the fall semester and one in the spring semester, and one (1) or two (2) Written Performance Reports (WPRs) which reflect the evaluator's assessment of the teacher's performance for each of the two (2) semesters.

16.8.2 These WPRs shall be submitted to the teacher no later than the first Friday in December, for the fall semester and thirty (30) working days prior to the last scheduled school day for the spring semester. If either of the WPRs reflect an unsatisfactory performance or improvement needed, the teacher shall have a third WPR and associated conferences.

16.8.3 An evaluation for a non-classroom teacher may also include a conference to take place in the month preceding the submission of a WPR and shall afford the teacher an opportunity to obtain clarification and feedback from the evaluator regarding the performance of the teacher that semester. This conference shall be held at the request of the teacher.

16.9   At the beginning of each school year, each site administrator shall prepare and distribute to the faculty a written document outlining his/her general expectations for classroom teachers. In addition, he/she should review and disseminate job descriptions for all certificated staff not having classroom assignments.

16.10   Evaluation calendar and notification

16.10.1   At the beginning of each of the two (2) semesters during the school year, each principal shall prepare and distribute a projected assessment calendar listing the names of the teachers to be observed and the month that they can anticipate being observed. This calendar may be revised by the principal if necessary and, if so, redistributed to the faculty.

16.10.2   Unit members to be evaluated during a particular school year shall be furnished a copy of the evaluation procedures, including referral to this Evaluation article, shall be advised of the criteria upon which the evaluation is to be based, and shall normally be notified of the identity of their evaluator no later than September 15 of the year in which the evaluation is to take place.

16.10.3   If a school with a non-traditional calendar cannot accommodate to the evaluation calendar specified herein, the administration and staff may submit an alternate evaluation calendar for approval by

the District and the Union. Such alternate schedules shall adhere as closely as possible to the time frames for evaluation in the contract.

16.10.4   In the case of regularly assigned teachers who begin the assignment after October 15 of the school year, the teacher's site administrator shall provide the teacher a written document outlining his/her general expectations for classroom teachers at the beginning of the teaching assignment. In addition, he/she should make available to, and review with the teacher, job descriptions for all certificated staff not having classroom assignments.

16.10.5   In the case of regularly assigned teachers who begin the assignment after October 15 of the school year, during the course of the evaluation period, mitigating circumstances may arise between the conference and the completion of the assessment which may require modification of the evaluation parameters. These circumstances must be communicated in writing to the teacher to be evaluated and adjustments made, if warranted.

16.11   Preference of evaluator

16.11.1   At schools or work sites having more than one site administrator, the teacher may request that the site administrator accept the teacher's preference of evaluator.

16.11.2   Itinerant teachers (work assignments at more than one [1] site) may submit a request in writing to the Executive Officer of Classroom Services, Human Resources Department for a preference of evaluator. The teacher's request will be considered in the assignment of an evaluator.

16.12   Evaluation conference procedure

16.12.1   Prior to making an observation which is part of an assessment sequence, the responsible administrator shall conduct an individual pre-observation conference with the teacher involved. This conference shall focus on the elements upon which the evaluation is to be based. There may be discussion of circumstances affecting the teacher's ability to be evaluated positively, such as, but not limited to: the educational capabilities of the learners, availability of support personnel, the appropriateness of the learning environment, and the job description of the teacher.

16.12.2   In the event of a disagreement over the objectives, standards, and/or evaluation schedule, the teacher and the evaluator shall:

16.12.2.1   Make a good-faith effort to resolve the differences themselves.

16.12.2.2   If the disagreement persists, the parties may invite a mutually agreed upon third party to assist in resolving the differences. The third party shall recommend alternatives to the teacher and evaluator.

16.12.2.3   If either the teacher or evaluator reject the proposed alternatives, each shall have the opportunity to state his/her position on the matter(s) in dispute, and the teacher may attach a written statement to the evaluation form completed by the evaluator.

16.13   The evaluator shall normally make an observation of the teacher's performance no later than five (5) working days after the pre-observation conference.

16.13.1   The District and Union will continue to discuss through the joint labor-management Evaluation Committee the evaluation process and procedure for classroom and non-classroom certificated staff including the role of the Principal's expectations and scheduling of observations. Notwithstanding any other provisions of the SFUSD-UESF contract the parties shall commence negotiations in the Spring of 2011-2012 over this subject.

16.14 Within five (5) school days after the conclusion of the observation of the classroom teacher and prior to the preparation of the WCPR, the evaluator shall provide a verbal report to the teacher regarding the observation, if the teacher so requests.

16.15 Within ten (10) school days after the observation, the evaluator shall prepare and submit to the classroom teacher a copy of the Written Classroom Performance Report (WCPR).

16.16 If the teacher requests an opportunity to have a conference after receiving the WCPR or the WPR, the evaluator shall schedule and hold such a conference within a period of ten (10) school days after the teacher's receipt of the written report.

16.17 Each evaluation of a classroom teacher shall be based upon at least one observation lasting either forty (40) minutes or one full period, whichever is longer.

16.18 If a need for improvement is indicated by the evaluator, the evaluator or his/her designee shall provide affirmative assistance in an effort to improve the teacher's performance. Such assistance shall include, but not be limited to, a demonstration lesson and a supply of the appropriate resource material, if requested. This assistance shall also include released time for the teacher to visit and observe similar classes or activities at his/her own site or at other sites.

16.19 Only administrative personnel shall participate in the evaluation of a unit member.

16.20 Evaluations shall not include the use of publisher norms established as a result of standardized tests.

16.21 Teachers who have primary responsibilities other than a classroom assignment shall be evaluated in terms of their effectiveness in fulfilling the duties and responsibilities of the job.

16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or the Summary Evaluations shall relate to job performance.

16.23 The teacher shall have the right to submit a written response within ten (10) working days after receipt of any WCPR or WPR. If the teacher submits a written response, it shall be attached to the evaluator's report and filed in the personnel file.

16.24 Upon receiving an "Unsatisfactory" or "Improvement Needed" Summary Evaluation, the teacher may petition the Superintendent in writing to request that he/she appoint another administrator from within the District (but from another site) to conduct a supplementary assessment sequence resulting in a WCPR or WPR and a reconsideration of the Summary Evaluation. The Superintendent will comply with this request whenever possible. All written reports will be included in the teacher's personnel file.

16.25 Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessment(s) he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during assessment sequences, other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation. Copies of all written backup materials shall be attached to the form that is given to the teacher and sent to the Human Resources Department.

16.25.1 The teacher shall receive his/her Summary Evaluation no later than twenty-five (25) working days prior to the last scheduled school day.

16.25.2 A teacher may have a Union representative present at the last post-observation or WPR conference with the evaluator or the site administrator, if different, prior to the preparation of the Summary Evaluation.

16.25.3 The teacher may request a follow-up conference with the site administrator to discuss the Summary Evaluation. This conference shall be scheduled and held within ten (10) working days of the receipt of the Summary Evaluation.

16.26 Within ten (10) working days after such a follow-up conference, the teacher shall have the right to respond in writing and have the response attached to the Summary Evaluation. Thereafter, the evaluation shall be placed in the teacher's personnel file.

16.27 The performance of non-bargaining unit persons working within a teacher's program shall not adversely affect the teacher's evaluation.

16.28 Without prior knowledge and approval of the teacher, no recording and/or listening device may be used for evaluation purposes in a classroom.

16.29 All evaluation forms shall contain no ratings other than those jointly developed by the Union and the District: Outstanding, Highly Satisfactory, Satisfactory, Improvement Needed, and Unsatisfactory.

16.30 Short form evaluation — The timelines for the short form evaluation shall be as follows:

16.30.1 For those teachers that the evaluator has determined to use the short form, the evaluator shall:

16.30.1.1 Notify the teacher in writing by November 10th of the intended use of the short form certification.

16.30.1.2 Certify in writing by November 20th that the teacher shall have the same rating as that received on the most recent long form evaluation.

16.30.2 The teacher may, prior to the first Friday in December, request in writing that a long form evaluation be conducted in the spring semester in place of the certification.

16.30.3 Evaluation for permanent teachers who are not certified must comply with the long form evaluation procedures and timelines. Teachers not certified shall have the right to request a conference with the evaluator.

16.30.4 Evaluations for permanent teachers who received an "Unsatisfactory" or "Improvement Needed" rating in their most recent evaluation must comply with the long form evaluation procedures and timelines.

16.31 The Union and the District will establish a committee with equal representation to develop a non-evaluative Peer Assistance Program plan for tenured teachers for the purpose of providing support and assistance for improved instruction.

16.32 Substitute teachers

16.32.1 The District /Union committee shall form a subcommittee of equal representation to investigate issues related to creating a more uniform system of assessing the service rendered by Core, fringe benefit substitutes and other substitutes.

16.32.2 By or upon the tenth consecutive day in the same teaching assignment, the site administrator or designee should evaluate the performance of a substitute teacher.

16.32.2 The evaluation shall be based upon observations of classroom performance by the site administrator or designee.

16.32.3 The evaluation form shall indicate five (5) possible summation statements by the site administrator: Outstanding, Highly Satisfactory, Satisfactory, Improvement Needed, and Unsatisfactory. An unsatisfactory evaluation shall be supported by a factual statement.

16.32.4 Prior to submitting an unsatisfactory evaluation, a site administrator or designee shall attempt to notify the substitute teacher. If the administrator or designee leaves the site before the substitute teacher, a note shall be left for the substitute teacher stating that an unsatisfactory evaluation may be written.

The substitute teacher may request a conference with the administrator to discuss the situation. Such request must be made within the next workday and the substitute teacher shall attend on his/her own time.

16.32.5   The site administrator or designee may indicate upon the evaluation whether he/she wants a substitute teacher to return to that school. If the administrator requests that a substitute teacher not return, the evaluation should indicate the basis for such request.

16.32.6   The day-to-day substitute teacher shall have the right to submit a written response within five (5) working days (ten [10] working days if an extension is requested in writing) after receipt of any evaluation. If the day-to-day substitute teacher submits a written response, it shall be attached to the evaluator's report and filed in the personnel file.

16.32.7   The performance of an aide whether paid or volunteer shall not adversely affect the day-to-day substitute teacher's evaluation.

16.32.8   No recording and/or listening device may be used for evaluation purposes in a classroom without prior knowledge and approval of the day-to-day substitute teacher.

16.32.9   The substitute teacher may appeal an unsatisfactory evaluation to the Superintendent. Upon appeal, the Superintendent or his/her designee shall hold a conference with the substitute teacher and review the facts. The Superintendent's or his/her designee's decision shall be final and non-grievable.

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Evaluation Overview Summary

The following is an outline of the procedures for evaluating non- administrative certificated employees ("teacher") for the 2012-13 school year. Please refer to Article 16 of the contract for details (relevant sections below are marked with "§").

WHO IS TO BE EVALUATED?

- Permanent teachers who were not evaluated last year, 2011-12 (§16.5).

- Probationary, temporary, categorical, emergency, and intern teachers (§16.4)

- Permanent Teachers whose Summary Evaluations for 2011-12 was Unsatisfactory or Improvement Needed. (§16.5.1)

- Others designated in writing by the Executive Director, Human Resources. (§16.5.2; 16.5.2.1) (*Site administrators may request this in writing.*)

WHAT MAKES UP THE EVALUATION?

- The evaluation is made up of a number of assessment sequences followed by a summary evaluation. The number of assessment sequences is determined by the status of the teacher. Each sequence results in a Written Classroom Performance Report (WCPR) or a Written Performance Report (WPR). (§ 16.7.1; 16.7.2)

Assessment Sequence	
Tenured teachers	1 or2 per year (every other year)
Probationary, temporary, categorical and emergency credentialed teachers	2 to 4 per year
Any teacher receiving "Unsatisfactory" or "Improvement Needed" Summary Evaluation for the previous year.	Minimum of 4 per year.

1. **For a permanent teacher with prior Satisfactory or above rating:**
   Recommended = 2   REQUIRED = 1   (§16.7.2.1)

2. **For a teacher rated Unsatisfactory or Improvement Needed in the previous year:**
   REQUIERED = 4   (§16.7.2)

3. **For a permanent teacher who receives an Unsatisfactory or Improvement Needed on a Written Performance In the current year.**
   REQUIRED = 3   (§16.8.2)

4. **Probationary year one and two teachers:**
   Recommended = 4   REQUIRED = 2   (§16.7.2)

IMORTANT NOTE: Send a copy of any Written Classroom Report/Non-classroom Performance Report with and Unsatisfactory or Improvement Needed rating to Mary Richards, Executive Director, within five days of submitting it to the teacher.

Common Mistakes to Avoid & Best Practices

BEFORE SEPTEMBER 15, 2012:

1) Get into all classrooms informally to assess whether you will need to evaluate any teacher out of cycle.

2) Decide which administrator is evaluating which teacher.

3) Create an Evaluation Calendar.

4) Align your evaluation criteria with the California Standards (CSTP) And your principal's Expectations.

5) Distribute and Evaluation Packet that includes:
   a. Cover letter explaining the process
   b. Photocopy of relevant UESF contract sections
   c. Projected evaluation calendar
   d. Teacher lists for each evaluator
   e. Evaluation criteria aligned with the Principal's Evaluation

6) Verify each teacher's contract status.

7) Verify each teacher's last evaluation date.

8) Let teachers know that if they are absent for an observation, you'll observe them within two days of their return.

9) Do at least a minimum number of assessments sequences required for each teacher.

10) Sign and date all performance reviews and summary evaluations.

11) For difficult situations, have someone witness you deliver the documents.

12) Don't miss deadlines, don't miss deadlines, don't miss deadlines.

Working with Resistant Teachers in the Evaluation Process

Often in the evaluation process, administrators will have to evaluate teachers who are cynical, resistant, or who try to avoid the process.

Here are a list of strategies that may help:

1) Try to get to know the teacher first in a low stakes setting. Learn their history. Many have a long, rich history in teaching. Find something to appreciate about the teacher in public (doesn't have to be their teaching!). This will help with perceptions of fairness, bias, etc.

2) Get in the teacher's classroom on an informal basis as much as possible. Be supportive when you see a need. Make sure you're in everyone's classroom, however.

3) Be clear up front about your own priorities, standards, and criteria from the beginning. Be consistent in applying them.

4) Share all the processes and protocols you will use throughout the evaluation process. If you are focusing on a particular area or CSTP Standard/Element, make sure the teacher understands exactly what you are looking for. Offer help if they don't.

5) Emphasize how you see teachers as professionals who know their own strengths and needs.

6) Use questioning as much as possible during the process. Give them every opportunity to reflect on their practice.

7) If you give a less than satisfactory rating on an written performance review, clarify what support you will be offering, and put it in writing as soon as possible. <u>Only write down what you know you can do</u>. The support needs to come before the next formal evaluation.

8) Keep a confidential record of all your communications and interactions with the teacher, for future reference.

9) Let all teachers know that if they are absent for a scheduled formal observation, that you will do the observation within two days of their return to work.

Monroe Elementary School
260 Madrid Street
San Francisco, CA 94112
T. 415-469-4736 F. 415-469-4070

September 30, 2009
To: Certificated Staff to be Evaluated
From: Jennifer Steiner, Principal
Subject: 2009-2010 Certificated Evaluations

The following teachers are scheduled for evaluation this year:

Please refer to Article XVI (16) of the *Contract between SFUSD and UESF* for a detailed description of the evaluation process, and the attached information. The *Staff Expectations* given to you at the 8/19 PD (also attached to this memo) will be used as a standard for evaluation, as well as the evidence of teaching and learning from the California Standards for the Teaching Profession. Your summary evaluation is a combination of your formal observations as well as your participation in our professional learning community.

Tenured teachers will be evaluated once between October-December, and a second time between January-April. Additional evaluations will be scheduled as needed. Probationary 1s, 2s and TT will be observed a minimum of three times. A schedule is attached of a suggested week for your observations. If you need to change this week, please let me know ahead of time.

This year we continue to focus our efforts in our Balanced Score card and our theory of action on how to support our ELs, particularly our Latino ELs, to reach grade level proficiency. To that end, my observations will support you in your work on our school wide goals of access and equity, achievement and accountability. Over the course of the year, I will ask you to share a variety of materials with me – such as your lesson plans, ways you scaffold for English learners (such as through frames and visual support), how you actively engage them in your lessons through a variety of participation structures or engagements strategies, how assessments inform your instruction and how your instructional print both reflects coming planning among your grade level and/or language

strand as well as how it supports English Learners and all students to understand what proficiency looks like on grade level standards such as exemplars. This is a continuation of the conversation we began last year.

The evaluations will be centered on the following school wide agreements from the BSC:
- o Support for ELs and Latino students
- o Scaffolding instruction
- o The use of academic vocabulary and language frames
- o Clear language objectives.
- o Lesson design (I do/We do/You do)
- o Focused on the standards with clear lesson objectives
- o A variety of participation structures to ensure equity

A pre-observation conference will be held 1-5 days before the observation, as well as a post observation conference following the observation (within 2 days). Please email me a week or two before your scheduled week to set a time for me to observe you, for us to meet both before and after the evaluation.

Some of the things I will ask for at pre-conference include:

1. Overview of what is to happen during the observation (objective)
2. Standards being presented
3. Presentation of lesson (direct instruction/modeling/ I do)
4. Structured, Guided Practice (includes checking for understanding/ We do)
5. Independent Practice (You do)
6. Assessment (evaluation – may be formal or informal)
7. Summary (closure of lesson)
8. Context of the lesson (what did you teach the day prior and what will you teach the two days following the lesson)
9. Any handouts you will be using

I am looking forward to this process being a reflective and rewarding experience for both of us.

I will be holding two informational sessions during lunch on Friday the 9th in the computer lab (11:40 and 12:15) to answer any questions you might have about the evaluation process. If you have any questions, please do not hesitate to ask me!

Respectfully,

FAQs about Being on Evaluation Cycle

1. What constitutes a "satisfactory" rating?

A "satisfactory" rating on a Written Performance Report Cycle (WPRC) may differ from a "satisfactory" overall rating on the Summary Evaluation.

A "satisfactory" rating on a WPRC reflects progress towards the stated objective in the written lesson plan. During the pre-observation conference, the teacher and I will review the lesson plan and discuss how we will know student learning is taking place. During the observation, I will note student actions (follow directions, complete assignments, ask questions, share ideas, etc.) and teacher techniques (explaining, modeling, questioning, scaffolding, etc.). At the post-observation conference, the teacher and I will examine student products to assess rigor.

A "satisfactory" rating on the Summary Evaluation indicates that <u>all items</u> listed on the Principal's Expectations are being met. Progressive disciplinary action, as described by the Contract, may also result in a less-than-satisfactory evaluation rating.

2. Is the Summary Evaluation and overall rating the average of the WPRC ratings?

No. The Summary Evaluation may include findings related to items in the Staff Expectations not addressed in a WPRC. In all likelihood, the overall rating will not be above the highest (or below the lowest) rating on a WPRC.

3. How do informal and unscheduled observations fit into the process?

The intent of informal walk-throughs and classroom visits is to provide feedback in a constructive, and whenever possible, positive manner. What is observed does shape perceptions. When a class visit is done, I will try to give written or emailed feedback. You will also have the opportunity to talk with me about the information whether it is written or in person. If there are concerns, I will also provide recommendations. I am always open to discuss these thoughts with you in person or in writing/email.

4. Are all six CSTP Standards emphasized the same?

No. The Staff Expectations are cross-referenced with the CSTPs. Some Standards receive additional emphasis, including:

- Standard 1.1. Make connections to students' prior knowledge, life experiences and interests.
- Standard 1.4. Use a variety of instructional methods to make subject meaningful. -Please remember to move beyond the workbook.
- Standard 3.2. Organizing curriculum to support grade-level Content Standards will help align instruction with State standardized testing (CSTs). Scaffolding will be necessary to meet the objective of many lessons as well as language objectives, frames and visually supported vocabulary.

- Standard 4.4. Focusing on agreed upon Standards – those that are agreed upon by grade level teams (i.e. reading, writing, oral language).
- Standard 5.4. Using results of assessments to guide instruction is especially important in a school with underperforming populations (for differentiation, intervention electives, extended-day offerings, etc.) This can be a meaningful outcome of collaboration. Teachers will be asked to articulate how they differentiating instruction to meet the needs of our target population, Latino, English Learners. (Student formative and summative test results are not used to evaluate teacher performance.)
- Standard 6.5. Working with colleagues improves professional practice. (i.e. Following the teaching and learning cycle of inquiry)

5.   Can a weakness in a single CSTP Standard result in a less than satisfactory overall rating?

Yes. A frequent example is Standard #2-Creating and Maintaining an Effective Environment for Learning. It is uncommon for a teacher with ineffective classroom management (e.g. lack of procedures or poor classroom control) to have a positive impact on student learning. The environment also does not contribute to school norms that promote the overall and continued success of students.

6.   What distinguishes a "highly satisfactory" or "outstanding" rating?

All ratings above "satisfactory", whether on a WRPC or Summary Evaluation, indicates practices in the Staff Expectations that will result in sustained growth for all levels of students and acceleration for underperforming learners, as measured by student products. Scope, degree, and consistency are factored when making this determination. In general, "satisfactory" indicates all Staff Expectations are being done; "highly satisfactory" indicates most are being done reasonably well, and "outstanding" indicates all are being done reasonably well.

7.   What constitutes an "unsatisfactory" from a "needs improvement" rating?

An "unsatisfactory" rating on a WRPC or Summary Evaluation indicates a general absence of: 1) practices in the Staff Expectations designed to result in sustained growth for all students and acceleration for underperforming learners, or 2) student products that demonstrate suitable progress towards instructional outcomes. Progressive disciplinary action can also lead to an "unsatisfactory" rating, depending on the severity.

8.   Is a rubric used?

It is not required, but it will be used when it helps communicate what the evaluator has/has not observed. A rubric will not be used to compute or tally a rating. The rubric that will be used is the CSTP-SFUSD Rubric 2002-2003 – Performance Indicators. Ultimately, the question is: Are students learning, or making significant progress, towards grade-level Standards.

9.   Can the employee being evaluated share at any time information with the evaluator that may influence the overall rating on the Summary Evaluation?

Yes. Most successes in student learning will occur when the evaluator is not physically present in the classroom. Teachers are encouraged to share examples of these successes.

10. How do I document professional growth as is referenced in CSTP standard 6.0?
Each teacher to be observed will be expected to identify a pedagogical area, in which you care to expand your knowledge, such as: differentiation, writing process, SDAIE scaffolding, culturally responsive pedagogy, etc. At the end of the year, each teacher will orally summarize her/his learning to the evaluator.

MEMORANDUM

To: Certificated Staff to be Evaluated

From: xxx xxxxx, Principal

Subject: Certificated Evaluations

Sample

The following teachers are scheduled for evaluation this year:

XXX   XXX   XXX   XXX
XXX   XXX   XXX   XXX
                XXX

Please refer to the attached Article 16 of the Contract between SFUSD and UESF for a description of the evaluation process. The Principal's Expectations, given to you at the beginning of the school year will be used as a standard for evaluation as well as the attached California Standards for the Teaching Profession. Our school-wide focus area is CSTP 1.4: Engage students in problem solving, critical thinking, and activities to make subject matter meaningful.

If you are eligible to be evaluated using the "short form" and would like to request it, please write short form after your name above, initial it, and return this memo to me by October 10, 20   . I will let you know in writing by October 20, 20   if I am in agreement for you to receive the same rating as your previous Long Form Evaluation.

For elementary teachers and language arts/English teachers, one observation will be a lesson on the development of "literacy". We will be looking for strategies to improve learning of all students, especially those scoring below the 50th percentile/NCE. A pre-observation conference will be held before the observation, and I would like to conduct post-conferences as well.

Please review the Pre-Conference Protocol and complete Lesson Plan and bring it to the pre-conference. Your lesson plan should identify the specific content standards that you will be teaching during the lesson. The morning of the observation please provide your written lesson plan and seating chart to the administrator evaluating you.

Please remember as we discussed in our general evaluation meeting that it is your responsibility to sign-up on the evaluation calendar in the office for a pre-conference date by September 19th. If you do not sign up by September 19th, you will be assigned a date for your pre-conferences.

I will do my best to schedule the formal observation at a mutually agreeable time. If for some reason you are absent for the formal observation, I will conduct the observation within two days of your return.

Please see me for questions. Thank you for your continuous cooperation.

SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

(Insert you School's Name)
Principal's Name
Principal's email
School Address
San Francisco, CA Zip Code
Phone/Fax #

To: Teacher's Name
Cc: Any other Site Administrative Staff
From: Principal's Name
Date: Insert Date
Re: Evaluation Out-of-Cycle

Sample Content: Can be modified by added more narrative language if desired.

Per contract 16.5.2 you are being evaluated out-of-cycle. (Evaluator name here) will be your evaluator.

  16.5.2 The evaluator has just and sufficient cause for another evaluation.
  16.5.2.1 The evaluator shall review the reasons for the evaluation with the teacher.
  16.5.2.2 If the teacher disagrees, he/she has the right to request a conference with the Chief Administrative Officer to present his/her reasons for the disagreement. The evaluator may also be present.
  16.5.2.3 The Chief Administrative Officer shall make the final decision.

The reasons for the evaluation are based on informal observations of the following California Standards for the Teaching Profession:

  1.4 Using a variety of instructional strategies
  2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
  4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
  4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
  5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

California Standards for the Teaching Profession

SFUSD Essential Elements in **BOLD** type; plus SFUSD Proficiency Elements in **BOLD**.

Standard 1: Engaging and Supporting All Students in Learning

1.1 Use knowledge of students to engage them in learning.
1.2 Connect learning to students' prior knowledge, backgrounds, life experiences, and interests.
1.3 Connect subject matter to meaningful, real-world contexts.
1.4 Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5 Promote critical thinking through inquiry, problem solving, and reflection.
1.6 Monitor student learning and adjust instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.
2.2 Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.
2.4 Create a rigorous learning environment with high expectations and appropriate support for all students.
2.5 Develop, communicate, and maintain high standards for individual and group behavior.
2.6 Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
2.7 Use instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.
3.2 Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.
3.3 Organize curriculum to facilitate student understanding of the subject matter.
3.4 Utilize instructional strategies that are appropriate to the subject matter.
3.5 Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6 Address the needs of English learners and students with special needs to provide equitable access to the content.

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

4.1 Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
4.2 Establish and articulate goals for student learning.
4.3 Develop and sequence long-term and short-term instructional plans to support student learning.
4.4 Plan instruction that incorporates appropriate strategies to meet the learning needs of all students.
4.5 Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

5.1 Apply knowledge of the purposes, characteristics, and uses of different types of assessments.
5.2 Collect and analyze assessment data from a variety of sources to inform instruction.
5.3 Review data, both individually and with colleagues, to monitor student learning.
5.4 Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.
5.5 Involve all students in self-assessment, goal setting, and monitoring progress.
5.6 Use available technologies to assist in assessment, analysis, and communication of student learning.
5.7 Use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6: Developing as a Professional Educator

6.1 Reflect on teaching practice in support of student learning.
6.2 Establish professional goals and engage in continuous and purposeful professional growth and development.
6.3 Collaborate with colleagues and the broader professional community to support teacher and student learning.
6.4 Work with families to support student learning.
6.5 Engage local communities in support of the instructional program.
6.6 Manage professional responsibilities to maintain motivation and commitment to all students.
6.7 Demonstrate professional responsibility, integrity, and ethical conduct.

Guidance for Principals in Using the WCPR Template

All required evaluation information should have been distributed by 9/15/12

Prior to Pre-Observation-Invitation
Lesson Plan-Instruct the teacher to address the following in a draft lesson plan*:
- At least one of the Essential Elements in each of the Performance Standards 1- 5 including districtwide or schoolwide initiatives that you have identified.

Note: Your schoolwide initiatives along with your Principal's Expectations should be aligned with the CSTPs. If your schoolwide initiatives change you can revise your Principal's Expectations as needed. Example: Standard 3.5 (using all resources to support Content Standards and Core Curriculum) can be used to establish the expectations that Content Standards/Core Curriculum are included in a lesson plan.

*You can provide the teacher with the recommended Sample Lesson Plan tool or the teacher may utilize/select any other lesson plan format that includes content and performance standards.

Selection of the Elements
1. For each observation to be completed during the evaluation cycle, identify and rate 5-8 (of the 8 "bold" Essential Elements of the 32 elements in Standards 1-5. It is recommended that at least one element is identified for each standard. You may address additional elements as long as you have shared this information in the pre-conference with the teacher.
2. If the teacher meets a standard, the evaluator and the teacher may discuss if the same element will be identified and addressed in any subsequent observation(s).
3. During the formal observation, the evaluator may rate elements of Standard 6 when it is a positive observation and is rated as satisfactory or above.

Pre-Observation (to be conducted normally within five working days of the observation)
1. Discuss the standards-based lesson with the teacher.
2. Article 16.14-Ask the teacher if they would like to share any information relevant to the observation such as educational capabilities of the learners, availability of support personnel, appropriateness of the learning environment, etc.
3. Work with the teacher to revise the lesson plan as needed.
4. Inform the teacher that you will rate any elements of Standard 6 that you observed during the lesson that is rated as satisfactory or above.

Observation-Conduct Observation within Five Days of the Pre-Observation
1. Record your observations by scripting the lesson and making notes of the standards observed.
2. Refer to the Sample Scripting Tool as an option to record your observations.

Suggestions for Rating and Writing up the Observation
1. Familiarize yourself with the populated (sample) observation template.
2. Review your scripting notes. Using the CSTP Rubric Tool, think about how you might begin rating the standards that were to be addressed in the lesson.
3. On page 2 of the WCPR template, summarize your observations of the standards addressed in the lesson. This will allow you to synthesize the lesson and prepare you in finalizing the ratings.

4. On page 1 of the WCPR template, enter the date in the date box in the first column. Refer to the Levels of Performance at the top of the form (E, H, S, N, and D) and rate each of the elements identified in the pre-identified conference. During the formal observation you may rate elements of Standard 6 when it is a positive observation. You will use each subsequent column for each subsequent observation.
5. You will not rate any of the elements in Standards 1-5 that were not identified in the pre-observation conference. If you notice an element that you would like the teacher to address in a future observation, you can note it on page 2 under recommendations but do not rate it. Indicate that you would like them to include this element in their next formal observation.

WCPR Given to Teacher within 10 School Days of the Observation

1. It is highly recommended that you have a post-conference with each teacher to thoroughly discuss the observation.
2. Article 16.15-*Within 10 school days after the observation, the evaluator shall prepare and submit to the classroom teacher a copy of the WCPR.*
3. Article 16.14-*Within five school days after the conclusion of the observation of the classroom teacher and prior to the preparation of the WCPR, the evaluator shall provide a verbal report to the teacher regarding the observation, if the teacher so requests.*
4. Article 16.16-*If the teacher requests an opportunity to have a conference after receiving the WCPR or the WPR, the evaluator shall schedule and hold such a conference within a period of 10 school days after the teacher's receipt of the written report.*

SFUSD STANDARDS-BASED EVALUATION FAQs FOR PRINCIPALS

Please Note: Article 16.2
Both parties agree that the principal objective of evaluation is to assess teacher performance in order to maintain and improve the quality of education in the District. <u>This objective is best met in an atmosphere of mutual respect, shared knowledge of the evaluation process, and trust between the parties to the evaluation.</u>

1) What is a standard and what is an element?
There are six standards for the California Standards for the Teaching Profession (CSTP). For example, the Standard 1: *Engaging and Supporting*. Under Standard 1, there are five elements such as Element 1:1 *Use knowledge of students to engage them in learning.* This standard and element is referred to as 1.1 (Standard 1/Element 1).

2) How should I script the formal observation?
During the formal observation, you will script evidence that is directly related to the elements that were identified during the pre-observation. You can use the scripting tool that we provided or any other method that assists you in scripting the evidence related to those identified elements. It is recommended that you take a list of the elements identified during the pre-observation with you to the observation. One strategy is for you to highlight those identified elements that you will be rating on a single page overview of the CSTPs (standards and elements). When you write up the WCPR you will enter the scripted evidence for the identified elements under the appropriate Standard on page 2 of the WCPR. If you want to note an element that was not identified for this WCPR, you can note it under the standard on page 2 of the WCPR indicating that you would like the teacher to address that particular element in the next formal observation (you will not rate it for this WCPR).

3) Should we note a level of performance for every standard and element for each observation?
No, it is not intended for each element to be addressed in each observation or even in a complete evaluation cycle. During the formal observation you will look for evidence of 5-8 of the Essential Elements and elements that were identified during the pre-observation conference (in Standards 1 through 5). Your schoolwide initiatives should be aligned with the CSTPs as well as your Principal's Expectations. As a guideline, at least one element per standard should be addressed in each observation. You will not rate any elements for Standards 1-5 that were not identified during the pre-observation conference. You may note on page 2 of the WCPR that there is an element that you would like them to work on during a future formal observation.
During the formal observation, the evaluator may rate elements of Standard 6 when it is a positive observation and it is rated satisfactory or above.

4) May we require teachers to submit a lesson plan for the observation?
Yes, however there is not a required format. We have provided you with a recommended standards-based lesson-planning tool. You or the teacher may have other formats that you wish to use.

5) May I note standards and elements observed on a continual basis other than those observed during the formal observations?
Yes, however <u>not</u> on the WCPR. Standards and elements observed during informal visits and/or the work day can be included on the Summary Evaluation. You can include additional information related to their job performance, per Article 16.25, if you have previously provided written feedback to the teacher. You must attach this information to the Summary that you give to the teacher and Human Resources.

See Article 16.25
Other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation. Copies of all written backup materials shall be attached to the form that is to be given to the teacher and sent to the HR Department.
Example: During an informal visit, you observe a teacher reviewing his/her expectations for students that when they enter the classroom, they are to immediately sit down and begin work on the "Do Now" that is posted daily on the board. You provide the teacher with a written memo/note, complimenting them on reviewing the expectations with students to ensure that instructional time is maximized. You attach that note to the Summary and address it under Standard 2 in the Summary. The attached back up materials can be used in determining the overall Summary rating.

6) Must I hold a pre-observation conference?

Yes. Article 16.12.1-Prior to making an observation which is part of an assessment sequence, the responsible administrator shall conduct an individual pre-observation conference with the teacher involved.

Article 16.13-The evaluator shall normally make an observation of the teacher's performance no later than (5) working days after the pre-observation conference.

7) Have the number of observations changed with the new evaluation?

No. The same "assessment sequence" will be followed as in the past.

Article 16.7.2-*If either of the WCPRs reflects an Unsatisfactory or Improvement Needed, the teacher shall have a third WCPR and associated conferences. The following represents the required minimum number of assessment sequences that should occur for each teacher personnel category scheduled for evaluation and working for a full school year.*

Assessment Sequences	
Tenured teachers	1-2 per year
Prob 0, Prob 1, Prob 2 and TT	2 to 4 per year (one a semester)
Any teacher receiving U or IN summary evaluation for the previous year:	Minimum of 4 per year

Teacher's Name:	Employee ID:	School:

LEVELS OF PERFORMANCE

(E) Exceeds Standards	(P) Proficient at Meeting Standards	(S) Satisfactorily Meets Standards	(N) Not Yet Meeting Standards	(D) Does Not Meet Standards

SFUSD CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION OBSERVED

STANDARD 1: ENGAGING AND SUPPORTING	date	date	date	date	STANDARD 4: PLANNING, DESIGNING & DELIVERING	date	date	date	date
1. Use knowledge of students to engage them in learning.					1. Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.				
2. Connect learning to students' prior knowledge, backgrounds, life experiences, and interests.					2. Establish and articulate goals for student learning.				
3. Connect subject matter to meaningful, real-world contexts.					3. Develop and sequence long-term and short-term instructional plans to support student learning.				
4. Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.					4. Plan instruction that incorporates appropriate strategies to meet the learning needs of all students.				
5. Promote critical thinking through inquiry, problem solving, and reflection.					5. Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.				
6. Monitor student learning and adjusting instruction while teaching.									
STANDARD 2: LEARNING ENVIRONMENT	date	date	date	date	STANDARD 5: ASSESSING STUDENT LEARNING	date	date	date	date
1. Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.					1. Apply knowledge of the purposes, characteristics, and uses of different types of assessments.				
2. Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.					2. Collect and analyze assessment data from a variety of sources to inform instruction.				
3. Establish and maintain learning environments that are physically, intellectually, and emotionally safe.					3. Review data, both individually and with colleagues, to monitor student learning.				
4. Create a rigorous learning environment with high expectations and appropriate support for all students.					4. Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.				
5. Develop, communicate, and maintain high standards for individual and group behavior.					5. Involve all students in self-assessment, goal setting, and monitoring progress.				
6. Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.					6. Use available technologies to assist in assessment, analysis, and communication of student learning.				
7. Use instructional time to optimize learning.					7. Use assessment information to share timely and comprehensible feedback with students and their families.				
STANDARD 3: SUBJECT MATTER KNOWLEDGE	date	date	date	date	STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR	date	date	date	date
1. Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.					1. Reflect on teaching practice in support of student learning.				
2. Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.					2. Establish professional goals and engage in continuous and purposeful professional growth and development.				
3. Organize curriculum to facilitate student understanding of the subject matter.					3. Collaborate with colleagues and the broader professional community to support teacher and student learning.				
4. Utilize instructional strategies that are appropriate to the subject matter.					4. Work with families to support student learning.				
5. Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.					5. Engage local communities in support of the instructional program.				
6. Address the needs of English learners and students with special needs to provide equitable access to the content.					6. Manage professional responsibilities to maintain motivation and commitment to all students.				
					7. Demonstrate professional responsibility, integrity, and ethical conduct.				

Teacher's Name:		Employee ID:	School:
Assignment:	TT: ☐ Prob.0 ☐ Prob. 1: ☐ Prob. 2: ☐ Permanent: ☐		Academic Year:
Date of Pre-Observation Conference:		Began:	Ended:
Date of Classroom Observation:		Began:	Ended:

Standard 1: Engaging and Supporting All Students in Learning

Observations:

Recommendations:

Standard 2: Creating and Maintaining an Effective Environment for Learning

Observations:

Recommendations:

Standard 3: Understanding and Organizing Subject Matter Knowledge

Observations:

Recommendations:

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

Observations:

Recommendations:

Standard 5: Assessing Student Learning

Observations:

Recommendations:

Standard 6: Developing as a Professional Educator

Observations:

Recommendations:

WCPR Rating:

Outstanding ☐   Highly Satisfactory ☐   Satisfactory ☐   Improvement Needed ☐   Unsatisfactory ☐

Pertinent factors that might have hindered the teacher's classroom effectiveness with regard to this lesson but over which he or she had no control:

Evaluator's Signature:	Evaluator, title (print):	
Date Signed:	Date Given to Teacher:	
Date of Post-Observation Conference (if held):	Began:	Ended:
Teacher's Signature: (Does not necessarily imply agreement)	Date Signed:	

SUMMARY CLASSROOM EVALUATION Long Form 20__-20__

Teacher's Name:	Employee ID:	School:
Assignment:	TT: ☐ Prob.0 ☐ Prob. 1: ☐ Prob. 2: ☐ Permanent: ☐	Academic Year:

Last Evaluation Process Used: ☐ Certificated Long Form   ☐ Certificated Short Form

Last Date Evaluated*:   Last Evaluation Type (Classroom, Non-Classroom, PAR)   Rating:

SFUSD CSTP Standards Summary

Summary of Standard 1: Engaging and Supporting All Students in Learning

Strengths:

Challenges, Recommendations:

Summary of Standard 2: Creating and Maintaining an Effective Environment for Learning

Strengths:

Challenges, Recommendations:

Summary of Standard 3: Understanding and Organizing Subject Matter Knowledge

Strengths:

Challenges, Recommendations:

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

Strengths:

Challenges, Recommendations:

Summary of Standard 5: Assessing Student Learning

Strengths:

Challenges, Recommendations:

Summary of Standard 6: Developing as a Professional Educator .

Strengths:

Challenges, Recommendations:

Summary Evaluation:

Outstanding☐   Highly Satisfactory ☐   Satisfactory ☐   Improvement Needed ☐   Unsatisfactory ☐

Evaluator's Signature:	Print Evaluator Name and Title:
Date Signed:	Date Given to Teacher:

☐ Check if Teacher has submitted a written response and attach.

Teacher's Signature: (Does not necessarily imply agreement)	Date Signed:

* Last date evaluated by Human Resources. Please make corrections as needed.
  Attach current WCPRs.

San Francisco Unified School District
Lesson Plan Form

Teacher's Name:		School:	
Grade Level of Lesson:	Subject:		Date:

Unit Theme/Topic:	
Lesson Title/ Topic:	

Observation:	Date:	Class:

Expected Student Learning Outcomes/AIM: 4.2, 4.3, 3.2	What will students know and be able to do as a result of this lesson? (Be Specific) Students will be able to demonstrate…
CA Academic Standards Addressed: 3.1,3.2, 4.1 IEP Goals Addressed: 4.5, 5.4	Which California Academic Content and Performance Standards will your lesson address? How will I use students' assets to support this lesson?
Social & Developmental Goal for Students: 2.2, 2.5, 2.6,3.6	What are the diverse needs of my student population? How do I address and support these needs? What are the expectations for student behavior? Are there any modifications/behavior plans in place? How have I established a sense of community? Seating Chart?
Modifications/ differentiation to Address Individual Student Learning Needs: 4.5, 2.6, 1.4,3.6	How will you modify or differentiate your instruction to provide access so that all students meet learning outcomes?

BBC: BOARD CONFIGURATION (Secondary)

AIM	DO NOW
AGENDA	**HOMEWORK**

Lesson Outline

Time allotted 2.7	Opening/Introduction: **Do Now/ Anticipatory Set**	**Consider:** ☐Focus Students 2.6 ☐State Objective and Establish Purpose 1.1,1.2, 4.3, 5.1 ☐Engage students in critical thinking 1.4 ☐Hook /involving students 1.1, 1.4, 4.2 ☐Activate prior knowledge 1.2,1.3,1.4 ☐Assess students 5.3
	Teacher Actions: How will I find out what students already know and tap prior experiences?	
	Student Actions:	
Time allotted 2.7	Main Activity: **Instruction**	**Consider:** ☐Explain Concept 4.2,3.3 ☐Refer to previous lessons 1.2 ☐Provide Examples 1.3 ☐Model 1.2 ☐Use a variety of instructional strategies 1.4, 3.3 ☐Use resources to make subject matter accessible and engaging 3.5
	Teacher Actions: Given the diversity of my classroom's needs, how will I engage and provide access to help my students learn new knowledge or concepts?	
	Student Actions:	
Time allotted 2.7	Main Activity: **Check for Understanding**	**Consider:** ☐Pose Key Questions 1.2 ☐Ask Students to Explain Concepts 1.6, 5.4 ☐Use active participation strategies 1.4, 1.5, 3.4
	Teacher Actions: How will I monitor student learning during the lesson and be sure that they are ready for the activity? What will I do if they are not ready?	
	Student Actions: What evidence (formative and summative) will I use to assess student learning?	

Time allotted 2.7	Main Activity: **Guided Practice**	Consider: ☐Provide monitoring 1.6 ☐Flexible grouping 1.4, 2.3, 3.4 ☐Check for understanding 1.6,3.3,5.4☐Modify/adapt for all 1.4, 3.6
	Teacher Actions: How will I monitor the activity students do with or without my direction or assistance?	
	Student Actions: What product will students have as a result of the Guided Practice?	
Time allotted 2.7	Closure: **Debrief**	Consider: ☐Find out what your students learned (ex: exit slips) 5.3 ☐Share work and give positive feedback 2.2, 5.2 ☐Summarize work and behavior 2.2, 2.4, 5.3 ☐Set next steps 5.4
	Teacher Actions: How will I know what students have learned or are able to do as a result of this lesson?	
	Student Actions: How will students demonstrate what they have learned from the lesson?	
Time allotted 2.7	Follow-up: **Activities/ Homework** 3.2, 4.2, 5.5	
	Teacher Actions: How will you reinforce this lesson with homework or other extension activities?	
	Student Actions: What will students produce as homework or extension activities?	

Next Steps:

Contract Article 16.13 Observation: Date_____/Room_____/Time_____

Contract Article 16.14 Debrief if requested by Teacher: Date_____/Time_____

Sample Script
Teacher: ABC   Date: November 11, 2011 Time: 10:58-11:33 AM
Lesson Notes: ELA Common Core W.6 3b "Use narrative techniques, such as dialogue to develop characters"   See attached lesson
30 Students 5 group tables of 6

Time	Observation Data	Commend/Recommend
11:05	S pairs are working quietly. T is working with 2 female SS, explaining the assignment again. Then she returns to the 2 male ss she was talking to earlier. T returns once again to the same female SS. T asks: What is unethical? ELL S does not know. T explains. Then T goes around to the other side of the room to check on SS progress.	1.6 Circulating among students facilitates their success with this interactive activity. 3.6 <u>Besides 1 on 1, what other ways can you provide ELLs equitable access to the lesson and lesson vocabulary?</u>
11:12	2 male SS say they're done. T goes over to check. 2 more SS say they are done, also. Irene reenters the room. Male S: Can I go to the bathroom? He stands, walks toward the door then turns and comes back toward his desk. T asks him to wait until passing period. Irene has her phone out again. T: You're not supposed to have a phone in class. S and T speak quietly (C cannot hear). T walks away leaving S with her phone.	2.7,4.4 <u>Optimize learning time. How can these students who finish quickly be better challenged?</u> 2.6 Consistent procedure in place for bathroom use, passing period. 2.4/2.6 <u>What are the consequences for continuing to have a phone out during class time? Are the rules being equitably enforced?</u>
11:17	T asks who is done. Most SS raise their hands. T asks SS to turn their desks back and starts to collect papers. Then she explains that the second part of the assignment will be to present their characters. S: Do you have to? T: Yes. S: Do we get extra credit. T:yes. S asks why they have to do it if it's extra credit and T replies that it's a paradox, explains paradox.	1.4 Presenting the dialogues gives students the opportunity to learn from each other and develop story characters. 4.2 <u>Articulate learning outcomes to the students at the beginning and during lesson transitions.</u>
11:20	T passes papers back so SS can refer to them. T writes a pass for S to go back to the counselor. SS look over their assignments.	
11:21	T: Are you ready? One S raises her hand and says NO. T waits.	
11:22	2 SS read their dialogues. 2 other SS are talking while the dialogue is being read. T walks over to quiet them down. T asks SS about follow-up questions they could ask and how they could bring more of the character's personality traits out in the dialogue. SS pairs continue to share their dialogues in the same manner. T continues to ask questions about how the dialogues do or don't represent the characters. A few SS participate in the discussion.	2.3 Students are reminded that they are expected to listen respectfully when other students are presenting. 1.5 The questions posed evidenced some students thinking critically about the characters. 1.4 <u>Consider other strategies could have been used so that more students participated in the discussion?</u>
11:33	S: 2 more minutes (until the bells rings). SS begin packing their belongings. T collects papers and asks SS to leave the books. Bell rings. End of observation.	2.6 <u>What is the procedure for cleaning up? SS should wait for T to signal clean up time.</u>

Standards for the Teaching Profession Classroom Teachers

SFUSD

San Francisco Unified School District's
Rubrics & Evidence Tools
for Professional Growth & Evaluation

Essential 15 Elements for CSTP Standards 1-5:

Engaging and Supporting All Students in Learning
Creating and Maintaining an Effective Environment for Learning
Understanding and Organizing Subject Matter Knowledge
Planning, Designing & Delivering Learning Experiences for All Students
Assessing Students for Learning

Guidance

➢ Suggested as a tool for teachers to use individually and in teams to promote professional conversation.

➢ Suggested as a support for formal and informal classroom observations.

➢ Only 15 Essential Elements are included to allow for focused conversation and planning.

➢ Examples provided are only to guide discussion and thought; sites are encouraged to develop their own examples and evidence for each element based on site-specific initiatives and needs.

The *California Standards for the Teacher Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

Standard 1
Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring, community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate student's understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4
Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5
Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about the work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher uses **limited** instructional strategies and resources that **do not** **effectively** engage students or meet students' diverse learning needs.	Teacher uses instructional strategies and resources that are effective in engaging students and meeting **most** **students'** diverse learning needs.	Teacher **consistently** integrates a variety of instructional strategies and resources into instruction that are **effective** in engaging students and meeting **all students'** diverse learning needs.	Teacher **strategically** selects and **adapts** appropriate instructional strategies and resources that lead to maximum engagement, learning, and growth for **all students**.

Possible evidence may include:

- Use of instructional and engagement strategies
- Use of classroom technology (i.e. computers, Smart Boards, projectors, calculators, etc.)
- Use of resources (i.e. supplemental materials, guest speakers, etc.)
- Level of student engagement & participation in lesson
- Level of student understanding of the lesson goal

EXAMPLE of evidence across the continuum:

No or few students are engaged in the science lesson on evaporation.	*50% of students are engaged in the science lesson on evaporation.*	*All students are engaged in the science lesson on evaporation.*	*All students are actively engaged in the science lesson and Intermediate English Learners are using the posted sentence frames to discuss evaporation.*

Use this space to record site or program specific evidence of this element.

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element 1.5: Promoting critical thinking through inquiry, problem solving, and reflection.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher provides **limited** opportunities for students to reason, question assumptions, and engage in reflective thinking. Students **do not effectively** participate.	Teacher provides opportunities for students to reason, question assumptions, and engage in reflective thinking. **Most students participate.**	Teacher **consistently** provides opportunities for **all students** to reason, question assumptions, and engage in reflective thinking. **All students participate.**	Teacher **strategically** provides opportunities for **all students** to reason, question assumptions, and engage in reflective thinking. **All students** participate and **support** each other in participation.

Possible evidence may include:

- Use of hands-on/experiential learning
- Use of journaling across the content areas
- Pacing of lessons to allow time for discussion or writing
- Types of questions posed by teacher and students
- Level of student participation

EXAMPLE of evidence across the continuum:

There is no time built in to the Economics lesson for students to ask questions or share their thoughts about supply and demand.	*The teacher asks students if they have any questions or thoughts about supply and demand. Volunteers' ideas are discussed orally.*	*The teacher provides time and a template for students to record their questions and thoughts about supply and demand during a specific time in the lesson. Time is allowed for discussion of the ideas and questions.*	*Students are expected to continually jot down questions and thoughts as they read an article and view a video about supply and demand. Students share these thoughts and questions with each other and the teacher in a debate format.*

Use this space to record site or program specific evidence of this element.

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element 1.6: Monitoring student learning and adjusting instruction while teaching.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
During lessons, the teacher's monitoring of student learning is **limited**. The teacher makes **limited or no** adjustments to planned instruction.	During lessons, the teacher monitors student learning and makes adjustments to instruction as needed to support **most students**.	During lessons, the teacher **consistently** monitors student learning and **effectively** makes adjustments to instruction as needed to support **all students**.	During lessons, the teacher **strategically** monitors student learning and makes adjustments to instruction as needed to support **all students**.

Possible evidence may include:
- Teacher movement during the lesson
- Type of responses to student comments or questions
- Use of Check for Understanding strategies
- Types of adjustments made during the lesson

EXAMPLE *of evidence across the continuum:*

Teacher stands behind podium while students write a draft of an essay.	*Teacher circulates throughout the room as students write, answering questions and getting students on-task as needed.*	*Teacher circulates throughout the room as students write, stopping to support students as needed and checking in with targeted students.*	*Teacher moves immediately to student with specific writing goal in her IEP and an intermediate English learner to support them in getting started with the essay and then checks in on other students to support as needed.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Classroom configuration does not effectively support student learning. Environment does not effectively reflect the students and their experiences. Classroom resources are limited and not effectively used by students.	Classroom configuration supports student learning. Environment reflects most students and their experiences. Classroom resources are used by most students.	Classroom configuration effectively supports student learning. Environment effectively reflects all students and their experiences. Classroom resources are used by all students.	Classroom configuration is strategic in order to support student learning. Environment effectively and meaningfully reflects all students and their experiences. Classroom resources are used purposefully by all students.

Possible evidence may include:

- Position and movability of classroom furniture
- Materials posted in the classroom
- Student work displayed
- Student and teacher interaction with classroom resources
- Guidelines for use of online resources

EXAMPLE of evidence across the continuum:

Scissors are in a basket inside the 2nd grade teacher's cabinet. One or two students ask the teacher for permission to use scissors for their project.	*Scissors in a 2nd grade class are in a centralized basket. Some students know where the basket is and get scissors as needed.*	*Scissors are in a centralized basket. The teacher passes them out to all students as they begin their classwork.*	*Scissors are in baskets by table group. Each group has the basket at their table and all students can access the scissors as needed.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** establish or maintain learning environments that are physically, intellectually, and emotionally safe.	Teacher establishes and maintains learning environments that are physically, intellectually, and emotionally safe for **most students**.	Teacher **consistently** establishes and maintains learning environments that are physically, intellectually, and emotionally safe for **all students**.	Teacher establishes, maintains and **adapts** learning environments that are **always** physically, intellectually, and emotionally safe for **all students**.

Possible evidence may include:

- Teacher and student reaction to student behavior, emotion
- Teacher and student reaction to student questions, mistakes, misconceptions
- Student to student interactions
- Position of furniture and materials in the classroom

EXAMPLE of evidence across the continuum:

Several students laugh at a classmate's incorrect response in Biology class; the teacher does not intervene.	_When a few students laugh at a classmate's incorrect response in Biology class, the teacher tells the students not to laugh and they stop._	_When a student laughs at a classmate's incorrect response in Biology class, peers tell the student not to laugh and the teacher monitors the interaction to intervene if necessary._	_Students don't laugh at each other's incorrect responses in this Biology class; students and teacher ask each other to explain answers if needed so that they can understand each other's thinking._

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher has **limited** expectations of students, provides **limited or no** supports to students, and **does not** effectively motivate students to learn.	Teacher has high expectations of **most students**, provides supports to **most students**, and motivates **most** students to learn.	Teacher has **consistently high** expectations of **all students**, provides **effective** supports to **all students**, and motivates **all students** to learn.	Teacher has **consistently high** expectations of **all students**, provides and **adapts** supports for **all students**, and **strategically** motivates **all** students to learn.

Possible evidence may include:

- Teacher's verbal, non-verbal communication about what is expected academically
- Student work samples
- Teacher and student use of exemplars, rubrics
- Types of support provided for students
- Percentage of students completing assignments
- Time on task
- Student talk about learning

EXAMPLE of evidence across the continuum:

Not all students have a writing sample on the bulletin board.	_Every student has a writing sample on the bulletin board. Most samples reflect the exemplar used to guide students in the assignment; some samples are incomplete, outdated, or far below what the student is able to do._	_Every student has a current writing sample on the bulletin board. All samples reflect the exemplar used to guide students in the assignment._	_Every student has a current writing sample on the bulletin board; each student has prepared a short reflection on each piece, explaining what they feel they've done well and what their next writing goals are._

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.5: Developing, communicating, and maintaining high standards for individual and group behavior.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher does not effectively develop, communicate, or maintain standards for student behavior.	Teacher develops, communicates, and maintains standards for student behavior. **Most students are** supported in meeting behavior standards.	Teacher effectively and consistently develops, communicates, and maintains high standards for student behavior. **All students are supported** in meeting behavior standards.	Teacher effectively and consistently develops, communicates, and maintains high standards for student behavior. Teacher **strategically** integrates students' voices into the development of behavior standards and **adapts** methods of communicating and maintaining standards so that **all students are** able to meet them.

Possible evidence may include:
- Level of student participation in developing rules
- Method of communicating behavior expectations
- Consistency in reviewing behavior expectations
- Teacher and student actions when students break rules, do not meet behavior expectations
- Number of students meeting or not meeting behavior expectations
- Amount of time spent discussing behavior expectations

EXAMPLE of evidence across the continuum:

The teacher allows students in a 4th grade class to call out answers when they've been told to raise their hands to speak.	*To provide for equity of voice, the teacher reminds students to raise their hands to speak when they call out answers. Students comply.*	*Prior to a class discussion, the teacher reviews the expectation that students should raise their hands and be called on to speak so all students have an opportunity to participate. The teacher has a visual reminder of the expectation posted. Students raise hands to speak throughout the lesson.*	*The teacher briefly states the expectation for raising hands to provide equity of voice and points to the picture reminder. Almost all students raise their hands before speaking; the teacher has a non-verbal cue to remind targeted students to raise their hands before speaking.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher's development of routines, procedures, norms, or supports for students is **limited**. Teacher **does not effectively** ensure a climate in which students can learn.	Teacher develops routines, procedures, norms, and supports for students. Teacher ensures a climate in which **most students** can learn.	Teacher **effectively** develops routines, procedures, norms, and supports for **all students**. Teacher ensures a climate in which **all students** can learn.	Teacher **strategically** develops and **adapts** routines, procedures, norms, and supports for **all students**. Teacher **consistently** ensures a climate in which **all students** can learn.

Possible evidence may include:

- Level of student participation in developing routines and procedures
- Method of communicating how to carry out routines and procedures
- Level of student independence in performing routines and procedures
- How and when teacher and students refer to the classroom norms
- Teacher and student actions when a classroom norm is violated
- Time spent on routines/procedures compared to instructional time
- Teacher and student actions and words that encourage positive behavior

EXAMPLE of evidence across the continuum:

Students in a chorus class do not know what to do upon entering the music room and begin to chat with friends.	*Most students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. Beginning English Learners sit quietly.*	*All students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. The Do Now is familiar and the teacher has a picture cue next to the writing.*	*All students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. The Do Now is familiar and the teacher has a picture cue next to the writing. Students support each other as needed with the task.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.7: Using instructional time to optimize learning.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively use** instructional time to support student learning. Teacher shows **limited** awareness of appropriate pacing of instructional time and students **do not** **effectively** optimize the learning time.	Teacher uses instructional time to support student learning. Teacher paces instructional time appropriately so that **most students** optimize the learning time.	Teacher uses instructional time **effectively** to support student learning. Teacher **consistently** paces instructional time appropriately so that **all students** optimize the learning time.	Teacher uses instructional time **effectively** to support student learning. Teacher **strategically** paces instructional time to support **all** **students** and **adapts** plans so that **all** **students** optimize the learning time.

Possible evidence may include:
- Amount of time for each lesson part
- Amount of time allowed for independent/group work
- Time used for transitions
- Teacher and student actions when time runs out
- Teacher and student actions when assignments are completed early
- Use of small group instruction

EXAMPLE of evidence across the continuum:

So much time is spent on direct instruction in a math lesson, there is little time for independent practice.	*Time spent on direct instruction is balanced with the time needed for independent practice.*	*Time spent on direct instruction is balanced with the time needed for independent practice; teacher provides additional instruction and guidance to some students as needed.*	*The balance between direct instruction and independent practice allows for all students to remain challenged and engaged throughout the lesson.*

Use this space to record site or program specific evidence of this element.

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element 3.3: Organizing curriculum to facilitate student understanding of the subject matter.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** base curricular decisions on how to best support student understanding of the subject matter.	Teacher bases curricular decisions on how to best support **most students'** understanding of the subject matter.	Teacher **consistently** bases curricular decisions on how to best support **all students'** understanding of the subject matter.	Teacher **strategically** bases curricular decisions on how to best support **all students'** understanding of the subject matter. Teacher **effectively adapts** curricular materials as needed to support student understanding.

Possible evidence may include:

- Clarity of how lessons connect from one day to the next.
- Use of supplemental materials and resources
- Use of Check for Understanding strategies during a sequence of lessons.
- Teacher awareness of content standards
- Methods of adapting curricular materials

EXAMPLE of evidence across the continuum:

To teach shape attributes, a Kindergarten teacher only uses the lessons from the adopted materials and makes no modifications to pacing or materials.	_To teach shape attributes, a Kindergarten teacher uses the adopted materials and adjusts pacing and materials based on his students' needs._	_To teach shape attributes, a Kindergarten teacher uses the adopted materials along with supplementary books, games, activities, and manipulatives. Pacing is determined by student understanding as the lessons progress._	_To teach shape attributes, a Kindergarten teacher uses a variety of resources and activities related to the topic. He organizes and paces the learning experiences so that concepts build on each other, but is flexible and alters plans based on observations of student understanding._

Use this space to record site or program specific evidence of this element.

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element 3.5: Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not** adequately use available materials, resources, and technologies to **make subject matter accessible** to students.	Teacher **sometimes** selects, adapts and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Teacher **sometimes uses resources that reflect the diversity of learners** in the classroom.	Teacher integrates **a wide range of adapted resources**, technologies, and instructional materials to meet identified and diverse student needs. Teacher **guides students to use** available and online resources. Teacher **seeks outside resources and support.**	Teacher engages **all students in identifying and adapting resources,** technologies, and instructional materials to extend student understanding and critical thinking. Teacher **ensures that students are able to obtain equitable access to** wide range of resources/technologies.

Possible evidence may include:

- Materials used with students
- Level of awareness of diverse student skills/learning styles
- Knowledge of specific students' achievement/access levels in core subjects and to core standards
- Pacing and differentiation of lessons
- Methods of adapting approaches and materials and assessments for accessibility for all types of student learners
- Methods of using student assessment/data to inform and modify instruction and improve practice

EXAMPLE of evidence across the continuum:

The teacher is not aware/does not make use of the core curriculum-standards and assessments - and does not prepare differentiate instruction to create access for all learners.	*The teacher is sometimes make use of the core curriculum-standards and assessments – and sometimes prepares Differentiated instruction to create access for all learners.*	*The teacher integrates most of the core curriculum-standards and assessments - while preparing Differentiated instruction to create access for all learners. Teacher also guides most students to better access of technology and independent resources. Teacher works in grade level team to assess, prepare and improve instruction.*	*The teacher engages all students in the use of the core curriculum-standards and assessments - while ensuring that all students are able to achieve access to the highest levels of learning/achievement.*

Use this space to record site or program specific evidence of this element.

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element 3.6: Addressing the needs of English learners and students with special needs to provide equitable access to the content.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher shows **limited** understanding of the needs of English learners and students with special needs. English learners and students with special needs **do not effectively** receive equitable access to the content.	Teacher shows understanding of the needs of English learners and students with special needs. **Most** English learners and students with special needs receive equitable access to the content.	Teacher shows **significant** understanding of the needs of English learners and students with special needs. **All** English learners and students with special needs **consistently** receive equitable access to the content.	Teacher shows **extensive** understanding of the needs of English learners and students with special needs. The teacher **adapts** instruction and materials for **all** English learners and students with special needs as needed to provide maximum access to the content.

Possible evidence may include:

- Materials used with students
- Level of awareness of specific students' IEP goals
- Knowledge of specific students' English level
- Pacing of lessons
- Methods of adapting approaches and materials for English learners and students with special needs
- Methods of getting information about specific students from other site or district staff

EXAMPLE of evidence across the continuum:

The teacher is not aware of the IEP goals for for a student receiving Special Education services and does not make suggested modifications for the student.	_The teacher is aware of the IEP goals for the student receiving Special Education services and is receptive to suggestions on how to modify instruction for the student._	_The teacher is aware of the IEP goals for the student receiving Special Education services and seeks suggestions and support for how to modify instruction for the student._	_The teacher is aware of the IEP goals for the student receiving Special Education service and regularly shares the student's progress toward the goals with the Special Education coordinator at the school, along with strategies that have been successful._

Use this space to record site or program specific evidence of this element.

STANDARD 4: PLANNING INSTRUCTION, DESIGNING AND DELIVERING LEARNING EXPERIENCES FOR ALL

Element 4.2: Establishing and articulating goals for student learning.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** establish and/or communicate goals for student learning to students.	Teacher establishes and communicates goals for student learning. Goals are appropriate for **most students.**	Teacher **consistently** establishes and **effectively** communicates goals for student learning. Goals are appropriate for **all students.**	Teacher **strategically** establishes and **highly effectively** communicates goals for student learning. Goals are appropriate and **adapted** as needed for **all students.**

Possible evidence may include:

- Teacher and student articulation of the learning goals.
- Location of posted learning goals.
- How learning goals are referred to by teacher and students during lesson.
- Achievability of the learning goal in the allotted time

EXAMPLE *of evidence across the continuum:*

Students in the 8th grade art class cannot tell a visitor what the purpose of the activity for that day is.	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is why it is important.*	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is, why it is important.*	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is, why it is important, and how it connects to prior and future learning.*

Use this space to record site or program specific evidence of this element.

STANDARD 4: PLANNING INSTRUCTION, DESIGNING AND DELIVERING LEARNING EXPERIENCES FOR ALL

Element 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Short and/or long term instructional plans show **limited** development and a **lack of** effective sequencing to support students in meeting the learning goals.	Short and long term instructional plans are developed and sequenced to support **most students** in meeting the learning goals.	Short and long term instructional plans are **consistently** developed and **effectively** sequenced to support **all students** in meeting the learning goals.	Short and long term instructional plans are **thoroughly** developed and **strategically** sequenced to support **all students** in meeting the learning goals.

Possible evidence may include:

- Components included in lessons and/or across lessons:
  - ✓ Clear learning objective
  - ✓ Tapping prior knowledge/building interest
  - ✓ Teaching/ modeling/ demonstrating
  - ✓ Guided practice
  - ✓ Check for understanding
  - ✓ Independent practice/ assessment
- Teacher and student ability to explain how a lesson fits into a longer sequence
- Planning calendars or lesson planning books

EXAMPLE of evidence across the continuum:

In the 7th grade Home Arts class, the teacher shows students how to chop a vegetable using a certain technique and then tells students use the technique to chop the vegetable.	*The teacher shows students how to chop the vegetable and has a one person from each group practice the chopping technique. All students are then told to practice chopping.*	*The teacher shows students how to chop the vegetable and has a one person from each group practice the chopping technique while the others watch. That student then watches each group member practice while the teacher circulates.*	*The teacher asks students to share what they know about chopping vegetables before introducing the new technique; after modeling and having a few students practice, the teacher guides all students in the technique and then circulates as they practice.*

Use this space to record site or program specific evidence of this element.

STANDARD 5: ASSESSING STUDENTS FOR LEARNING

Element 5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher's use of assessment data to establish learning goals, plan, differentiate, and modify instruction is limited.	Teacher uses assessment data to establish learning goals, plan, differentiate, and modify instruction for **most students**.	Teacher **consistently** uses assessment data to **effectively** establish learning goals, plan, differentiate, and modify instruction for **all students**.	Teacher **strategically** uses assessment data to **highly effectively** establish learning goals, plan, differentiate, and modify instruction for **all students**.

Possible evidence may include:
- Use of assessment sources for planning.
- Variety of assessment sources used (formal, informal, summative, formative, written, anecdotal, demographic...)
- Modifications made to lessons or for specific students based on assessment data

EXAMPLE of evidence across the continuum:

Reading groups are based on CST English-Language Arts scores.	_15 out of 22 students are in reading groups formed based on Fountas and Pinnell assessments. Remaining students who read at grade level are not grouped and read any book of their choice at reading time._	_All students are in some type of reading group appropriate to their reading level. Groups are formed based on on-going Fountas and Pinnell assessment; groups are changed as reading levels change._	_Within each flexible reading group, mini-lessons are based on needs identified by informal running records and other summative and formative assessments._

Use this space to record site or program specific evidence of this element.

STANDARD 5: ASSESSING STUDENTS FOR LEARNING

Element 5.7: Using assessment information to share timely and comprehensible feedback with students and their families.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher's communication with students and/or their families about academic or social progress is **limited**. Teacher provides **limited** explanation or guidance for students and families with ways to use and understand assessment information.	Teacher communicates with **most students and their families** about academic or social progress. Teacher provides explanation or guidance for **most students and families** with ways to use and understand assessment information.	Teacher **consistently** communicates with **all students and their families** about academic or social progress. Teacher provides **effective** explanation or guidance for **all students and families** with ways to use and understand assessment information.	Teacher **systematically and flexibly** communicates with **all students and their families** about academic or social progress. Teacher provides **extensive** explanation or guidance for **all students and families** with ways to use and understand assessment information. Teacher **encourages** two-way communication about academic and social progress throughout the entire school year.

Possible evidence may include:
- Regularity of sending corrected work home
- Clarity of written comments on student work
- Number of times teacher communicates with families over the year
- Type of teacher/family communication (in person, phone, email, note, etc.)
- Student articulation of own progress in the class

***EXAMPLE* of evidence across the continuum:**

Corrected work and tests from the AP Chemistry class are returned to students and families only at the end of the semester.	*Corrected work and tests from the AP Chemistry class are returned monthly to students.*	*Corrected work and tests from the AP Chemistry class are sent home on the same day each week; families were informed of the specific day at Back to School Night and in parent letters.*	*Corrected work and tests are sent home on a regular schedule known to students & families; they are encouraged to contact the teacher with any questions, comments, or concerns that arise from the student's work and the teacher is responsive.*

Use this space to record site or program specific evidence of this element.

San Francisco Standards for the Teaching-Non Classroom
Essential Elements in **Bold**

Standard 1: Engagement of Stakeholders
1.1 Involve stakeholders to assess needs, set goals and align service
1.2 Communicate effectively with all stakeholders
1.3 Provide equitable access of information in different languages and for diverse audiences
1.4 Collaborate with colleagues within and across departments to align activities and services

Standard 2: Effective Environment
2.1 Create an environment of trust and respect
2.2 Establish and maintain norms of behavior for effective and professional interactions
2.3 Manage routines and procedures to maximize accessibility to services
2.4 Use space, time and resources efficiently to optimize services

Standard 3: Knowledge, Preparation and Planning
*3.1 Demonstrate knowledge, abilities and skills of specialty area as job description requires
3.2 Demonstrate and use knowledge of district and department goals in planning
3.3 Demonstrate knowledge and use of resources, technologies, and standards and materials to make information accessible

Standard 4: Designing and Delivery of Service
*4.1 Establish goals and deliver services as outlined in job description
4.2 Design services and activities to meet the needs of the served community
4.3 Develop and sequence long-term and short-term plans to support service delivery
4.4 Incorporate available technologies and appropriate strategies to meet the diverse needs of the served community

Standard 5: Assessing and Aligning Services
5.1 Collect and analyze assessment data from a variety of sources to inform planning
5.2 Use assessment data to establish and prioritize service goals and to monitor progress
5.3 Use available technologies to assist in assessment, analysis, and communicate findings

Standard 6: Professional Responsibilities
6.1 Reflect on practice
6.2 Maintain accurate records, reports and monitor use of resources
6.3 Establish professional goals and engage in continuous and strategic professional growth and development
6.4 Communicate and collaborate with colleagues and broader professional community
6.5 Engage local communities in support of the program
6.6 Employ professional responsibilities to maintain motivation and commitment
6.7 Demonstrate professional responsibility, integrity, and ethical conduct

Non Classroom Evaluation Guidance from Teacher Contract
16.21 Teachers who have primary responsibilities other than a classroom assignment shall be evaluated in terms of the effectiveness in fulfilling the duties and responsibilities of the job.

16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or Summary Evaluations shall relate to job performance.

16.25 Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessments he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during assessment sequences, other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation.

SFUSD

Written Performance Report for Non- Classroom Teacher/Professional 20__ - 20__

Non-classroom Teacher/Professional Name:	Employee ID:	School/Location:

LEVELS OF PERFORMANCE

(E) Exceeds Standards	(P) Proficient at Meeting Standards	(S) Satisfactorily Meets Standards	(N) Not Yet Meeting Standards	(D) Does Not Meet Standards

SFUSD STANDARDS FOR THE TEACHING PROFESSION OBSERVED

STANDARD 1: ENGAGEMENT of STAKEHOLDERS	date	date	date	date	STANDARD 4: DESIGNING AND DELIVERY OF SERVICE	date	date	date	date
1. Involve stakeholders to assess needs, set goals and align services.					1. Establish goals and deliver services as outlined in job description.				
2. Communicate effectively with all stakeholders.					2. Design services and activities to meet the needs of the served community.				
3. Provide equitable access of information in different languages and for diverse audiences.					3. Develop and sequence long – term and short – term plans to support service delivery.				
4. Collaborate with colleagues within and across departments to align activities and services.					4. Incorporate available technologies and appropriate strategies to meet the diverse needs of the served community.				
STANDARD 2: EFFECTIVE ENVIRONMENT	date	date	date	date	**STANDARD 5: ASSESSING AND ALIGNING SERVICES**	date	date	date	date
1. Create an environment of trust and respect.					1. Collect and analyze assessment data from a variety of sources to inform planning.				
2. Establish and maintain norms of behavior for effective and professional interactions.					2. Use assessment data to establish and prioritize service goals and to monitor progress.				
3. Demonstrate knowledge and use of resources, technologies, and standards and materials to make information accessible.					3. Use available technologies to assist in assessment, analysis, and communicate findings.				
4. Use space and time and resources efficiently to optimize services.									
STANDARD 3: KNOWLEDGE, PREPARATION AND PLANNING	date	date	date	date	**STANDARD 6: PROFESSIONAL RESPONSIBILITIES**	date	date	date	date
1. Demonstrate knowledge, abilities, and skills of specialty area as job descriptions requirements.					1. Reflect on practice				
2. Demonstrate and use knowledge of district and department goals in planning.					2. Maintain accurate records, reports and monitor use of resources.				
3. Demonstrate and use knowledge of district and department goals in planning.					3. Establish professional goals and engage in continuous and strategic professional growth and development.				
.					4. Communicate and collaborate with colleagues and the broader professional community.				
					5. Engage local communities in support of the program.				
					6. Employ professional responsibilities to maintain motivation and commitment.				
					7. Demonstrate professional responsibility, integrity, and ethical conduct.				

SFUSD

Written Performance Report for Non- Classroom Teacher/Professional

Non-Classroom Teacher/ Professional Name:		Employee ID:	School/Location:
Assignment:	TT: ☐ Prob.0 ☐ Prob. 1: ☐	Prob. 2: ☐ Permanent: ☐	**Academic Year:**
Date of Pre-Observation Conference:		**Began:**	**Ended:**
Date of Classroom Observation:		**Began:**	**Ended:**

Standard 1: Engagement of Stakeholders

Observations:

Commendations/Recommendations:

Standard 2: Effective Environment

Observations:

Commendations/Recommendations:

Standard 3: Knowledge, Preparation and Planning

Observations:

Commendations/Recommendations:

Standard 4: Designing and Delivery of Service

Observations:

Commendations/Recommendations:

Standard 5: Assessing and Aligning Services

Observations:

Commendations/Recommendations:

Standard 6: Professional Responsibilities

Observations:

Commendations/Recommendations:

WCPR Rating:

Outstanding☐   Highly Satisfactory ☐   Satisfactory ☐   Improvement Needed ☐   Unsatisfactory ☐

Pertinent factors that might have hindered the teacher's effectiveness with regard to this event but over which he or she had no control:

Evaluator's Signature:	**Print Evaluator Name and Title:**	
Date Signed:	**Date Given to Teacher:**	
Date of Post-Observation Conference (if held):	**Began:**	**Ended:**
Non-Classroom Teacher's Signature: (Does not necessarily imply agreement)	**Date Signed:**	

SFUSD

SUMMARY Non-Classroom Teacher/ Professional Long Form 20___-20___

Teacher/ Professional Name:		Employee ID:		School/Location:
Assignment:	TT: ☐ Prob.0 ☐ Prob. 1: ☐ Prob. 2: ☐ Permanent: ☐			Academic Year:

Last Evaluation Process Used: ☐ Certificated Long Form ☐ Certificated Short Form

Last Date Evaluated*:	Last Evaluation Type: Classroom, Non-Classroom, PAR	Rating:

SFUSD Non-Classroom Teacher/Professional Standards Summary

Summary of Standard 1: Engagement of Stakeholders

Strengths:

Challenges, Recommendations:

Summary of Standard 2: Effective Environment

Strengths:

Challenges, Recommendations:

Summary of Standard 3: Knowledge, Preparation and Planning

Strengths:

Challenges, Recommendations:

Summary of Standard 4: Designing and Delivery of Service

Strengths:

Challenges, Recommendations:

Summary of Standard 5: Assessing and Aligning Services

Strengths:

Challenges, Recommendations:

Summary of Standard 6: Professional Responsibilities

Strengths:

Challenges, Recommendations:

Summary Evaluation Rating:

Outstanding☐   Highly Satisfactory ☐   Satisfactory ☐   Improvement Needed ☐   Unsatisfactory ☐

Evaluator's Signature:	Print Evaluator Name and Title:
Date Signed:	Date Given to Teacher:

☐ Check if Teacher has submitted a written response and attach.

Non-Classroom Teacher's Signature: (Does not necessarily imply agreement)	Date Signed:

* Last date evaluated by Human Resources. Please make corrections as needed.
  Attach current WCPRs/WPRs.

San Francisco Unified School District
Optional Tool: Non Classroom Teacher /Professional Pre-Observation

Teacher/ Professional Name:		
Pre Observation Conversation:	Date:	Time from: to:
Type of Activity: PD, IEP, Coaching/Counseling Session, Facilitation, Presentation, etc.		
Title/ Topic:		

Observation Date:	Time from: to:	Location/Room:

STANDARDS BASED QUESTIONS FOR PLANNING	
Designing and Delivery of Service: Standards & Essential Elements 4.1	Expected Outcomes: What will participant(s) know and be able to do as a result of this activity?
Engagement of Stakeholders: Standards& Essential Elements 1.1, 1.2	How did I engage others to set the goals/plan this activity? How will I engage all participant(s) and provide equitable access?
Effective Environment: Standards& Essential Elements 2.1	How will create an environment of trust and respect? How will I effectively use space, time and resources?
Knowledge, and Preparation: Standards& Essential Elements 3.1, 3.2	What particular skills and knowledge must I convey to participant(s)? How does this fit with department goals and the district mission?
Assessing and aligning services: Standards& Essential Elements 5.1, 5.2	What data will I use to see if I met my objective? How will this information determine my next steps?

OUTLINE OF LESSON/SESSION	
Time Allotted **Intro** **Content/Activity** **Closure**	

Agreements:

Contract Article 16.14 Debrief if requested by Teacher: Date_____ Time_____ Location_____

Standards for the Teaching Profession Non–Classroom Teacher/Professional

Standards and Essential Elements for Professional Growth & Evaluation

Engagement of Stakeholders

Effective Environment

Knowledge, Preparation and Planning

Design and Delivery of Service

Assessing and Aligning Services

Professional Responsibilities

2012-13 SFUSD VERSION

The SFUSD's Six Standards for the Teaching Profession: Non Classroom Teacher/Professional is based upon and is parallel to the CA Standards of the Teaching Profession. These standards establish our continued effort for a unified vision of performance and expectations by outlining the use of knowledge, skills and disposition that ensure our non-classroom teachers/professionals are equipped to meet the rigorous demands of the profession and address the needs of our diverse community of learners.

The category of non-classroom teacher/professional covers a variety of union-represented certificated positions. We recognize the specificity of their knowledge, skills, and expertise in addition to the delivery of instruction and/or services as fully described in their written job descriptions. Therefore, we recommend the administrator, the non-classroom teacher/professionals novice, as well as, the non-classroom veteran teacher/professional regularly review the SFUSD current job description to guide and support them in fulfilling their role and responsibility with competence and at expert levels.

Standard 1: Engagement of Stakeholders The non-classroom teacher/professional ensures maximum desired results by engaging those served through quality instruction, collaboration, and by incorporating input from peers, students and their families, administration, and other department members to set goals and align services. They make use of available technologies and methods for communication, and provide translation and translated materials for our diverse community.	**Standard 2: Effective Environment** The non-classroom teacher/professional attends to providing an accessible, hospitable environment that is organized for maximum productivity and conducive to learning. They use a professional, positive tone; they are respectful and exercise constructive interactions and an affirming disposition to contribute to an effective workplace and learning atmosphere.	**Standard 3: Knowledge, Preparation and Planning** The non-classroom teacher/professional has the knowledge and skills required of the job. They plan, prepare and apply resources and technologies to make current information accessible to variety of stakeholders as they support the district mission and department goals.
Standard 4: Design and Delivery of Service The non-classroom teacher/professional refers to their job description, district mission and department goals to design and provide service that best meets the the served community. They develop long-term and short-term plans, and integrate technologies and strategies to support an effective delivery of service.	**Standard 5: Assessing and Aligning Services** The non-classroom teacher/professional applies a comprehensive knowledge of the purposes, characteristics and uses of different types of assessments in the district and in their field. They use technologies to assist them in collecting and analyzing data to monitor progress and then prioritize and align services accordingly.	**Standard 6: Professional Responsibilities** The non-classroom teacher/professional reflects on their practice to establish professional goals. They continue to stay current in their field and grow professionally. They collaborate, communicate and engage with colleagues and the broader professional community. They manage all components of their work. They take care to maintain their motivation and commitment. They demonstrate professional responsibility, honesty and principled behaviors.

SFUSD

SFUSD

San Francisco Standards for the Teaching: Non-Classroom

Non-Classroom Teacher Levels of Performance are demonstrations of the knowledge and skills defined in each of the six standards further described in each of the elements of the standards. The rubric of the essential elements is sample of the evidenced based expectations establishing the levels of performance.

These SFUSD Levels of Performance provide guidance to the non-classroom teacher/professional and their evaluators indicating how practice moves across a continuum. Using SFUSD Standards for the Teaching Profession: Non-Classroom, promote growth in the teaching practice, service delivery and consistency in the administration's ability to evaluate and support non-classroom teacher/professional.

	SFUSD Non-Classroom Teacher/Professional Levels of Performance
(E) **Exceeds** **Standards**	**Consistently** applies knowledge, skills, and dispositions to **create**, manage, monitor and adapt the environment and culture in which **each** student or client achieves and **sustains** desired results.
(P) **Proficient** **At** **Meeting** **Standards**	**Regularly** applies knowledge, skills, and dispositions to manage, monitor and adapt services and strategies so that **each** student or client **sustains** desired results.
(S) **Satisfactorily** **Meets** **Standards**	Applies knowledge, skills, and dispositions to manage, monitor and **implement services and strategies** so that **most** students or clients achieve desired results.
(N) **Not Yet** **Meeting** **Standards**	Applies **selected** knowledge, skills, and disposition to manage, monitor most work and **implements services and strategies** so that **some** students or clients achieve desired results.
(D) **Does Not** **Meet** **Standards**	Applies **limited** knowledge, skills, and dispositions to **inconsistently** implement services and strategies so that **few** students or clients achieve desired results.

San Francisco Standards for the Teaching: Non-Classroom

Essential Elements in Bold

SFUSD

Standard 1: Engagement of Stakeholders

1.1 Involve stakeholders to assess needs, set goals and align service

1.2 Communicate effectively with all stakeholders

1.3 Provide equitable access of information in different languages and for diverse audiences

1.4 Collaborate with colleagues within and across departments to align activities and services

Standard 2: Effective Environment

2.1 Create an environment of trust and respect

2.2 Establish and maintain norms of behavior for effective and professional interactions

2.3 Manage routines and procedures to maximize accessibility to services

2.4 Use space, time and resources efficiently to optimize services

Standard 3: Knowledge, Preparation and Planning

3.1 Demonstrate knowledge, abilities and skills of specialty area as job description requires

3.2 Demonstrate and use knowledge of district and department goals in planning

3.3 Demonstrate knowledge and use of resources, technologies, and standards and materials to make information accessible

Standard 4: Designing and Delivery of Service

*4.1 Establish goals and deliver services as outlined in job description

4.2 Design services and activities to meet the needs of the served community

4.3 Develop and sequence long-term and short-term plans to support service delivery

4.4 Incorporate available technologies and appropriate strategies to meet the diverse needs of the served community

Standard 5: Assessing and Aligning Services

5.1 Collect and analyze assessment data from a variety of sources to inform planning

5.2 Use assessment data to establish and prioritize service goals and to monitor progress

5.3 Use available technologies to assist in assessment, analysis, and communicate findings

Standard 6: Professional Responsibilities

6.1 Reflect on practice

6.2 Maintain accurate records, reports and monitor use of resources

6.3 Establish professional goals and engage in continuous and strategic professional growth and development

6.4 Communicate and collaborate with colleagues and broader professional community

6.5 Engage local communities in support of the program

6.6 Employ professional responsibilities to maintain motivation and commitment

6.7 Demonstrate professional responsibility, integrity, and ethical conduct

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*Non Classroom Evaluation Guidance from Teacher Contract

16.21 Teachers who have primary responsibilities other than a classroom assignment shall be evaluated in terms of the effectiveness in fulfilling the duties and responsibilities of the job.

16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or Summary Evaluations shall relate to job performance.

16.25 Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessments he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during assessment sequences, other written feedback previously given to the teacher and related to job performance used to determine the Summary Evaluation.

Essential Elements for Non-Classroom Teacher/Professional Standards

	Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
1.1: Involve stakeholders to assess needs, set goals and align service				
	Teacher/professional fails to assess needs, or inconsistently invites stakeholders to participate in assessing, goal setting and aligning services.	Teacher/professional includes stakeholders in assessing needs and goal setting but may not always use this input or the facilitation that has lead to alignment of services and increased effectiveness of program.	Teacher/professional regularly facilitates stakeholders in assessing needs, setting goals and integrates stakeholders' input to increase and sustain the effectiveness of program.	Under the Teacher/professional's leadership, the program plan is highly sophisticated with multiple sources of evidence and input consistently provides a clear path for sustaining a high quality program each student/participant.
Element 2.1: Create an environment of trust and respect.				
	Teacher/professional does not effectively communicate with stakeholders, as communication is flawed and or limited. The Teacher/professional is often ineffective at communication and understanding other points of views, responding to concerns, or facilitating collaboration with understanding and respect.	Teacher/professional actively listens and responds effectively to concerns and issues. Oral and written communication is limited in frequency and / or effectiveness.	Teacher/professional interacts with diverse groups by consistently communicating in varied forms, acknowledging diverse points of views and responding to concerns, facilitating collaboration with understanding and respect.	Teacher/professional uses multiple methods for communicating; communication is consistently effective and stakeholders eagerly and actively embrace roles to meet and sustain program goals.
*Element 3.1: Demonstrate knowledge, abilities and skills of specialty area, as job requires.				
	Teacher/professional rarely demonstrates the knowledge, abilities and skills needed to perform the duties as outlined by the job description.	Teacher/professional applies knowledge, abilities, and skills needed to perform the duties as outlined by the job description. Teacher/professional is somewhat effective at demonstrating these skills.	Teacher/professional regularly demonstrates a thorough knowledge of abilities and skills in specialty areas and achieves desired results.	Teacher/professional demonstrates a thorough knowledge of abilities and skills in specialty areas. The teacher/professional is consistently regarded by colleagues for their expertise in their specialty area.
*Element 4.1 Establish goals and deliver services as outlined in job description.				
	Teacher/professional inconsistently sets goals and/or does not deliver services as outlined in the duties and responsibilities of the job description.	Teacher/professional has some goals as outlined in job description and delivers services somewhat effectively.	Teacher/professional establishes appropriate goals and delivers services that effectively meet the needs of the served community.	Teacher/professional goes beyond the job description to ensure the goals and delivery of services meets the needs of each participant the served community.
Element 5.1: Collect and analyze assessment data from a variety of sources to inform planning.				
	Teacher/professional holds a limited understanding of how data informs planning.	Teacher/professional reviews data to inform planning or to make modifications in aligning services.	Teacher/professional effectively uses multiple sources of data to inform planning to appraise needs and successfully integrates service improvements on a regular basis.	To inform planning Teacher/professional consistently uses multiple sources of data and designs assessment tools to align services within and across departments to achieve maximum results.

*Article 16.21 Teacher/professionals who have primary responsibilities other than a classroom assignment shall be evaluated in terms of their effectiveness in fulfilling the duties and responsibilities of the job.
Article 16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or the Summary Evaluations shall relate to job performance.

Job Descriptions*
for
Non-Classroom
Certificated Staff

*This is just a sampling – HR will provide a "soft" copy of a comprehensive set of all job descriptions by end of August 2012

Job Description: **Resource Specialist – Special Day Classes**

Prevention and Consultation

Consult with Student Success Teams concerning appropriate learning strategies and possible modifications and interventions to accommodate differences in learning styles as follows:
- Observe and informally interact with students in the classrooms as needed.
- Informally assess learning environment and develop optimal instructional environments with the classroom teacher as defined by the District.
- Develop behavior management and classroom management intervention plans and contracts with the classroom teacher.
- Provide professional development at assigned schools based on data analysis in the areas of interventions, strategies, modifications, available District and community resources, and adaptations of the core curriculum.
- Consult with parents/caregivers regarding developmental aspects of learning and recommended follow up strategies for use at home.
- Attend SST meetings at the request of the SST.

Assessment
Conduct formal and informal educational assessments in accordance with District, state and federal requirements as follows:
- Utilize assessment tools with a variety of techniques that are functional and curriculum based.
- Complete all assessments in mandated timelines at assigned schools.
- Follow the SFUSD report format guidelines and timelines
- Make specific recommendations to the IEP team based on the findings of each assessment tool, the core curriculum, and the District's Content and Performance Standards.
- Attend IEP meetings for all RSP and/or SDC students as appropriate (initials, annuals, changes of programs, and demissions).

Instruction
Deliver instruction according to the core curriculum and the District Content and Performance Standards as follows:
- Provide direct instruction to RSP and/or SDC and at-risk students in a one-to-one or small group setting in the general education classroom.
- Provide collaborative instruction (team teaching) with the general education teacher in the general education classroom.
- Provide consultation to the general education on identified students IEP goals and objectives and on adaptations/modifications of the core curriculum for all students.
- Provide supervision and lesson planning for instructional aides working with RSP and/or SDC and at-risk students.
- Pull out services to reinforce the core curriculum will occur after the above instructional supports have been unsuccessful.

ACCOUNTABILITY
Follow District guidelines, procedures and job description as follows:
- Develop IEP goals and objectives in accordance with the core curriculum and the District Content and Performance Standards.
- Attend all IEP meetings, SST meetings, faculty meetings, and professional development activities as requested by the side administrator.
- Maintain and distribute a weekly schedule and notify sites when absent.

Job Description: **Special Education Inclusion Support Teacher**

<u>ROLES AND RESPONSIBILITIES</u>

- Provide support for students placed in inclusive settings

- Promote positive public relations and advocate for establishing and maintaining inclusive classrooms/sites (in collaboration wit the school site principal).

- Collaborate with general educators and administrators as well as parents, instructional assistants, related service personnel, and special education administrators.

- Coordinate the implementation of the inclusion support program including: scheduling, developing management plans, coordinating, supervising, and training staff (who are dispersed in several locations). Provide direct instruction to students, conduct collaborative team meetings, assess individual student performance and evaluate program effectiveness.

- Act as the case manager and team coordinator for individual students' instructional programs and teams.

- Consult with and provide support to general educators.

- Adapt general education curricula across grade levels, provide alternate across grade levels, provide alternate curricula and materials as necessary.

- Provide direct instruction to heterogeneous groups of students including general education students in the classroom you provide support.

- Utilize positive strategies to manage student behaviors.

- Assume duties at general education site including attendance at faculty meetings, staff development days, and other site committee duties as possible.

San Francisco Unified School District
SPEECH LANAGUAGE PATHOLOGIST
JOB DESCRIPTION

I) GENERAL DESCRIPTION

The speech language pathologist facilitates the prevention, identification, evaluation, diagnosis and treatment of children with communication disorders.

II) ROLES AND RESPONSIBILITIES:

The school-based speech-language pathologist is responsible for the prevention, identification, evaluation, diagnosis and treatment of children/students from birth through 21 years of age exhibiting communication disorders.

A) Prevention and Consultation

Consult with parents, teachers, and community agencies concerning normative speech and language development and behavioral manifestations of a student "at risk" for a communication disorder or delay. Speech language pathologist shall:

- ❖ Observe and informally interact with referred students in the classroom setting as needed.
- ❖ Informally assess learning environments in relation to communication and assist communication skills within the classroom setting.
- ❖ Consult with parents regarding the development of speech/language communications programs/activities, including recommendations for home support of school goals.
- ❖ Consult with parents regarding methods to facilitate optimum communication behaviors.
- ❖ Recommend environmental modifications or strategies for children who are not identified as eligible for special education or related services.
- ❖ Educate and collaborate with site personnel regarding classroom strategies that will enhance communication for all students.
- ❖ Consult with site personnel regarding appropriateness of referral, and identification processes and procedures.
- ❖ Monitor appropriate referrals.
- ❖ Participate as a member of the Student Success Team (SST) in providing suggestions for intervention strategies within the classroom setting for those children with suspected disabilities in the area of communication.
- ❖ Participate as a member of the Student Success Team (SST) in identifying students who may be in need of assessments to determine possible eligibility for special education and related services.

B) Assessment

The speech language pathologist facilitates the identification of students with communication handicaps by consulting with parents and teacher regarding

behaviors that indicate suspected speech, language or hearing disorders: and by screening, observations and standardized (norm referenced) and non-standardized (descriptive) assessments. Speech language pathologist shall:

- ❖ Conduct functional, comprehensive speech/language assessments and evaluations (interpretation of data) to identify students with significant educationally relevant communication disorders in accordance with Federal Mandates, State Regulations and Guidelines and District local policies and procedures.
- ❖ Use reliable and current assessment tools with a variety of techniques that are functional and based on the reason for referral, e.g. standardized (quantitative), non-standardized (qualitative), curriculum-based, portfolio.
- ❖ Complete all assessments within the mandated IDEA timelines
- ❖ Follow the California and District assessment report format guidelines (EC56327)
- ❖ Attend and participate in IEP meetings for all students who have received initial and triennial speech/language eligibility, dismissal and severity of disability based on San Francisco Unified School District Severity Rating Scale (SRS) following requirements in state and federal statutes and regulations that are related to special education programs (Part 30 of the Education Code and Chapter 3 of the California Code of Regulations, Title 5, Education and the Federal IDEA 97)
- ❖ Make specific recommendations to the Individualized Education Program (IEP) based on findings of each assessment and specific to the identified disability as it relates to the core curriculum and the District's Content and Performance Standards
- ❖ As a member of the IEP team, determine whether the student with an identified disability requires special education and related services
- ❖ Conduct a formal re-evaluation every three years to indicate progress and prior to dismissal from speech/language services

C) Intervention

Provide direct and indirect service delivery options involving one-to-one, small group or full class instruction within the classroom or community environment or speech/language treatment room. Speech language pathologist shall:

- ❖ Provide direct intervention in a variety of settings, including the general education or special education classroom and speech/language therapy room
- ❖ Integrate speech/language goals with educational/curriculum objectives
- ❖ Adhere to service delivery time and frequency as indicated on IEP
- ❖ Maintain confidentiality of files and caseload record keeping
- ❖ Provide collaboration and consultation with the classroom teacher to promote literacy

- ❖ Provide consultation to the teacher on identified students' IEP goals and objectives, adoptions/modifications of the core curriculum or classroom environment
- ❖ Provide pull-out services only for those students whose IEPs indicate such a need

D) Accountability

Follow procedures established by Special Education Services in performing the role of a speech pathologist including adhering to specific guidelines regarding the initial identification (pre-referral, referral, assessment, report writing, diagnosis, eligibility determination and record keeping) and re-evaluation and dismissal process. Speech language pathologists shall:

- ❖ Develop an assessment plan within 15-day timeline of receipt of written request of referral
- ❖ Hold IEP within 50-day timeline of receipt of signed assessment plan
- ❖ Development measurable goals and objectives that are student-based, in accordance with core curriculum and the District's Content and Performance Standards
- ❖ Be prompt and sign in/out at all schools
- ❖ Notify sites and Special Education Office when absent
- ❖ Maintain and distribute caseload records monthly (last working day of every month) for compliance purposes as well as for Medi-Cal reimbursement
- ❖ Attend all meetings, workshops, and professional development activities as requested and authorized by Special Education Director or Supervisor
- ❖ Perform additional duties and responsibilities as assigned or requested by SPED Supervisor-DIS or SPED Program Administrator-DIS
- ❖ Implement 3:1 Services Delivery Model wit accountability of fourth week submitted to Special Education Office monthly
- ❖ Dismiss students from speech/language therapy following Exit Criteria and SRS guidelines
- ❖ Develop (annually) and review (quarterly) IEP goals and objectives in accordance with the core curriculum and the District's Content and Performance Standards
- ❖ Maintain Excel data log as record keeping of referrals, timelines, assessments IEP and eligibility.

San Francisco Unified School District
Counselor
2011-2012 School Year
Job Code 0923 and 0922

SFUSD MISSION AND GOALS

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

Our three primary goals focus on closing the achievement gap and diminishing the predictive power of demographics:
- Access and Equity: We will make social justice a reality by ensuring every student has access to quality teaching and learning.
- Achievement: We will ensure that every student graduates from high school ready for college and career success in the 21st century.
- Accountability: We will keep our promises to students and families and enlist everyone in the community to join us.

DESCRIPTION

The Pupil Services Department is a member of the Student Support Services Division, and is responsible for student attendance, behavioral interventions, homeless youth, Peer Resources, home bound students, students involved in the juvenile justice system, and students who need additional supports to fulfill the requirements of a long term graduation plan. The PSD vision is to maximize the academic potential for all students by ensuring equal access to academic, personal/social and career counseling services, and to enhance and adjust district behavioral academic approaches to meet the challenges of a continually changing population of youth. The Department also provides leadership and monitoring in developing school wide discipline policies and practices, works to ensure the district's due process around truancy and referrals for suspensions and expulsions, and promotes professional development for school counselors, pupil personnel services administrators, and attendance and welfare classified staff members.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Collect and disseminate to pupils and parents information regarding present and future educational and career opportunities.
- Maintain a liaison with community agencies and other services that work with PSD.
- Work with administrators in effectuating remediation plans for students with attendance and behavior problems.
- Work to prevent students from dropping out of school.
- Perform individual and group counseling, including facilitating SARB hearings.
- Perform other duties assigned by administrators.

The length of the work year for all teachers shall be 181 days of service, except that department heads and deans/head counselors shall have 186 days of service. The contract made between the San Francisco Unified School District and the United Educators of San Francisco is available at www.uesf.org. Principal expectations regarding teaching customs vary by school site. You may access and read individual school profiles and academic plans at the following link: www.sfusd.edu/schools.

MINIMUM REQUIREMENTS

- Possession of a valid California Pupil Personnel Services Credential in the authorization area as required by the California Education Code, Section 44860
- NCLB "Highly Qualified" certificate, as required by the No Child Left Behind (NCLB) Act of 2001.
- Legal authorization to work in the U.S.
- Minimum G.P.A. of 2.5

DESIRABLE QUALIFICATIONS

- 3 to 5 years experience counseling at-risk students/families, and working with students with truancy and/or behavioral issues.
- Experience with SART, SARB, and Expulsion Procedures.
- Experience with individual and group counseling.
- Knowledge of A-G requirements.
- Second Language skills preferred: Chinese, Spanish, Russian, or Samoan.
- Experience planning and implementing community events/functions.
- Willingness to make home visits on case-by-case basis.

San Francisco Unified School District
Position Description
Title: Instructional Reform Facilitator

Definition

Under the supervision of the Chief Academic Officer or her designee in conjunction with the Principal, the Instructional Reform Facilitator is a centrally assigned literacy and school improvement coach position. The position is paid at the teacher salary level, based on recognized teaching expertise in the field of literacy and experience leading an effective school improvement effort. This individual is responsible for coordinating and supporting all aspects of instructional reform at the school site. This is a one-year position. Teachers have the right to return to their previous site should they choose to, or are not re-elected for the succeeding year. Additional days of work may be required for this position.

Essential Functions as a Literacy Coach

Support classroom teachers to design, implement, review and modify a coherent, research-based literacy program (e.g., Houghton Mifflin K-5, Prentice Hall 6-8, McDougal Littll 9-10). Responsibilities include:

- Coach teachers directly in the classroom by modeling research-based literacy practices, observing lessons and providing opportunities for on-going reflection and feedback
- Provide/coordinate professional development opportunities to deepen teachers' knowledge of the literacy program
- Design opportunities for teachers to see the best literacy practices demonstrated on site (e.g., grade-level meetings, inquiry groups, peer observations)
- Oversee collection, analysis and use of data to identify student learning needs and improve literacy
- Work with the principal to develop instructional leadership systems (e.g., literacy data monitoring conferences, classroom observations)
- Work with teachers to implement various literacy strategies in all content area classes
- Provide professional development for paraprofessionals, volunteers, site support and other regular substitutes regarding the standards-based core curriculum and schoolwide best practices to ensure consistent implementation of the schoolwide improvement plan

Essential Functions as a School Improvement Coach

Facilitate the school's ability to maintain a focus on results, while implementing a coherent, standards-based instructional program. Responsibilities include:

- Serve as a constructive "critical friend" to teacher leaders as they envision, strategize and reflect on the process of whole-school reform to achieve educational equity
- Share leadership of the development, implementation, and monitoring of the school Academic Plan and II/USP (HPSG< CSRD) Action Plan

- Work with staff and school community toward equitable outcomes for all students
- Assess the effectiveness of the school's literacy program on a regular basis, using teacher practice data, student work samples, classroom assessment data and student achievement data aligned to the California standards
- Align school's programs to support a focus on literacy
- Meet regularly with other Instructional Reform Facilitators and district content specialists
- Facilitate the engagement of all stakeholders (certificated and classified staff, parents and community) in schoolwide reform effort
- Maintain a consistent focus on teaching to standards in all content areas
- Work with grade-level and schoolwide teams to coordinate standards-based curriculum
- Develop expertise in the core curriculum, adopted materials and other core reform programs at that site

Qualifications

- Appropriate California teaching credential
- At least 5 years of demonstrated effectiveness as a teacher with expertise in literacy
- Demonstrated leadership with peers and with others in positions of authority; a track record of managing people to get results
- Coaching or consulting skills and experience; literacy coaching experience is preferable
- Demonstrated knowledge of and contribution to effective, school-based reform to achieve educational equity
- Experience in group facilitation and leading professional development in the filed of literacy
- At least 2 years of leadership experience with school reform (e.g., II/USP, Reading Recovery, Bay Area Writing Project, BASRC, BayCES, mentoring/coaching, resource/content specialist, restructuring, PQR, Urban Systemic Program, other whole school change models)
- Ability to collaborate with appropriate District and school-based administrators and programs
- Demonstrated ability to communicate effectively, both orally and in writing
- Successful experience working with diverse populations

August 2006

San Francisco Unified School District
JOB DESCRIPTION

POSITION: Literacy Specialist

POSITION DESCRIPTION

The Literacy Curriculum Specialist provides regional training, coordination, and support to teachers (K-12) in San Francisco County. This position communicates regularly with site leaders, coordinates networking opportunities in support of student achievement, and the implementation of a comprehensive and balanced literacy program for grades K-12.

ESSENTIAL JOB FUNCTIONS

- Uses approaches to literacy that close the achievement/access gap, accelerate and sustain student achievement, and increase the student college attendance rates, in part through implementation of standards-based instruction;
- Provides leadership in identifying, designing, sharing, and evaluating promising/best practices in literacy and education;
- Addresses issues of race/ethnicity, language, culture, and underserved student population as they impact literacy and education;
- Establishes ways for developing; implementing, and maintaining parent/community interaction and building student voice in literacy and education;
- Assists teacher leaders and teachers in using appropriate student assessment tools;
- Assists districts and schools in aligning curriculum with state standards;
- Provides professional development on comprehensive literacy programs;
- Facilitates literacy dialogues/meetings;
- Collaborates with the literacy team and other SBCSS staff; and
- Performs related duties as required.

JOB REQUIRMENTS

Experience as a classroom teacher; designing and implementing a comprehensive reading program; using various reading progress assessment measures; implementing literacy/Bilingual programs with English learners and ethnic minority populations.

Skill facilitating staff in-service activities; working with teachers to implement program goals; using student and school data to monitor language arts, literacy, and Bilingual improvement and reform efforts.

Knowledge of pedagogical principles and practices in language arts, literacy, and Bilingual programs; Content and Performance Standards for English Language Arts, ELD, and the California Reading Initiative; student performance assessment measures including analysis of student work and informal reading inventories; intervention programs/strategies for K-12 students; emerging technology issues of fairness and equity in literacy and Bilingual development programs;

Ability to communicate and interact with adult learners; access and utilize current literacy-related research; work independently and manage multiple projects; and travel to various locations.

Physical Demands include standing and sitting for extended periods; reaching, fine manual dexterity, pushing, pulling, talking/hearing, near and far visual acuity/depth perception/color vision/field of vision.

MINIMUM QUALIFACATIONS
- Job requirements as indicated above;
- Valid California teaching credential;
- Reading & Language Arts Specialist credential; Restricted Reading Specialist credential; Reading Certificated; or Administrative Services credential, Certificate of Eligibility or current enrollment in an approved Administrative Services program with the ability to obtain an Administrative Services Intern Credential upon employment;
- Three (3) years successful experience teaching reading to students in any grades K-12; and
- One (1) year experience teaching English Learners.

DESIRED QUALIFICATIONS
- Experience as a presenter, coach, and/or facilitator for teachers and/or administrators;
- Experience implementing bilingual literacy strategies;
- Possession of CLAD/BCLAD certification;
- California Administrative Services Credential;
- Experience working with diverse populations;
- Experience using multimedia technologies for reading; and
- Bilingual with complete language fluency

NECESSARY MATERIALS FOR APPLICATION
- Completed San Francisco county schools application;
- Letter of application;
- Current resume;
- Copy of valid teaching credential;
- Copy of a Reading & Language Arts Specialist credential; Restricted Reading Specialist credential; Reading Certificated; or Administrative Services credential, Certificate of Eligibility or current enrollment in an

approved Administrative Services program with the ability to obtain an Administrative Services Intern Credential upon employment; Applicants must meet minimum qualifications and provide all necessary materials prior to the stated deadline in order to qualify as a candidate.

COE – San Francisco Unified School District
Library Media Teacher/Librarian – Elementary Positions Funded by Proposition H

San Francisco Unified School District
JOB DESCRIPTION

POSITION: Library Media Teacher/Librarian – Elementary Library Positions Funded by Proposition H

MISSION OF THE SCHOOL LIBRARY MEDIA PROGRAM: The mission of the library media program is to ensure that students and staff are effective users of ideas and information by: providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; by working collaboratively with other educators to design learning strategies to meet the needs of individual students.

RESPONSIBILITIES: The library media teacher/librarian will perform the following roles that address the characteristics of effective library media programs: a teacher, an information specialist, an instructional partner, and a program manager.

The librarian will be assigned to work at 3 to 4 assigned elementary schools. Daily schedule, size of school, and geographic location will vary. The librarian will work under the direct supervision of the school principal at each site with program support from the Supervisor of Textbooks, Libraries, and Media Services.

In collaboration with other teaching staff and partners within the learning communities, the library media specialist will:
•provide learning activities that are integrated into a standards-aligned curriculum and teach information literacy skills in connection with curriculum objectives
•provide an environment and activities that encourage students to pursue personal interests and to develop literacy skills and the habits of lifelong learning
•provide access to information through acquiring and organizing diverse materials, carefully selected to represent a wide range of subjects, levels of difficulty, and formats, both traditional and electronic or multimedia

EXAMPLES OF DUTIES (specific duties and activities will be determined to meet site priorities and will reflect the realities of being at a site part time.
•Promote the joy of reading and an appreciation of literature through a variety of means: e.g. bulletin boards, story telling, book talks, displays, and individualized book selection
•Collaborate with teachers on lessons and units; teach information literacy skills in connection with curriculum objectives
•Analyze and map collection and establish plan for development, including weeding
•Select, order, process, and publicize new materials
•Provide orientation and instruction in the use and care of print and non-print materials and equipment in the library
•Lead literacy events in schools, e.g., author visits, RIF
•Establish school library website or other web-based resources
•Serve as a resource for literacy support and curriculum integration of technology
•Provide professional development, especially in the use of electronic and traditional information resources

EXPECTATIONS AND QUALIFICATIONS:
- Ability to stimulate and motivate students to read
- Knowledge of elementary curriculum and instructional strategies and the ability to support learning through both traditional and multimedia or electronic products
- Knowledge of children's literature, reference and other non-fiction library materials, instructional media, and electronic resources
- Ability to co-design and implement learning projects so that students learn how to locate, analyze, and responsibly use information and ideas
- Ability to communicate effectively and to interact and maintain a cooperative relationship with students, staff, parents, and community members
- Ability to work effectively with all culturally diverse groups
- Ability to use technology and software
- Ability to meet schedules and timelines
- Ability to manage student behavior effectively
- Willingness to participate in professional development opportunities

REQUIREMENTS:

- Library media teacher credential, or enrollment in a library media teacher credential program and application for an emergency library media teacher credential
- Recent effective classroom or site library experience
.Physical requirements include reaching, lifting, shelving, and rearranging materials
- Reporting requirements include daily lesson plans and activity logs. Librarians will spend 7 hours daily on site (plus lunch) except for one day monthly when 2 hours will be spent meeting centrally.

Position description: Instructional/Content Specialists for Teaching & Learning

Physical Education: (1.0 FTE) K-5

Application period: May 8 – until filled

Job Starting Date: August 23, 2006

Mission: The mission of Teaching & Learning is to increase student learning by supporting teachers & principals in their delivery of standards- based curriculum for all students. Our work is guided by a thoughtful analysis of assessment and school data to
   – Increase teacher instructional knowledge,
   – Promote use of effective strategies, and
   – Build collegial collaborations that support effective teaching to maximize student learning.

Under the supervision of the Teaching and Learning Executive Director, instructional specialists for all subject matters are responsible for coordinating professional development in the subject matter and supporting a cluster of schools in implementing the SFUSD standards-based curricula using the district adopted core and supplementary materials.

Qualifications for all Instructional Specialists include the following:

- California Clear Teaching credential
- Appropriate subject matter credentials/certifications for middle and high school positions (mathematics, literacy/ English, History/Social Studies)
- Meet Highly Qualified certification criteria
- Outstanding and /or Highly Satisfactory Summary Evaluations
- Five years of recent classroom teaching experience with demonstrated effectiveness in the subject matter, use of standards-based curriculum, instruction and assessment
- Two years experience teaching the current district adopted instructional program
- Leadership experience in the subject matter through participation in professional organizations, district and state initiatives (e.g. City Science, Urban Systemic Program, SF Math Leadership, Early/Extended Literacy Initiative, teacher leader in district programs, mentor teacher, BTSA provider, Instructional Reform Facilitator)
- Successful experience working with a diverse adult and student population
- Experience in coaching, mentoring and modeling of lessons in subject matter
- Experience in group facilitation and conducting professional development in the subject matter
- Demonstrated ability to collaborate with district and school-based administrators
- Excellent skills in communication, organization and time management

Essential Functions for all Specialists:

- Coach, mentor and support teachers at designated schools to implement the district's adopted standards-based materials in the subject matter
- Design, implement and coordinate professional development on the adopted core curriculum, use of effective teaching strategies that lead to increased student achievement, and use of assessment to inform instruction
- Support curriculum technology integration in the subject matter area
- Facilitate teacher leader work groups in support of core curriculum area
- Collaborate with district departments to articulate coherent and comprehensive standards-based educational programs to ensure all students access to the core curriculum
- Develop tools and resources to support implementation in collaboration with teacher leaders
- Facilitate selection and adoption of district core and supplementary materials including Advanced Placement and Honors courses
- Coordinate the district programs with state, federal and private grant award programs
- Facilitate high school department chair monthly meetings (high school positions only)
- Coordinate schedule of teachers with schools and outside providers, specialized for intervention program for classroom coaching
- Other duties as assigned

Other Criteria: Flexible work schedule and ability to travel between central sites and school sites.

Salary & Calendar: The salary schedule and calendar are per agreement between UESF and the SFUSD. The Instructional Specialist position is renewed annually pending funding. Instructional Specialists will be compensated for work beyond the school calendar.

Questions about these positions should be directed to Sandra Lam at 355-7612.

Interested applicants should apply on EDJoin (http://www.edjoin.org) and include:

> Letter of Intent to include background for the qualifications for the job.
> Resume with 3 references

San Francisco Unified School District - COE
2009-2010 School Psychologist

Position Title: 2009-2010 School Year
Job Codes:

Mission and Goals
The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

Our three primary goals focus on closing the achievement gap and diminishing the predictive power of demographics:

Access and Equity: We will make social justice a reality by ensuring every student has access to quality teaching and learning.

Achievement: We will ensure that every student graduates from high school ready for college and career success in the 21st century.

Accountability: We will keep our promises to students and families and enlist everyone in the community to join us.

Definition
The School psychologist serves as a consultant to the school community with regard to understanding and treating learning and behavior problems and recommends appropriate remediation for exceptional children. The psychologist studies and assists pupils using various techniques including but not limited to conferencing, observation, psycho-educational assessments, and counseling

Duties and Responsibilities
Prevention and Intervention
Consults with school student support service teams concerning appropriate learning strategies and possible modifications and interventions to accommodate differences in learning styles.
• Observe students as needed to assess educational settings and assist school staff with developing optimal learning environments
• Develop behavior management and classroom management interventions and plans
• Consult with parents regarding the development of learning and behavior interventions for students including recommendations for home support of school goals
• Counsel students identified through the SST/CST/SAP/IEP process, through psycho-educational to individuals or groups
• Monitor implementation of interventions and evaluate student success
• Provide professional development for staff and parents at school sites on educational disabilities, appropriate referrals, behavioral interventions, and instructional modifications
• Collaborate with other student support professionals to support student progress
• Communicate/provide timely follow-up with staff and families regarding referrals.

Assessment
Conducts psycho-educational assessments in accordance with District, State, and Federal requirements
• Use assessment tools with a variety of techniques that are functional and based on the reason for referral. e.g., standardized, curriculum-based, portfolio, and authentic assessments in accordance with child find laws
• Conduct assessments that address behavioral interventions, assists teachers in designing behavior plans including functional analysis assessments, functional behavior assessments, and manifestation determinations
• Complete all assessments within the mandated IDEA timelines
• Present a comprehensive report about assessment results at the subsequent Individualized Educational Program (IEP) team meeting

• Make recommendations to the IEP team based on the findings of each assessment and specific to the identified disability as it relates to the core curriculum and the District's Content and Performance Standards

Qualifications
• Current California Pupil Personnel Services Credential with a School Psychologist authorization or out-of-state equivalent (by July 2009) or active enrollment in a university intern program.
• The No Child Left Behind (NCLB) Act of 2001 requires all public school districts to hire "highly qualified" teachers. SFUSD is committed to hiring teachers who meet the NCLB description of highly qualified.
• Legal authorization to work in the U.S.
• Minimum G.P.A. of 2.5

Application Instructions
We are currently accepting applications for the 2009-2010 school year. Openings at specific school sites will be posted on our Vacancy List as we become aware of these openings and in compliance with United Educators of San Francisco (UESF) agreements. Only candidates who are on the Eligibility List will be eligible to interview with school sites.

To apply, please complete the following:

1) Submit your application online via Search Soft for the position you are interested in teaching. Please attach a current resume and list three professional references. If you are an out of state credentialed candidate, please scan and attach a copy of both sides of your teaching license to your application. Additional paperwork including, but not limited to, CBEST and CSET results, NCLB Certificate of Compliance, and official transcripts may be required later in the application process.

2) SFUSD will screen your application based on need.

3) Applicants that pass the district pre-screen process will be added to the Eligibility List.

4) Candidates selected into the Priority Staffing Program will be invited to a district interview. These candidates will have the first opportunity to interview with school sites.

5) SFUSD will work with selected candidates to arrange school site interviews. Only candidates who are on the Eligibility List will be eligible to interview with school sites.

For more information, please visit our website www.sfusd.edu or contact us at teach@sfusd.edu.

San Francisco's students deserve the best teachers. Be one of them.

San Francisco Unified School District (SFUSD)
Student Support Services Department

WELLNESS COORDINATOR
High School Level

Student Support Services Department (SSSD)
The Mission of SSSD is to ensure the academic, physical and emotional growth of San Francisco's children and youth by assisting school sites in building their capacity to meet the needs of the whole child. The SSSD mission is aligned with SFUSD goals and priorities. SSSD's programs, services and staff are implemented under the direction and supervision of the Senior Executive Director and the Supervisor(s) of the Student Support Services Department.

San Francisco Wellness Initiative
The Student Support Services Department collaborates with school site administrators to oversee the implementation of the High School Wellness Programs. The Wellness Programs are funded by the Wellness Initiative, a collaboration between the Department of Children, Youth and Their Families (DCYF,) the Department of Public Health (DPH), and SFUSD. The Wellness Initiative will fund Wellness Programs in 15 SFUSD high schools in the 2007-08 school year.

Wellness Coordinator
The full-time High School Wellness Coordinator coordinates the overall program planning and implementation of coordinated health services offered at one of the fifteen school-based Wellness Programs. The Coordinator is the leader of a team of interdisciplinary Wellness staff which typically includes a School District Nurse, Community Health Outreach Worker (CHOW), Behavioral Health Counselor, and several Masters-level student interns. This team collaborates to offer health and wellness services to students such as assessments, treatment and referrals for reproductive health, physical health, mental health, and substance use concerns. As the primary liaison between the Wellness Program and the school faculty/administration, the Wellness Coordinator strengthens the capacity of the school to promote a healthy school climate and facilitates ongoing communication to ensure that the Program is well-integrated within the school infrastructure.

Job Description[*]
Under the Direction of the Student Support Services Department Senior Executive Director and the daily supervision of school site administration, the Wellness Coordinator will collaborate with the Wellness team and school site personnel to:

WELLNESS PROGRAM IMPLEMENTATION AND OPERATIONS
- Develop and implement the Wellness Program at school site in collaboration with site staff, faculty, administration and Wellness team
- Coordinate the provision of one-to-one counseling, case management, support groups, reproductive health services, nursing services, crisis intervention services, and other health, mental health and substance abuse related services to students on campus
- Manage the duties and responsibilities of the Wellness Team (which typically includes a School District Nurse, Community Health Outreach Worker, Behavioral Health Counselor, Youth Outreach Coordinator, and several Masters-level student interns) to implement the Wellness Program
- Regularly provide feedback about staff and program activities to SSSD and school site administrator(s)
- Serve as on-site supervisor of Community Health Outreach Worker (CHOW, only at large school sites) and collaborate with SSSD to provide feedback on CHOW evaluation

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[*] As per Ed Code 44065, classified Wellness Coordinators will not perform more than 50% of their job duties consisting of rendering service in directing, coordinating, supervising or administering any portion or all types of functions related to Student Support Services Department. Clinical supervision may be available through SFUSD upon request of Wellness Coordinator.

- Manage the Wellness student referral and case management system and provide some limited direct service to students including one-to-one counseling
- Supervise daily drop in hours for students in Wellness Program
- In concert with SSSD Youth Outreach Program Managers, supervise and provide technical assistance and guidance to YOC to ensure youth voice in Wellness programming
- Coordinate and support school site Wellness team through regular Business and Case Management Meetings
- Attend SFUSD and Wellness Initiative meetings for program planning and feedback
- On an ongoing basis, participate in professional development and clinical supervision opportunities offered through SFUSD, DPH, DCYF and other sources

SCHOOL WIDE HEALTH PROMOTION AND COORDINATION OF SERVICES
- Work with Wellness Team, administration, Health Promotion Committee (HPC) and other school staff to promote a school-wide health focus
- Promote Wellness Program services to students, staff, and parents and strengthen school's capacity and to integrate and institutionalize Wellness Program and its activities
- Collaborate with the Assistant Principal-Pupil Services to ensure the consistent implementation of Student Assistance Program (SAP), Student Success Team (SST) meetings and other site based intervention programs for students
- Offer, coordinate and schedule professional development opportunities (re: health, mental health and substance abuse-related topics) for site staff within staff meetings and/or staff professional development days
- Offer ongoing consultation to Wellness staff, HPC, and school faculty regarding student health and wellness issues
- Collaborate with Health Education Teachers and other staff as needed to enhance health-related education
- Collaborate with school's Health Promotion Committee to implement monthly school wide health awareness events
- Collaborate with School Nurse and Youth Outreach Coordinator to ensure youth voice and leadership through the Youth Outreach Program

COMMUNITY PARTNERSHIPS
- Collaborate with CHOW to assess site needs and coordinate community based organizations (CBOs) to provide student Wellness services on campus (case management, counseling, support groups, mentoring, etc)
- Establish Site Agreements with on-site CBOs and monitor their provision of services
- Work with CBOs to bring presentations and workshops to classrooms on variety of health, mental health and substance use-related topics
- Work with CBOs, DCYF, DPH, and city-wide committees to maintain on and off site services and referrals for students
- Provide outreach to student's parents/guardians/families through health, mental health and substance abuse related resources and workshops

DATA COLLECTION, REPORTING, AND PROGRAM EVALUATION
- Develop and implement annual Wellness Program work plan
- Complete ongoing program service documentation and data entry
- Maintain case management referral log and filing system of all referred and registered program clients
- Collaborate with SSSD and assist Wellness Initiative evaluators with ongoing data collection including Wellness student and staff surveys, California Healthy Kids Survey (CHKS), Youth Risk Behavior Survey (YRBS), etc.

Perform other duties as assigned, including special projects.

July 2009

School Health Programs Department

Job Description

LEARNING SUPPORT PROFESSIONAL (LSP)
Certificated

Mission: To ensure the academic, physical and emotional growth of San Francisco's children and youth by assisting school sites in building their capacity to meet the needs of the whole child.

The mission is aligned with SFUSD goals and priorities and evidence in our goals and objectives, which will be implemented under the direction of the Director of School Health Programs Department. The role of the Learning Support Professional (LSP) is described under job responsibilities.

Under the direction of the Director of School Health Programs Department (SHPD), the Learning Support Professional will provide services and programs to support school sites in achieving SFUSD goals and objectives.

LSP Job Responsibilities:
1. **To provide a mental health perspective in collaboration with site administrator, teachers, nurses, and other school site personnel to assess the learning environment/learning style and develop a plan for academic success of students.**
   - Provide resources, coordinate services for identified students and families to increase school capacity in addressing mental health concerns.
   - Support teachers in developing optimal learning environments for students.
   - Develop behavior management and classroom management interventions/plans.
   - Develop and attend Coordinated Services Team (CST)/Care Team meetings.
   - Facilitate collaboration between SFUSD resources and community agencies to meet needs of students and families.
   - Conduct educational support groups based on identified needs.
   - Consult with school site personnel and collaboratively develop a plan to increase a positive school climate that will foster student achievement.

2. **To consult and collaborate with school site personnel and parents/caregivers at the Student Success Team (SST) on alternative strategies to increase student academic achievement and appropriate school behavior.**
   - Consult with parents regarding the development of learning and behavioral interventions for students including recommendations for home support of school goals.
   - In collaboration with school psychologists, review assessment results with a variety of techniques that are functional and based on the reason for referral, e.g., standardized, curriculum based, portfolio, and authentic assessments.
   - Follow the SFUSD report format guidelines and timelines.

LSP Job Responsibilities Continued:

3. Perform additional professional duties/responsibilities as assigned. Adhere to procedures according to specific guidelines and professional standards.
- Attend and/or facilitate meetings, workshops and professional development.
- Collaborate with sites on developing increased awareness of health related policies, implementation of Component IV School Climate of the Site Academic Plan and identification of crisis response team.
- Provide on-going training and supervision of master's level interns.
- Maintain and distribute schedules/records and activity logs.
- Program Development.
- Provide crisis support as needed.
- Perform additional duties as needed.

Requirements:
1. **Masters Degree in Social Work or Counseling <u>and</u> CA PPS credential**
2. Experience collaborating with community based organizations and other city agencies.
3. Experience providing case management, facilitating support groups, and counseling in a school setting.
4. Excellent communication and interpersonal skills, experience working with multidisciplinary teams, bicultural, bilingual desired.
5. Knowledge and experience with computers, including: word processing, databases, and internet access.
6. Knowledge and experience working with the Comprehensive/Coordinated School Health Program Model.

Salary and Calendar:

Salary schedule and calendar will be in accord with the current contractual agreement between UESF and the District.

Student Support Services Department

Job Description

R30 – Community Health Outreach Worker (high school level)

Mission: To ensure the academic, physical and emotional growth of San Francisco's children and youth by assisting school sites in building their capacity to meet the needs of the whole child.

The mission is aligned with SFUSD goals and priorities and evidenced in our goals and objectives, which will be implemented under the direction of the Senior Executive Director of Student Support Services Department (SSSD), the Community Health Outreach Worker (CHOW) will provide professional development, technical assistance, and resources to support school sites in coordinating and implementing expanded learning programs.

As per Ed Code 44065, paraprofessional staff will not perform more than 50% of their job duties consisting of rendering service in directing, coordinating, supervising or administering any portion or all types of functions related to Student Support Services Department.

San Francisco Wellness Initiative

The Student Support Services Department collaborates with school site administrators to oversee the implementation of the High School Wellness Programs. The Wellness Programs are funded by the Wellness Initiative, a collaboration between the Department of Children, Youth and Their Families (DCYF,) the Department of Public Health (DPH), and SFUSD. The Wellness Initiative will fund Wellness Programs in 15 SFUSD high schools in the 2007-08 school year.

Community Health Outreach Worker (CHOW)

The CHOW is responsible for outreach to both the school and the community at large to promote the Wellness Program and its services. This outreach includes promotion of the Wellness Program to students, school staff, parents, and Community-Based Organizations (CBOs). The CHOW is a member of the Wellness Program interdisciplinary team of staff, which includes a Wellness Coordinator (the Program Manager), a School District Nurse, a Behavioral Health Counselor, and several Masters-level student interns. This team collaborates to offer health and wellness services to students such as assessments, treatment and referrals for reproductive health, physical health, mental health, and substance use concerns.

Job Description

Under the Direction of the SSSD Senior Executive Director and the daily supervision of the Wellness Coordinator, the CHOW will collaborate with the Wellness team and school site personnel to:

1. **Establish and maintain collaborative partnerships with Community Based Organizations (CBOs).**
   - Maintain and/or compile current resource list of CBOs on and off school site including contact information and program description.
   - Build working relationships with CBO personnel and become familiar with services provided by CBOs.
   - Gather, organize, distribute and/or develop youth friendly handouts that highlight services of CBOs (some may be obtained from CBOs).
   - Ensure that all CBOs have attended District CBO Orientation.
   - Collaborate with Wellness Coordinator to provide on site CBOs with orientation to school and Wellness Program.
   - Collaborate with Wellness Coordinator to establish Site Agreements with on site CBOs.

2. **Triage Referrals.**
   - Maintain a consistent presence in the Wellness Center, especially during drop in hours.
   - Manage an orderly flow of students in and out of the Wellness Program.

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- Provide health education resources to students.
- Collaborate with Wellness Team to make appropriate referral of students to members of the Wellness Team, to on and off site services, and/or to school site personnel.
- Track referrals and follow-up with students in collaboration with Wellness Coordinator.
- Attend and/or consult on SAP/SST cases and case management meetings as appropriate.

3. **Provide linkage to and follow-up with students/families on referrals to onsite and outside Community Based Agencies.**
   - Refer students/families to health-related service providers and agencies.
   - Assist students/families in making contact with and getting directions to community agencies/providers.
   - Advocate on behalf of students when necessary regarding health services.
   - Contact and follow up with students to see if they attended appointments.
   - Speak directly with community agency/provider when appropriate.

4. **Organize support groups, outreach, and educational workshops in collaboration with onsite credentialed staff member.**
   - Identify health need areas of school's student/staff population.
   - Develop site-specific outreach materials for Wellness Program.
   - In collaboration with Wellness team and CBOs, coordinate health presentations, workshops, and support groups.
     - q Compile appropriate curriculum from Student Support Services Department for workshops.
     - q Deliver approved health presentations to groups.
     - q Publicize and encourage attendance for supports groups, workshops, etc..
     - q Provide follow-up, thank you notes, set-up and clean-up assistance as needed.
     - q Attend and/or present at professional development meetings and parent meetings throughout the year in collaboration with Wellness Team, utilizing existing curricula.
     - q Provide technical assistance to sites to support and enhance related health programs.
   - Collaborate with and supplement health outreach activities established by Health Promotion Committee, Wellness Program, and District-Wide Health Awareness events.

5. **Collaborate on planning, coordinating, and implementing the Wellness Program.**
   - Attend District/centralized meetings as needed.
   - Participate in District-wide health events.
   - Collaborate with Health Promotion Committee, Peer Resource Program, and other onsite service providers for planning and implementation of Wellness programs.
   - Attend SAP meetings and SST meetings when appropriate.
   - Attend Wellness Business and Case Management Meetings.
   - Attend monthly Job Alike meetings with other CHOWs.
   - Assemble resources and information needed for collaboration among Wellness related personnel, and for implementation of Wellness Program.
   - Publicize the Wellness Program and the role of the CHOW.

6. **Complete documentation and assist with data-collection for the Wellness Program.**
   - Document students seen and activities performed by CHOW.
   - Provide assistance related to documentation and data-collection necessary for coordination of Wellness Program and for funding reports.
   - Assist with forms and documents necessary for referral and tracking of students.

7. **Perform other duties as assigned by the Wellness Site Coordinator and Student Support Services Department.**

Student Support Services Department

Job Description

SCHOOL DISTRICT NURSE

Mission: To ensure the academic, physical and emotional growth of San Francisco's children and youth by assisting school sites in building their capacity to meet the needs of the whole child.

The mission is aligned with SFUSD goals and priorities and evidenced in Student Support Services Department (SSSD) goals and objectives, which are implemented under the direction of the Senior Executive Director of the SSSD. The role of the School District Nurse is described below.

Duties and Responsibilities

1. **Facilitate the alignment of SSSD priorities and objectives with school site plans.**
   q Review job description with Site Administrator at the beginning of the school year to clarify expectations, priorities and needs.
   q Meet with health and support services teams regularly to develop goals and plans and implement and evaluate plans.
   q Ensure monthly presentations are made during staff meetings to update and align health-related programs with site expectations.
   q Publicize role of school nurse, health and support service teams, and Wellness Program.
   q Promote parent/family involvement in school activities and provide parents with updated health and safety information.

2. **Assist school sites with the implementation of comprehensive /coordinated school health programs guided by the tenets of youth development in an asset building model.**
   q Promote the implementation of District Health Education Curriculum and Standards, act as a resource to staff delivering the curriculum, and help increase their awareness of health-related resources.
   q Attend district/centralized meetings such as Health Advocate, Healthy School Team, Health Promotion Committee, and Wellness Coordinator /Team meetings for level assigned.
   q Maintain and publicize Weekly Administrative Directive (WAD), Community Based Organization (CBO) list (approved outside speaker list) and other Health-Related information/events. Assist sites to assess appropriateness of resources for health events and provide support and technical assistance to enhance health related programs.
   q Participate in the planning and delivery of district-wide Professional Development including SAP, SST, crisis response, and safe school planning.

3. **Assist with the development and coordination of student support services through Student Success Teams (SST) and Student Assistance Programs (SAP) at school sites to address the academic, behavioral, attendance and health related needs of students.**
   q Assist site in creating/streamlining and clarifying for all staff the site's referral/intake process, mechanisms of linking to support services and follow-up with students/families.
   q Participate in and provide on-going support to the SAP and/or SST on site.
   q Provide case management for students identified through the SAP and/or SST (number of cases would depend on number of days assigned to site.)
   q Assist site to integrate identification and management of children with chronic illnesses into the SAP/SST process.
   q Ensure that a Resource List/Map is available at each site including on-site and community partners with current contact information and brief description of services. On-site partners would include the after school program staff.
   q Coordinate and implement on site support groups and mentoring programs (depending on number of days assigned to site.)

4. **Support schools in meeting their school site goals as they create and maintain school environments that are healthy, safe, secure and supportive in order to enhance learning for the entire school community.**
   q Clarify health-related policies for site staff including child abuse reporting laws, sexual harassment, immunization requirements, universal precautions, anti-slur, tobacco, alcohol and other drug free policy, etc.
   q Collaborate with the site on developing increased awareness and implementation of Component IV School Climate of the Site Academic Plan.
   q Provide guidance and support for implementation of medication administration protocols; first aid procedures (who assists students, where is the School Health Manual, what is the system to deal with minor cuts etc.); Student Emergency/Medical Information Card, Emergency Care Plan, and universal precaution protocols.
   q Assist school in the identification and management of children with chronic illnesses by providing guidance and support to sites for implementation of the Student Emergency/Medical Information Card and Emergency Care Plan procedure.
   q Consult or participate with the Safe School and/or Crisis Response Team, review emergency procedures with site staff. Assist with medical emergencies when on site. Help address emergencies/crises/hazards as they arise.
   q Assist with communicable and infectious disease control for the school community.
   q Provide or facilitate group education for students such as asthma self management or tobacco cessation.

5. **Promote the implementation of student, family or staff survey/needs assessments as needed by site or district.**
   q Assist evaluators to collect necessary documentation.
   q Assist evaluators in encouraging site staff to complete surveys as needed.

6. **Complete documentation that leads to supporting revenue collection and evaluation needs.**
   q Complete nurse logs each month, turn in on staff meeting date, each month.
   q Assist evaluators by completing necessary documentation for evaluation reports.

7. **Facilitate or conduct mandatory screenings (e.g., vision, hearing, and scoliosis) and other mandates such as 504 and immunizations. Perform Nurse of the Day duties including crisis response and district nursing referrals.**
   q Provide follow-up to those students and families with serious chronic health conditions.
   q Consult with SFUSD staff and students' families regarding health concerns or crisis response through telephone triage or district-wide referrals.
   q Be familiar with and able to respond to questions and issues as Nurse of the Day.
   q Participate in the immunization clinic at the beginning of each year and provide immunizations as needed during the school year.

8. **Perform other duties as assigned including special projects.**
   q Attend meetings as scheduled (e.g., monthly staff and job-alike meetings).

School Health Programs Department

Job Description

TEACHER ON SPECIAL ASSIGNMENT
COORDINATED/COMPREHENSIVE HEALTH PROGRAMS

Mission: To ensure the academic, physical and emotional growth of San Francisco's children and youth by assisting school sites in building their capacity to meet the needs of the whole child.

The mission is aligned with SFUSD goals and priorities and evidenced in SHPD goals and objectives, which are implemented under the direction of the Director of the School Health Programs Department. The role of the Teacher on Special Assignment (TSA): Comprehensive School Health is described below.

<u>Duties and Responsibilities of the TSA include:</u>

1. **Increase awareness and compliance of implementation of Comprehensive Health-Related Policies.**
   - Prepare and submit WAD for Comprehensive School Health (CSH) and Parent Notification, including Approved Speakers List for each grade level.
   - Incorporate policy and procedures into all Professional Development (PD).
   - Clarify health related policies for SHPD staff and district staff in multiple venues.

2. **Increase the capacity of school sites to implement Health Education curriculum by working with health liaisons, health education teacher leaders and professional development.**
   - Be aware of District Health Education Curriculum at all levels.
   - Access core curriculum and appropriate resources for site requests.
   - Maintain and publicize (WAD notice, distribution) approved outside speaker list and updated CBO list.

3. **Plan, coordinate, and facilitate the Health Advocate/Healthy School Team/Health Promotion Committee in collaboration with level members.**
   - Update Health Advocate (HA)/Healthy School Team (HST)/Health Promotion committee (HPC) job description, publicize in WAD and distribute at meetings.
   - Facilitate HA/HST/HPC meetings and assist evaluators in collecting necessary documentation.
   - Collaborate with SFPD, Blue Water Foundation to facilitate scheduling and monitoring of Positive Alternatives.
   - In collaboration with support staff, provide orientation to Positive Alternatives coordinators to include program overview, parent permission, logistics and documentation.
   - Coordinate with Department of Public Health to facilitate the Condom Availability program (CAP) at all high schools.
   - Collaborate with Teachers on Special Assignment (TSA) and Health Education Teacher Leaders (HETL) to review and develop health education curriculum, resources, materials, and standards.

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4. **Collaborate and coordinate with Health Education Teacher Leader program to support implementation of health education and related health programs.**
   - Schedule, plan and attend HETL meetings.
   - Serve as a resource to HETLs.
   - Assist HETLs to develop and deliver Professional Development (PD).
   - Clarify HETL roles with HA/HST/HPC.

5. **Plan, coordinate, and provide professional development related to health programs for district staff.**
   - In collaboration with SHPD staff and HETLs select date, site, topic for PD for site health education teachers, reserve room for PD, prepare WAD announcement of trainings and develop flyers and creative publicity materials.
   - Collaborate with HETLs, SHPD staff, and Community Based Organizations (CBOs) to plan and deliver PD.
   - Work with support staff to prepare and send confirmation/reminder letters to participants.
   - Work with support staff to compile agenda, evaluations, PD materials, necessary supplies, and equipment (AV, flip chart, pens, etc.) in advance.
   - Ensure that all documentation is in appropriate files.

6. **Coordinate district-wide theatrical presentations related to Health Education.**
   - Complete calendar of performance dates and WAD.
   - Complete sign-up process and confirm with provider and sites.
   - Prepare and distribute parent notification material as needed.

7. **Co-facilitate Community Based Organization orientation (CBO) PD.**
   - Collaborate with Expanded Learning staff to plan and deliver CBO orientation.
   - Compile list of attending CBOs. Share with SHPD staff and prepare WAD.
   - Ensure that designated sites maintain current site and community resource list.

7. **Co-facilitate Curriculum Materials Review Task Force (CMRTF).**
   - Collect appropriate sexuality materials from CBOs for review.
   - Recruit Task Force Members for CMRTF, plan and conduct CMRTF meeting.
   - Compile list of approved materials; Share with SHPD staff and prepare WAD.

8. **Collect data needed to document and evaluate effectiveness of programs/activities.**
   - File complete packet for PD, workshops, presentations etc. (agenda, sign-in, evaluations, materials)
   - Collaborate with evaluators as needed.

9. **Increase the capacity of school sites to coordinate and implement Comprehensive School Health Programs such as Health Education, Student Assistance Programs (SAPs), Student Success Teams (SSTs), school site plan including the safe school plan, and linkage to on-site and community resources and services.**
   - Provide staff presentations at designated sites.
   - Provide technical assistance to sites to support and enhance related health programs

10. **Assist sites to develop and implement Safe School Plans at selected sites.**
    - Review safe school literature to examine models and successful strategies.
    - Collect and review component #4 (school climate) of the School Site Plan from selected sites.
    - Ensure site staff awareness of Crisis Response Team and location of location of First Aid and Crisis Response Manuals.

May 2008

11. Perform other duties as assigned, including special projects.

List of Skills/Qualifications:
Job Required Skills
- Teaching skills to assist with professional development with classroom teachers
- Communication – verbal and written skills, comfortable with the following software (Excel, MS Office, Power Point, PageMaker).
- Computer – Database (Excel, FilemakerPro), Graphics/Presentation (PowerPoint, MS Office & Adobe PageMaker) Office package Microsoft Office
- CA credential – minimum 2 years teaching experience
- Presentation experience
- Planning Professional development
- Facilitation, organization, and coordination
- Time Management/Ability to multi-task
- Grant writing experience
- Flexibility, open to learning
- Bilingual, cultural experience
- Community experience
- Curriculum development
- Worked with administration @ school sites
- Experience with School Health Programs i.e. (SAP/SST, HPC, HST, HTL, HA, Wellness)
- Previous School Health Coordinator i.e. (HA, HST, HPC, HETL)
- Assessment skills (management)

May 2008

<u>Substitute Evaluation section in Article 16 of the UESF Contract</u>

16.32 Substitute teachers

16.32.1 The District /Union committee shall form a subcommittee of equal representation to investigate issues related to creating a more uniform system of assessing the service rendered by Core, fringe benefit substitutes and other substitutes.

16.32.2 By or upon the tenth consecutive day in the same teaching assignment, the site administrator or designee should evaluate the performance of a substitute teacher.

16.32.2 The evaluation shall be based upon observations of classroom performance by the site administrator or designee.

16.32.3 The evaluation form shall indicate five (5) possible summation statements by the site administrator: Outstanding, Highly Satisfactory, Satisfactory, Improvement Needed, and Unsatisfactory. An unsatisfactory evaluation shall be supported by a factual statement.

16.32.4 Prior to submitting an unsatisfactory evaluation, a site administrator or designee shall attempt to notify the substitute teacher. If the administrator or designee leaves the site before the substitute teacher, a note shall be left for the substitute teacher stating that an unsatisfactory evaluation may be written. The substitute teacher may request a conference with the administrator to discuss the situation. Such request must be made within the next workday and the substitute teacher shall attend on his/her own time.

16.32.5 The site administrator or designee may indicate upon the evaluation whether he/she wants a substitute teacher to return to that school. If the administrator requests that a substitute teacher not return, the evaluation should indicate the basis for such request.

16.32.6 The day-to-day substitute teacher shall have the right to submit a written response within five (5) working days (ten [10] working days if an extension is requested in writing) after receipt of any evaluation. If the day-to-day substitute teacher submits a written response, it shall be attached to the evaluator's report and filed in the personnel file.

16.32.7 The performance of an aide whether paid or volunteer shall not adversely affect the day-to-day substitute teacher's evaluation.

16.32.8 No recording and/or listening device may be used for evaluation purposes in a classroom without prior knowledge and approval of the day-to-day substitute teacher.

16.32.9 The substitute teacher may appeal an unsatisfactory evaluation to the Superintendent. Upon appeal, the Superintendent or his/her designee shall hold a conference with the substitute teacher and review the facts. The Superintendent's or his/her designee's decision shall be final and non-grievable.

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Substitute Classroom Performance Report 20__-20__

Substitute Teacher's Name:	Employee ID:	School:
Dates of Assignment: (16.32.2 Required if on or upon 10th consecutive day)	Grade Level and Subject Observed:	Academic Year:

LEVELS OF PERFORMANCE

(E) Exceeds Standards	(P) Proficient at Meeting Standards	(S) Satisfactorily Meets Standards	(N) Not Yet Meet Standards	(D) Does Not Meet Standards

SFUSD CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION OBSERVED

STANDARD 1: ENGAGING AND SUPPORTING	date	date	date	date	STANDARD 4: PLANNING, DESIGNING & DELIVERING	date	date	date	date
1. Use knowledge of students to engage them in learning.					1. Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.				
2. Connect learning to students' prior knowledge, backgrounds, life experiences, and interests.					2. Establish and articulate goals for student learning.				
3. Connect subject matter to meaningful, real-world contexts.					3. Develop and sequence long-term and short-term instructional plans to support student learning.				
4. Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.					4. Plan instruction that incorporates appropriate strategies to meet the learning needs of all students.				
5. Promote critical thinking through inquiry, problem solving, and reflection.					5. Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.				
6. Monitor student learning and adjusting instruction while teaching.									
STANDARD 2: LEARNING ENVIRONMENT	date	date	date	date	**STANDARD 5: ASSESSING STUDENT LEARNING**	date	date	date	date
1. Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.					1. Apply knowledge of the purposes, characteristics, and uses of different types of assessments.				
2. Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.					2. Collect and analyze assessment data from a variety of sources to inform instruction.				
3. Establish and maintain learning environments that are physically, intellectually, and emotionally safe.					3. Review data, both individually and with colleagues, to monitor student learning.				
4. Create a rigorous learning environment with high expectations and appropriate support for all students.					4. Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.				
5. Develop, communicate, and maintain high standards for individual and group behavior.					5. Involve all students in self-assessment, goal setting, and monitoring progress.				
6. Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.					6. Use available technologies to assist in assessment, analysis, and communication of student learning.				
7. Use instructional time to optimize learning.					7. Use assessment information to share timely and comprehensible feedback with students and their families.				
STANDARD 3: SUBJECT MATTER KNOWLEDGE	date	date	date	date	**STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR**	date	date	date	date
1. Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.					1. Reflect on teaching practice in support of student learning.				
2. Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.					2. Establish professional goals and engage in continuous and purposeful professional growth and development.				
3. Organize curriculum to facilitate student understanding of the subject matter.					3. Collaborate with colleagues and the broader professional community to support teacher and student learning.				
4. Utilize instructional strategies that are appropriate to the subject matter.					4. Work with families to support student learning.				
5. Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.					5. Engage local communities in support of the instructional program.				
6. Address the needs of English learners and students with special needs to provide equitable access to the content.					6. Manage professional responsibilities to maintain motivation and commitment to all students.				
					7. Demonstrate professional responsibility, integrity, and ethical conduct.				

CSTPs Standards Narrative Observed Strengths, Challenges, Improvements Recommended
1.
2.
3.
4.
5.

Substitute Summary Rating

Pre-observation Notice Date and Time:	Observation Date & Time :
Notification Date & Time:	Post Observation Conference Date & Time:

Rating: Outstanding ☐   Highly Satisfactory ☐   Satisfactory ☐   Improvement Needed ☐   Unsatisfactory ☐   Teacher Response Attached ☐

Article 16.32.5 Return: This is a site preferred substitute ☐   This substitute may NOT return to this site (attach narrative for this request) ☐ N/A ☐

Teacher Signature*   Date   Evaluator's Signature/ID#   Print Name, Title   Date

* A signature on this summary does not necessarily mean the teacher agrees with the opinions expressed, but merely indicates the employee has read the overview and has had an opportunity for discussion with his/her evaluator.

San Francisco Unified School District
Lesson Plan Form

Teacher's Name:		School:	
Grade Level of Lesson:	Subject:		Date:

Unit Theme/Topic:	
Lesson Title/ Topic:	

Observation:	Date:	Class:

Expected Student Learning Outcomes/AIM: 4.2, 4.3, 3.2	What will students know and be able to do as a result of this lesson? (Be Specific) Students will be able to demonstrate…
CA Academic Standards Addressed: 3.1,3.2, 4.1 IEP Goals Addressed: 4.5, 5.4	Which California Academic Content and Performance Standards will your lesson address? How will I use students' assets to support this lesson?
Social & Developmental Goal for Students: 2.2, 2.5, 2.6,3.6	What are the diverse needs of my student population? How do I address and support these needs? What are the expectations for student behavior? Are there any modifications/behavior plans in place? How have I established a sense of community? Seating Chart?
Modifications/ differentiation to Address Individual Student Learning Needs: 4.5, 2.6, 1.4,3.6	How will you modify or differentiate your instruction to provide access so that all students meet learning outcomes?

BBC: BOARD CONFIGURATION (Secondary)

AIM	DO NOW
AGENDA	**HOMEWORK**

* SFUSD/UESF Contract 16.12.1
** SFUSD's California Standards for the Teaching Profession

Lesson Outline

Time allotted 2.7	Opening/Introduction: **Do Now/ Anticipatory Set**	**Consider:** ☐**Focus Students** 2.6 ☐**State Objective and Establish Purpose** 1.1,1.2, 4.3, 5.1 ☐**Engage students in critical thinking** 1.4 ☐**Hook /involving students** 1.1, 1.4, 4.2 ☐**Activate prior knowledge** 1.2,1.3,1.4 ☐**Assess students** 5.3
	Teacher Actions: How will I find out what students already know and tap prior experiences?	
	Student Actions:	
Time allotted 2.7	Main Activity: **Instruction**	**Consider:** ☐**Explain Concept** 4.2,3.3 ☐**Refer to previous lessons** 1.2 ☐**Provide Examples** 1.3 ☐**Model** 1.2 ☐**Use a variety of instructional strategies** 1.4, 3.3 ☐**Use resources to make subject matter accessible and engaging** 3.5
	Teacher Actions: Given the diversity of my classroom's needs, how will I engage and provide access to help my students learn new knowledge or concepts?	
	Student Actions:	
Time allotted 2.7	Main Activity: **Check for Understanding**	**Consider:** ☐**Pose Key Questions** 1.2 ☐**Ask Students to Explain Concepts** 1.6, 5.4 ☐**Use active participation strategies** 1.4, 1.5, 3.4
	Teacher Actions: How will I monitor student learning during the lesson and be sure that they are ready for the activity? What will I do if they are not ready?	
	Student Actions: What evidence (formative and summative) will I use to assess student learning?	

Time allotted 2.7	Main Activity: **Guided Practice**	Consider: ☐Provide monitoring 1.6 ☐Flexible grouping 1.4, 2.3, 3.4 ☐Check for understanding 1.6,3.3,5.4☐Modify/adapt for all 1.4, 3.6
	Teacher Actions: How will I monitor the activity students do with or without my direction or assistance?	
	Student Actions: What product will students have as a result of the Guided Practice?	
Time allotted 2.7	Closure: **Debrief**	Consider: ☐Find out what your students learned (ex: exit slips) 5.3 ☐Share work and give positive feedback 2.2, 5.2 ☐Summarize work and behavior 2.2, 2.4, 5.3 ☐Set next steps 5.4
	Teacher Actions: How will I know what students have learned or are able to do as a result of this lesson?	
	Student Actions: How will students demonstrate what they have learned from the lesson?	
Time allotted 2.7	Follow-up: **Activities/ Homework** 3.2, 4.2, 5.5	
	Teacher Actions: How will you reinforce this lesson with homework or other extension activities?	
	Student Actions: What will students produce as homework or extension activities?	

Next Steps:

Contract Article 16.13 Observation: Date_____/Room_____/Time_____

Contract Article 16.14 Debrief if requested by Teacher: Date_____/Time_____

SFUSD

Standards for the Teaching Profession Substitute Teachers

San Francisco Unified School District's Rubrics & Evidence Tools for Professional Growth & Evaluation

Essential 10 Elements for CSTP Standards 1-5:

Engaging and Supporting All Students in Learning
Creating and Maintaining an Effective Environment for Learning
Understanding and Organizing Subject Matter Knowledge
Planning, Designing & Delivering Learning Experiences for All Students
Assessing Students for Learning

2012-2013 SFUSD VERSION

Substitute Teacher Guidance

➤ Suggested as a tool for substitute teachers to use individually and with administrator to promote professional conversation.

➤ Suggested as a support for formal and informal classroom observations.

➤ Only Essential Elements are included to allow for focused conversation and planning.

➤ Examples provided are only to guide discussion and thought; teacher and administrator are encouraged to develop agreements on the evidence for each element based on site-specific initiatives and the substitute assignment.

The *California Standards for the Teacher Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

Standard 1
Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring, community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate student's understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4
Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5
Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about the work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher uses limited instructional strategies and resources that **do not effectively** engage students or meet students' diverse learning needs.	Teacher uses instructional strategies and resources that are effective in engaging students and meeting **most students'** diverse learning needs.	Teacher **consistently** integrates a variety of instructional strategies and resources into instruction that are **effective** in engaging students and meeting **all students'** diverse learning needs.	Teacher **strategically** selects and **adapts** appropriate instructional strategies and resources that lead to maximum engagement, learning, and growth for **all students**.

Possible evidence may include:

- Use of instructional and engagement strategies
- Use of classroom technology (i.e. computers, Smart Boards, projectors, calculators, etc.)
- Use of resources (i.e. supplemental materials, guest speakers, etc.)
- Level of student engagement & participation in lesson
- Level of student understanding of the lesson goal

***EXAMPLE* of evidence across the continuum:**

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
No or few students are engaged in the science lesson on evaporation.	*50% of students are engaged in the science lesson on evaporation.*	*All students are engaged in the science lesson on evaporation.*	*All students are actively engaged in the science lesson and Intermediate English Learners are using the posted sentence frames to discuss evaporation.*

Use this space to record site or program specific evidence of this element.

STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element 1.6: Monitoring student learning and adjusting instruction while teaching.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
During lessons, the teacher's monitoring of student learning is **limited**. The teacher makes **limited or no** adjustments to planned instruction.	During lessons, the teacher monitors student learning and makes adjustments to instruction as needed to support **most students**.	During lessons, the teacher **consistently** monitors student learning and **effectively** makes adjustments to instruction as needed to support **all students**.	During lessons, the teacher **strategically** monitors student learning and makes adjustments to instruction as needed to support **all students**.

Possible evidence may include:
- Teacher movement during the lesson
- Type of responses to student comments or questions
- Use of Check for Understanding strategies
- Types of adjustments made during the lesson

EXAMPLE of evidence across the continuum:

Teacher stands behind podium while students write a draft of an essay.	*Teacher circulates throughout the room as students write, answering questions and getting students on-task as needed.*	*Teacher circulates throughout the room as students write, stopping to support students as needed and checking in with targeted students.*	*Teacher moves immediately to student with specific writing goal in her IEP and an intermediate English learner to support them in getting started with the essay and then checks in on other students to support as needed.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** establish or maintain learning environments that are physically, intellectually, and emotionally safe.	Teacher establishes and maintains learning environments that are physically, intellectually, and emotionally safe for **most students.**	Teacher **consistently** establishes and maintains learning environments that are physically, intellectually, and emotionally safe for **all students.**	Teacher establishes, maintains and **adapts** learning environments that are **always** physically, intellectually, and emotionally safe for **all students.**

Possible evidence may include:
- Teacher and student reaction to student behavior, emotion
- Teacher and student reaction to student questions, mistakes, misconceptions
- Student to student interactions
- Position of furniture and materials in the classroom

EXAMPLE of evidence across the continuum:

Several students laugh at a classmate's incorrect response in Biology class; the teacher does not intervene.	*When a few students laugh at a classmate's incorrect response in Biology class, the teacher tells the students not to laugh and they stop.*	*When a student laughs at a classmate's incorrect response in Biology class, peers tell the student not to laugh and the teacher monitors the interaction to intervene if necessary.*	*Students don't laugh at each other's incorrect responses in this Biology class; students and teacher ask each other to explain answers if needed so that they can understand each other's thinking.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.5: Developing, communicating, and maintaining high standards for individual and group behavior.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** develop, communicate, or maintain standards for student behavior.	Teacher develops, communicates, and maintains standards for student behavior. **Most students are** supported in meeting behavior standards.	Teacher **effectively and consistently** develops, communicates, and maintains high standards for student behavior. **All students** are supported in meeting behavior standards.	Teacher **effectively and consistently** develops, communicates, and maintains high standards for student behavior. Teacher **strategically** integrates students' voices into the development of behavior standards and **adapts** methods of communicating and maintaining standards so that **all students are** able to meet them.

Possible evidence may include:

- Level of student participation in developing rules
- Method of communicating behavior expectations
- Consistency in reviewing behavior expectations
- Teacher and student actions when students break rules, do not meet behavior expectations
- Number of students meeting or not meeting behavior expectations
- Amount of time spent discussing behavior expectations

***EXAMPLE* of evidence across the continuum:**

The teacher allows students in a 4th grade class to call out answers when they've been told to raise their hands to speak.	*To provide for equity of voice, the teacher reminds students to raise their hands to speak when they call out answers. Students comply.*	*Prior to a class discussion, the teacher reviews the expectation that students should raise their hands and be called on to speak so all students have an opportunity to participate. The teacher has a visual reminder of the expectation posted. Students raise hands to speak throughout the lesson.*	*The teacher briefly states the expectation for raising hands to provide equity of voice and points to the picture reminder. Almost all students raise their hands before speaking; the teacher has a non-verbal cue to remind targeted students to raise their hands before speaking.*

Use this space to record site or program specific evidence of this element.

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher's development of routines, procedures, norms, or supports for students is **limited.** Teacher **does not effectively** ensure a climate in which students can learn.	Teacher develops routines, procedures, norms, and supports for students. Teacher ensures a climate in which **most students** can learn.	Teacher **effectively** develops routines, procedures, norms, and supports for **all students.** Teacher ensures a climate in which **all students** can learn.	Teacher **strategically** develops and **adapts** routines, procedures, norms, and supports for **all students.** Teacher **consistently** ensures a climate in which **all students** can learn.

Possible evidence may include:

- Level of student participation in developing routines and procedures
- Method of communicating how to carry out routines and procedures
- Level of student independence in performing routines and procedures
- How and when teacher and students refer to the classroom norms
- Teacher and student actions when a classroom norm is violated
- Time spent on routines/procedures compared to instructional time
- Teacher and student actions and words that encourage positive behavior

***EXAMPLE** of evidence across the continuum:*

Students in a chorus class do not know what to do upon entering the music room and begin to chat with friends.	*Most students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. Beginning English Learners sit quietly.*	*All students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. The Do Now is familiar and the teacher has a picture cue next to the writing.*	*All students in a chorus class look at the posted daily agenda/BBC and most begin the Do Now upon entering the classroom. The Do Now is familiar and the teacher has a picture cue next to the writing. Students support each other as needed with the task.*

Use this space to record site or program specific evidence of this element.	

STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element 2.7: Using instructional time to optimize learning.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** use instructional time to support student learning. Teacher shows **limited** awareness of appropriate pacing of instructional time and students **do not effectively** optimize the learning time.	Teacher uses instructional time to support student learning. Teacher paces instructional time appropriately so that **most students** optimize the learning time.	Teacher uses instructional time **effectively** to support student learning. Teacher **consistently** paces instructional time appropriately so that **all students** optimize the learning time.	Teacher uses instructional time **effectively** to support student learning. Teacher **strategically** paces instructional time to support **all students** and **adapts** plans so that **all students** optimize the learning time.

Possible evidence may include:

- Amount of time for each lesson part
- Amount of time allowed for independent/group work
- Time used for transitions
- Teacher and student actions when time runs out
- Teacher and student actions when assignments are completed early
- Use of small group instruction

***EXAMPLE* of evidence across the continuum:**

So much time is spent on direct instruction in a math lesson, there is little time for independent practice.	*Time spent on direct instruction is balanced with the time needed for independent practice.*	*Time spent on direct instruction is balanced with the time needed for independent practice; teacher provides additional instruction and guidance to some students as needed.*	*The balance between direct instruction and independent practice allows for all students to remain challenged and engaged throughout the lesson.*

Use this space to record site or program specific evidence of this element.

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element 3.3: Organizing curriculum to facilitate student understanding of the subject matter.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** base curricular decisions on how to best support student understanding of the subject matter.	Teacher bases curricular decisions on how to best support **most students'** understanding of the subject matter.	Teacher **consistently** bases curricular decisions on how to best support **all students'** understanding of the subject matter.	Teacher **strategically** bases curricular decisions on how to best support **all students'** understanding of the subject matter. Teacher **effectively adapts** curricular materials as needed to support student understanding.

Possible evidence may include:

- Clarity of how lessons connect from one day to the next.
- Use of supplemental materials and resources
- Use of Check for Understanding strategies during a sequence of lessons.
- Teacher awareness of content standards
- Methods of adapting curricular materials

EXAMPLE of evidence across the continuum:

To teach shape attributes, a Kindergarten teacher only uses the lessons from the adopted materials and makes no modifications to pacing or materials.	*To teach shape attributes, a Kindergarten teacher uses the adopted materials and adjusts pacing and materials based on his students' needs.*	*To teach shape attributes, a Kindergarten teacher uses the adopted materials along with supplementary books, games, activities, and manipulatives. Pacing is determined by student understanding as the lessons progress.*	*To teach shape attributes, a Kindergarten teacher uses a variety of resources and activities related to the topic. He organizes and paces the learning experiences so that concepts build on each other, but is flexible and alters plans based on observations of student understanding.*

Use this space to record site or program specific evidence of this element.

STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element 3.6: Addressing the needs of English learners and students with special needs to provide equitable access to the content.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher shows **limited** understanding of the needs of English learners and students with special needs. English learners and students with special needs **do not effectively** receive equitable access to the content.	Teacher shows understanding of the needs of English learners and students with special needs. **Most** English learners and students with special needs receive equitable access to the content.	Teacher shows **significant** understanding of the needs of English learners and students with special needs. **All** English learners and students with special needs **consistently** receive equitable access to the content.	Teacher shows **extensive** understanding of the needs of English learners and students with special needs. The teacher **adapts** instruction and materials for **all** English learners and students with special needs as needed to provide maximum access to the content.

Possible evidence may include:

- Materials used with students
- Level of awareness of specific students' IEP goals
- Knowledge of specific students' English level
- Pacing of lessons
- Methods of adapting approaches and materials for English learners and students with special needs
- Methods of getting information about specific students from other site or district staff

__EXAMPLE__ of evidence across the continuum:

The teacher is not aware of the IEP goals for a student receiving Special Education services and does not make suggested modifications for the student.	*The teacher is aware of the IEP goals for the student receiving Special Education services and is receptive to suggestions on how to modify instruction for the student.*	*The teacher is aware of the IEP goals for the student receiving Special Education services and seeks suggestions and support for how to modify instruction for the student.*	*The teacher is aware of the IEP goals for the student receiving Special Education service and regularly shares the student's progress toward the goals with the Special Education coordinator at the school, along with strategies that have been successful.*

Use this space to record site or program specific evidence of this element.

STANDARD 4: PLANNING INSTRUCTION, DESIGNING AND DELIVERING LEARNING EXPERIENCES FOR ALL

Element 4.2: Establishing and articulating goals for student learning.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher **does not effectively** establish and/or communicate goals for student learning to students.	Teacher establishes and communicates goals for student learning. Goals are appropriate for **most students.**	Teacher **consistently** establishes and **effectively** communicates goals for student learning. Goals are appropriate for **all students.**	Teacher **strategically** establishes and **highly effectively** communicates goals for student learning. Goals are appropriate and **adapted** as needed for **all students.**

Possible evidence may include:

- Teacher and student articulation of the learning goals.
- Location of posted learning goals.
- How learning goals are referred to by teacher and students during lesson.
- Achievability of the learning goal in the allotted time

EXAMPLE *of evidence across the continuum:*

Students in the 8th grade art class cannot tell a visitor what the purpose of the activity for that day is.	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is.*	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is why it is important.*	*Students in the 8th grade art class can tell a visitor what the purpose of the activity for that day is, why it is important, and how it connects to prior and future learning.*

Use this space to record site or program specific evidence of this element.

STANDARD 5: ASSESSING STUDENTS FOR LEARNING

Element 5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Teacher's use of assessment data to establish learning goals, plan, differentiate, and modify instruction is **limited.**	Teacher uses assessment data to establish learning goals, plan, differentiate, and modify instruction for **most students.**	Teacher **consistently** uses assessment data to **effectively** establish learning goals, plan, differentiate, and modify instruction for **all students.**	Teacher **strategically** uses assessment data to **highly effectively** establish learning goals, plan, differentiate, and modify instruction for **all students.**

Possible evidence may include:
- Use of assessment sources for planning.
- Variety of assessment sources used (formal, informal, summative, formative, written, anecdotal, demographic...)
- Modifications made to lessons or for specific students based on assessment data

EXAMPLE* of evidence across the *continuum:

Substitute uses random or no reading groups .	*Substitute uses reading groups based on are based on CST English-Language Arts scores with targeted instruction for some groups.*	*All students are in some type of reading group appropriate to their reading level. Groups are formed based on on-going Fountas and Pinnell assessment; groups are changed as reading levels change.*	*Within each flexible reading group, mini-lessons are based on needs identified by informal running records and other summative and formative assessments.*

Use this space to record site or program specific evidence of this element.

Observing for EVIDENCE

EVIDENCE	OPINION/JUDGMENT
can be seen, heard, read, or touched	uses interpretation or draws conclusions
objective	subjective
not subject to debate	makes inferences
free of value judgment	may include value judgment
"just the facts, ma'am"	"when I want your opinion, I"ll give it to you!"

Types of Usable Evidence

👁 Observed student and teacher behaviors

🔍 Artifacts: student work and teacher docs.

👂 Quoted statements

✔ Frequency tallies

⧗ Time spent

Evidence vs. Opinion

■Sample 1

"The Do Now was completely ineffective. Instructions were unclear and inappropriate, students were confused and didn't understand what was being asked, few students were on task and the entire process took far too long"

■Sample 2

"…Do Now lasted from 10:12 to 10:25. (Std 4.4) During this time, T spoke to 5 students who asked for clarification on the instructions (Std 1.3, 3.4). By end of activity, 13 (of 24) students had completed the activity and submitted it in for credit per teachers instructions. Other student did not have work to submit; T did not address issue of students not submitting work (Std 1.4, 2.5)."

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Other Written Feedback

<u>§ Article 16.22:</u> All statements on the Written Classroom Reports, the Written Performance Reports, and /or the Summary Evaluation shall relate to job performance.

<u>§ Article 16.25:</u> Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessment(s) he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during the assessment sequences, other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation. Copies of all written backup material shall be attached to the form that is given to the teacher and sent to Human Resources.

<u>Examples of Other Written Feedback:</u>

- **Memos**

- **Informal observation notes (positive and negative)**

- **Memorialization of verbal reprimand related to job performance**

- **Letter of Reprimands related to job performance.**

Two of the most significant barriers to the realization of human potential – resignation and dependency – are also often invisible to the casual observer. By recognizing and naming them, we begin the process of shifting from resignation to possibility and from dependency to a sense of personal power.

Dennis Sparks – <u>Leading for Results</u>

Progressive Discipline, Article 30, in the Contract between UESF and SFUSD

1. Expectations:
   - Board Policies
   - Principal's Expectations
   - Job Descriptions
   - Procedures

2. Accurate documentation: *Keep a History of Infractions* (sample AA)
   - Date, time and location of incident
   - What was observed or heard
   - What rules were violated
   - Written documentation / evidence
   - Discussions with the parties involved
   - Responses of the parties/outcomes

3. Progressive Discipline: Invite a Union Representative (Any member of UESFF)
   - Warn about unacceptable action (counsel person) 30.1.4.1
   - Verbal Reprimand (Memorialize it in a memo) (see samples in this manual)
   - Written Reprimand to the employee 30.1.4.2 (see samples in this manual)
     - ❖ Copies to Mary Richards and Personnel File
     - ❖ What did the employee do (factual)
     - ❖ What the employee should have done (Board Policy, procedure, rule)
     - ❖ How does this impact the school, students, etc.
     - ❖ What do you want the employee to do, or not do by when
     - ❖ What is the consequence
     - ❖ How to get help
   - Second Written Reprimand
     - ❖ Repeat steps above
   - Notice teacher and opportunity to be heard before formal discipline 30.1.5
   - Request suspension without pay to Mary Richards 30.1.6
     - ❖ Copy to employee
   - May skip steps of progressive discipline 30.1.4
     - ❖ Check with Mary Richards

4. Administrative Leave with pay for Certificated Personnel
   - Discuss with your Assistant Superintendent and Mary Richards in Human Resources

5. Remember in all correspondence to refer back to each previous action

6. Call me for help, 241-6682 or email me: richardsm@sfusd.edu. *Do not* email confidential information unless it is in an attachment.

Chronological History of Infractions

Item #	Date	Description of Infraction	Disposition	Infraction
36	2/5/02		District formal reprimand for unprofessional conduct and insubordination.	
37	2/6/03	Mr. left 1st period class unattended and was witnessed by me. Two students also went to office to look for teacher.	Memo sent to Mr. for a conference to discuss this issue. This is the second time this year Mr. witnessed this behavior.	
38	2/6/03	Mr. responds by writing on Mr. Memo and slipping it under his office door: "Response: I will not be meeting with you. Thanks much. Please proceed with whatever you need to."		Insubordination, Violation of BP 4460 and 4430.
39	2/10/02		Formal reprimand sent to Mr. Recommend 1 day suspension	
40	2/10/03	Mr. shreds reprimand and places it in an envelope on Mr. desk	Second formal reprimand sent to Mr. Recommend additional 2 day suspension.	Insubordination, violation of BP 4460 and 4430.
41	2/19/2003	Mr. left class in hall unattended from 9:50-9:56. This was witnessed by Elois Brooks, Ritu Khanna, and Mr.	Memo sent to Mr. re: leaving class unattended in hall.	Insubordination, violation of BP 4460
42	2/25/2003	Complaint made by 12th Grade student Erica alleging that Mr. made derogatory comments about her appearance and her mother. Two other students witnessed the incident.	Memo sent to Mr. requesting a conference in Mr. Office as part of an investigation into the allegations	Violation of BP 4430 section 1-4.
43	2/26/03	Mr. did not acknowledge memo of 2/25/03 and did not respond to his page to come to the office during period 2	Reprimand sent to Mr. Re: insubordination	Violation of BP 4460.

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30. Disciplinary Action

30.1 Tenure-track, temporary, categorical, emergency, core and 40-day substitute teachers

30.1.1 Disciplinary action in the form of dismissal shall be in accordance with the appropriate provisions of the Education Code.

30.1.2 Teachers shall not be disciplined without just cause.

30.1.3 The following just cause guidelines shall be recognized:

30.1.3.1 The teacher shall be adequately informed of the consequences of his/her conduct.

30.1.3.2 The District's rules, regulations and policies shall be reasonable and related to the efficient operation of the District.

30.1.3.3 A fair and objective investigation should reveal the necessity for disciplinary action.

30.1.3.4 Rules, orders and penalties should be applied fairly and equitably.

30.1.3.5 Disciplinary action should be appropriate and reasonably related to the nature of the offense.

30.1.4 Progressive discipline shall be utilized except for conduct which is of such a nature that progressive discipline normally would not result in corrective conduct.

30.1.4.1 Initially the principal or immediate supervisor shall discuss the teacher's act(s) or omission(s) prior to issuing a verbal reprimand.

30.1.4.2 If a verbal reprimand does not result in corrective conduct, a written reprimand may be issued.

30.1.4.3 The elements of progressive discipline shall be administered in a timely manner.

30.1.5 Prior to administering any formal discipline subsequent to the oral and/or written reprimands, a teacher shall be provided notice and an opportunity to be heard. Notice shall include a statement of the incident(s) or misconduct which form the basis for disciplinary action and a statement of the discipline to be imposed. Such notice shall be given within five (5) working days of the decision to administer formal discipline.

30.1.6 If suspension without pay is recommended as a disciplinary action it shall be preceded by at least two (2) related written reprimands issued within a reasonable period of time of each other and recommended within a reasonable period of time after the second written reprimand is issued. Exceptions may occur where conduct is of such a nature that written reprimands normally would not result in corrective conduct.

30.1.7 Any initial suspension of a teacher pending a disciplinary hearing shall be with pay.

30.1.8 A teacher may be represented, upon request, at any disciplinary meeting or hearing.

30.1.9 Prior to suspending a teacher without pay for more than two (2) weeks a hearing shall take place at the Assistant Superintendent level. 2010-2012 Teacher Contract – 85 – July 1, 2010

30.1.10 Disciplinary actions shall be administered in a fair and equitable manner.

30.1.11 In all cases where discipline is reduced to writing the teacher shall be permitted a reasonable amount of time to consult with his/her representative to receive assistance and advice in preparing a rebuttal or reply.

30.1.12 Grievances filed alleging violation of the above provision regarding discipline less than dismissal may be held at Step 2 of the Grievance Procedure.

30.2 Day-to-day Substitute teachers

30.2.1 Substitute teachers who have reached 71-day or 10-day salary status shall not be disciplined without good reason.

30.2.1.1 The site administrator shall provide the substitute teacher with reasons for disciplinary action. The substitute teacher may appeal the disciplinary action to the Superintendent or his/her designee, if he/she is dissatisfied with the reason for the disciplinary action. The Superintendent or his/her designee may uphold, reverse or modify the disciplinary action.

30.2.1.2 If the disciplinary action would bar the teacher from teaching within the District, the teacher may appeal the decision to the Superintendent or his/her designee. The Superintendent may uphold, reverse or modify the disciplinary action.

30.2.1.3 If the teacher is dissatisfied with the decision of the Superintendent's designee, he/she may appeal the decision to the appropriate Assistant Superintendent (unless the designee was said Assistant Superintendent). The Assistant Superintendent may uphold, reverse or modify the disciplinary action.

30.2.1.4. If the teacher is dissatisfied with the decision of the Assistant Superintendent, he/she may appeal to the Superintendent. The Superintendent may uphold, reverse or modify the disciplinary action.

30.2.1.5 The Union may request that discipline matters only be subject to a mediation process conducted by a member of the California State Conciliation and Mediation Service.

30.2.1.5.1 The parties shall mutually select a mediator from the California State Mediation and Conciliation Service.

30.3.1.5.2 Witnesses may present testimony or documentary evidence as permitted by the mediator.

30.3.1.5.3 District and Union representatives who may agree to a mediated resolution shall support said resolution to their respective constituencies.

30.3.1.5.4 If the mediator is unable to effectuate a mediated resolution, he/she may convey a recommended settlement to the parties.

30.3.1.5.5 If no settlement results from mediation, the decision of the Superintendent shall be final and may not be appealed.

Everett Middle School
Principal's Goals and Expectations

In order to meet the district goals outlined in the Balanced Scorecard-"Beyond the Talk: Taking Action to Educate Every Child Now," outlined below are the teacher expectations and goals based on the San Francisco Teaching Standards, SFUSD goals and our own staff-created vision, core values and norms for our school. These standards will serve as the basis for walk-throughs and formal and summary evaluations. Along with the goals and expectations listed below, all SFUSD School Board Policies and UESF Contract policies must be followed.

Our School Vision:
Everett Middle School is committed to being an exemplary school in which students are empowered to become lifelong learners and agents of change to better the community.

Our Core Values:
Act and reflect with purpose
Demand excellence and show love
Embrace culture, knowledge and expertise
Foster a safe and joyful environment
Collaborate as a means and an end

Our Staff Norms of Interaction:
Have a clear facilitator, agenda and outcomes
Keep the focus on what's best for students
Be an attentive listener with your eyes, ears and heart
Use extreme effort—step in/step back
Be open to outcome and adhere to group decisions
Be part of the solution—use supportive language
Respect time

1. **Access and Equity-Make social justice a reality**
   A. **CSTP Standard 2: Creating and maintaining an effective environment for learning**
      i. **Establish a climate of caring, equity, and respect that promotes fairness and inclusive learning for every group of students**- All staff members are expected to use a calm, positive tone when addressing students and colleagues. Each week, Everett staff will collaborate with his or her assigned staff partner to facilitate community circles with their homeroom students. Staff members are expected at all school-wide activities during their contractual hours and are highly encouraged to support and participate in those outside these hours as well.
      ii. **Organize the classroom environment so it is conducive to learning**- All classrooms are expected to be neat, clutter-free and have updated, current and corrected student work samples, learning rubrics, classroom rules and consequences, school-wide policies and resources providing access to instructional material.
      iii. **Develop relationships and rapport with students, parents, and community members**- All teachers must maintain positive and professional communication with all school stakeholders and keep a parent contact log to be turned in at the close of each grading cycle.

iv. **Participate in equity-centered professional learning-** Certificated staff are expected on time at all Common Planning Time (CPT), all-staff and minimum day professional development sessions and meetings. Professional communication to the administration is required for all absences or tardies.

v. **Create lesson plans where students reflect high levels of engagement, self-efficacy, and work effort.** Lesson and unit plans must be turned in every Monday to the designated administrator.

vi. **Ensure proper safety and supervision at all times-** Students are to be under adult supervision at all times. Never leave students alone in your classroom under any circumstances. Teachers who know a student is on campus who fails to show up to their class are required to call security, the office or the assigned grade level administrator. All requested schedule changes for a student must be done on district email to the assigned grade level counselor and administrator. Teachers with students who take district-sponsored transportation are responsible for ensuring their students get on their assigned bus. All staff members are expected to intervene, investigate and take action with all bullying and sexual harassment reports from students.

vii. **Report to all assigned duties-** Homeroom buddies are expected in their assigned classroom(s) from 8:00 to 8:15 each morning. All staff members need to be at their assigned post during passing time. Staff members with lunch duty are expected at their assigned post during lunch for the entire period. All staff members have a responsibility to assist with Friday Make Up School and ensuring students have proper make up work. All staff members are expected to assist in clearing hallways before lunch and at the end of the school day until no students are left. All duties must be written in substitute lesson plans, including Friday Make Up School.

2. **Student Achievement-Engage high achieving and joyful learners**
   A. **CSTP Standard 1: Engaging and Supporting all Students in Learning**
      i. **Create lessons that connect students' prior knowledge, life experiences, and interests with classroom learning-** Teachers are expected to turn in lesson plans reflecting these best practices every Monday to their assigned administrator. All emergency substitute lesson plans must have enough material to cover three days of absence and contain up-to-date information and all photocopied handouts needed.
      ii. **Use a variety of instructional strategies to respond to students' diverse needs and foster student mastery of standards-** In addition to teaching the California State Standards, teachers are expected to address any skills gaps students may bring with them with supplementary materials and school adopted programs, such as Read 180, ALEKS, High Point and Rosetta Stone as well as refer students in need of extra support to the SAP, SST process and appropriate after school interventions
      iii. Design and implement teaching strategies that ensure authentic, higher order learning for each child based on State Content Standards: i.e., culturally relevant pedagogy and engagement, checking for understanding strategies and student reflection

   B. **CSTP Standard 3: Understanding and Organizing Subject Matter Knowledge**
      i. **Use a variety of resources, technology, and materials to make subject matter accessible to all students, that reflects diverse perspectives, and relates to the cultural and linguistic backgrounds of all students-** Staff members are expected to maximize their use of Prometheum Boards, Desktops, LCD Projectors and Elmos in their classroom. All staff must be proficient with DataDirector use to inform teaching, monitor student progress, adjust for student needs and record benchmark assessments.
      ii. **Use instructional strategies that make content accessible to all students-** Teachers are expected to use best practices around SADAI strategies for our ELL population and adhere to all guidelines and best practices in serving our students who have special needs (SPED, GATE)

iii. **Create high standards for classroom performance using scaffolded learning and checking for understanding strategies to assure every student achieves those standards.** Teachers will be responsible for giving the district benchmarks every eight weeks and working closely with their assigned department head and administrator to analyze the results and plan next steps.

C. **CSTP Standard 4: Planning, Designing, and Delivering Learning Expectation for all Students**
   i. **Use state-adopted textbooks and district pacing guides to develop long-term plans, as well as daily plans, that align to California Content and Performance Standards and reflect student backgrounds, experiences, languages and needs-** All teachers are to build on the SFUSD Core Content Standard pacing guides and give the district benchmarks at the end of each assessment cycle.
   ii. **Pace instructional time so that students complete learning activities and are engaged throughout the class period-** All teachers are expected to teach bell-to-bell. This means any lesson that is finished early is supplemented by review, reflection, learning games etc. Any and all movies shown in class must relate directly to the California State Content Standards and shown in short segments at a time while students complete a written activity. Cell phone use for personal reasons is not allowed during instructional time.
   iii. **Use the Blackboard Configuration (BBC) method to articulate student learning outcomes on a daily basis and have them written on the board daily-** The BBC should include the following: Mastery Objectives, Language Objectives, a Do Now, Agenda, Closing, Homework.

3. **Accountability-Keep our promises to students and families**
   A. **CSTP Standard 5: Assessing Student Learning**
      i. **Communicate student learning outcomes and a clearly defined grading system to all students and families.** Teachers must maintain accurate grades, attendance strips, and roll books and correct, grade, and return assignments promptly. Grades are to be posted on School Loop every grading cycle. Teachers must proactively contact families of any students failing their class or exhibiting excessive missed assignments or class time. Such contact is to be reflected on the Parent Contact logs due at the end of each grading cycle.
      ii. **Regularly assess student learning through formal, informal assessments-** Teachers must use the results of any and all assessments given to adjust lessons, re-teach, and guide instruction .
      iii. **Create a culture of support and service to students and families with mutual agreements to ensure student success-** Students and families should be provided with appropriate rubrics and exemplars. Everett teachers are expected to have students write their homework down on a daily basis in their planners and regularly check to ensure students capture all of their assignments so parents and after-school support programs know what the assignments are for that day. Homework should be review and NOT new learning for students. They should be able to independently complete the assignments without adult assistance. Homework should not exceed more than half an hour per subject.

   B. **CSTP Standard 6: Developing as a Professional Educator**
   i. **Continually reflect on your teaching practices to create self-efficacy and continuous professional growth-** Teachers are expected to collaborate with the Instructional Reform Facilitator (IRF), subject-area coaches and assigned administrative support during grade level CPT and department minimum days to continuously improve their practice and get student results.
   ii. **Establish professional goals that reflect the District goals and pursue professional development opportunities to support those goals-** Everett staff members attending outside Professional Development are representatives of the Everett community and are expected to be prompt and professional, as well as contribute any new learning to the Everett staff.
   iii. **Professional Communication-** All staff are expected to maintain upfront and honest professional communication with their colleagues and administration. This includes notifying administration of any

foreseen absences from instruction and professional development, as well as CPT, department and all-staff meetings. Staff members who are absent must secure the proper supports to ensure minimum disruption to the normal school day in light of these absences, as well as proactively seek out any school-wide information that may have been missed. All electronic communication must be done using SFUSD district email, accessible at https://owa.sfusd.edu.

iv. **Professional Dress**- Staff members are expected to wear neat and professional dress. Torn, saggy, revealing clothing, articles with inappropriate images or words and flip-flops are not allowed. Staff members are also highly discouraged from wearing red or blue.

v. **Professional Conduct**- Staff members are expected to adhere to our seven group norms, which are as follows:

- o Have a clear facilitator, agenda and outcomes
- o Keep the focus on what's best for students
- o Be an attentive listener with your eyes, ears and heart
- o Use extreme effort—step in/step back
- o Be open to outcome and adhere to group decisions
- o Be part of the solution—use supportive language
- o Respect time

BOARD OF EDUCATION POLICY

ARTICLE 4 - PERSONNEL	P 4420

SECTION 4400 Employee Duties and Responsibilities	Page 1 of 1

     4420   Ethics

         1.   Certificated staff members shall adhere to the principles in the "Code of Ethics of the Teaching Profession" (See Attachment I) and the "Rules of Conduct for Professional Educators" (See Attachment II).

         2.   Board Members, administrators, certificated and classified staff shall maintain the confidentiality of all confidential records/information related to students, personnel, negotiations, and closed sessions.

HISTORY/AUTHORIZATION

Adoption: 8-11-92   Review:

Ethics Board Policy 4420
Revision: Board Resolution No. 24-28Sp3, August 11, 1992

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal education opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

Principle I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the students, the educator-

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable efforts to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly-
    a. exclude any student from participation in any program
    b. deny benefits to any student
    c. grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in the preventing the practice of the profession by unqualified persons. In fulfillment of the obligation of the profession, the educator-

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or action.

4430 Respect for Others.

1. Board of Education Members, employees, and agents of the District acting in their official capacity shall treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against .any person on the basis of race, color, creed, national origin, ancestry, age, sex, sexual orientation or disability.

2. The use of slurs shall be considered as evidence of lack of competence and documented usage shall be entered into job performance evaluations and considered in evaluating District employees.

3. Board of Education Members, employers and agents of the District acting *in* their official capacity shall refrain from using language or actions that are abusive, profane, vulgar, obscene, or lewd with other employees, students, or the public.

4. Employees shall deal with all people in a prompt, courteous, respectful and helpful way.

San Francisco Unified School District

4440 Reporting Requirements

1. All employees who are child care custodians, medical practitioners or non-medical practitioners are required to report known or suspected instances of child abuse.

2. All employees shall report to their immediate supervisor any assault, attack, or menace by a student, other employees or a member of the public.

3. All employees shall report any industrial accidents and accidents involving students in accordance with established procedures.

4. All employees shall report any change of name, address or telephone number to their immediate supervisor and to the Personnel Services office on a District approved form designated for this purpose.

4450   Position Requirements

1. Each employee shall fulfill the responsibilities designated in the job description for the position held.

2. Each employee is responsible for keeping valid, current, and registered with the District any credentials, certificates, permits, licenses, health verifications or other authorizations required in the position held.

_____ BOARD OF EDUCATION POLICY _____

ARTICLE 4 – PERSONNEL		P 4460
SECTION 4400 Employee Duties and Responsibilities	Page 1 of 2 Date:	

4460 Employee Duties

1. Teachers

    a. Teachers shall be responsible for classroom discipline and supervision to assure an appropriate learning environment for all students.

    b. Certificated employees are responsible for all students in their charge and shall not leave students unsupervised.

    c. Teachers shall follow the principal's instructions and cooperate with him/her in all matters necessary for the general welfare of the school, including the general supervision of students on the school premises and in the arrival and dismissal from school.

    d. Teachers shall keep accurate records and submit student attendance, grades and other required reports in a timely manner as directed by their supervisor.

    e. Upon separation from service in any school by transfer or otherwise, teachers must leave in said schools all official records and record books (including Teachers Editions), supplies and materials belonging to that school.

    f. Certificated employees shall not administer corporal punishment to any student.

4460   Employee Duties

2. All Employees

a. Employees shall exercise care in the use of District equipment and supplies to protect and conserve these assets.

b. Conservation of energy and water shall be practiced regularly.

c. Employees shall perform their duties at the District site or sites to which they have been assigned for the time required of their positions, except that certificated personnel may work an approved schedule that includes time away from the site.

d. Employees shall be present at their work sites or as directed for the time required of their positions. Frequent or habitual tardiness will be considered neglect of duty.

e. Employees shall report to work at the expiration of a leave of absence.

4470 Employee Conduct

1. No employee shall possess, use or be under the influence of any illegal drug, or narcotic, or marijuana while on duty or on school premises.

2. No employee shall possess, use or be under the influence of any alcoholic beverage while on duty or on school premises.

3. No employee shall smoke at District sites except in areas designated for that purpose.

4. Employees shall not falsify any work records, employment forms or absences.

   a. Sick leave may only be used for authorized purposes.

   b. Leaves may only be used for the purpose for which they were obtained.

5. During a City and County or School District strike:

   a. No employee shall be paid for time withheld during a strike or slow down of services;

   b. absences necessitated by a bona fide illness will require a District developed physician's certificate for each day's absence due to illness;

   c. no vacation time, sick leave with pay, time off in lieu of overtime, or any other procedure may be used by employees who in fact do not work because of a strike;

4470 Employee Conduct

    d.   vacation time and time off in lieu of paid overtime for classified employees will be authorized only if requests for vacation time or time off in lieu of paid overtime were approved prior to the strike;

    e.   unless previously approved, no request for personal leave, training with pay or voluntary paid military leave will be granted.

Article: STUDENTS
Section: NON-DISCRIMINATION FOR STUDENTS AND EMPLOYEES
Sub-section

The Board of Education adopts the following policy for all students and employees: All educational programs, activities and employment practices shall be conducted without discrimination based on race, color, creed national origin, age, sex, sexual orientation, gender identity, marital status, domestic partner status or physical or mental disability, including AIDS/ARC/HIV status. "Disability" shall be defined in accordance with all applicable state and federal law. The lack of English proficiency shall not be a barrier to equal educational opportunities.

HISTORY/AUTHORIZATION:

Adopted: Resolution 512-10Sp2, January 14, 1996
Amended: Resolution No. 88-11Sp1, August 11, 1998 (First Reading)
          Resolution No. 89-22Sp3 September 22, 1998 (Second Reading)

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

_____ BOARD OF EDUCATION POLICY _____

ARTICLE · 6 - INSTRUCTION

P 6000

SECTION

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
PHILOSOPHY AND EXPECTATIONS

Page 1 of 3

Date: Oct. 30, 1985

The San Francisco Unified School District philosophy is based on the belief that ALL INDIVIDUALS CAN LEARN, and that optimal learning takes place when all staff operationalizes the District's philosophy which is characterized by the following tenets:

- all individuals are treated with respect and dignity;

- all individuals are given the opportunity to learn in many different ways and at varying rates;

- all individuals are given recognition for their achievements;

- all individuals are recognized as both potential learners and potential teachers;

- the learning environment is characterized by interdependence and cultural diversity;

- the learning process includes cognitive, creative and affective dimensions;

- instruction is focused and subdivided into a number of specific, concrete competencies;

- all teachers must accept responsibility for student failure and take appropriate instructional and other supportive actions; and

- parents want their children to attain their fullest potential as learners and to succeed academically.

All teachers, parents and students shall accept responsibility for insuring that students attain their fullest potential and succeed academically.

All administrators and teachers will understand and accept the attached District expectations that are consistent with the above stated philosophy.

HISTORY/AUTHORIZATION

Adopted: Resolution No. 510-1Sp1, October 8, 1985

___ BOARD OF EDUCATION POLICY ___

ARTICLE	6 - INSTRUCTION	P 6123
SECTION	THE TEACHER	Page 1 of 2
		Date: Aug. 20, 1980

The Board of Education recognizes that all regulations governing the schools must help to provide a sound program of instruction and to guarantee the welfare of children, and it recognizes the teacher as a key person in providing these services.

The teacher is responsible to the principal, under whose direction the laws of the State of California affecting education and the policies and regulations of the San Francisco Unified School District shall be enforced.

In carrying out his responsibilities, the teacher shall

1. Prepare and present materials of instruction appropriate to the grade level or subject and plan a suitable program of instruction in keeping with the course of study being followed.

2. Maintain pupils' records and submit reports as required.

3. Maintain discipline conducive to the well-being of both the group and the individual student.

4. Maintain a healthful classroom environment.

5. Carry out a continuing program of safety, being constantly alert to hazardous conditions of materials, equipment, and physical properties of the school, and reporting any such conditions immediately to the principal.

6. Care for and conserve all school properties, textbooks, and supplies.

7. Supervise the conduct of all pupils to insure the general welfare of the school and the pupils. (Pupils during their travel to and from school and during recess and noon periods are subject to the control of school authorities. Teachers shall cooperate in carrying out this responsibility.)

8. Participate in and supervise student activities within or outside the classroom as directed by the principal.

9. Inform parents of the progress of their children in matters pertaining to their scholastic achievement and conduct; inform parents when conferences with school personnel are advisable.

General Expectations of Behavior

SFUSD recognizes the mutual dependence of rights and responsibilities of staff, students and parents.

Rights	Responsibilities
Students have the right to: • Learn • Be treated fairly and courteously • Ask for and received support from teachers, administration, parents, and when appropriate students • A safe, clean and healthy school environment	**Students** have the responsibility to: • Respect other's opinions and be cooperative, committed and engaged • Care for others and behave in a socially acceptable manner • Respect property • Punctually attend all scheduled classes • Completing all set work conscientiously and to the best personal standard
Staff have the right to: • Teach • Be treated fairly an courteously by students, parents and colleagues • Ask for and receive support from colleagues, administration, parents and students • A safe, clean and healthy school environment	**Staff** have the responsibility to: • Maintain a knowledge of the curriculum and how students learn • Communicate clear expectations • Model respect, fair treatment and problem solving behaviors • Model professionalism, participate in meetings, share ideas, support colleagues • Promote a positive and cooperative school atmosphere
Parents/Caregivers have the right to: • Be fully informed of their child's progress • Have access to their child's teachers through appropriate channels • Be provided with information on general school activities	**Parents/Caregivers** have the responsibility to: • Actively participate in their child's education by sending them to school daily, and encouraging punctuality • Maintain close communication with the school and support school programs and policies • Attend parent teachers conferences and informational sessions • Assist their child with work and with study habits where appropriate

Harassment-Free Workplace Policy
San Francisco Unified School District - Human Resources Department

Harassment-Free Workplace Policy
THE PURPOSE OF THIS POLICY:

is to reaffirm that the San Francisco Unified School district is committed to providing a work environment that is free of discrimination. In keeping with this commitment, the San Francisco Unified School District strictly prohibits all forms of unlawful harassment, including sexual harassment and harassment based on race, color, religion, creed, sex, national origin, ethnicity, ancestry, age, disability or medical condition, political affiliation, sexual orientation, gender identity, marital or domestic partner status, or any other characteristic protected by federal, state or local employment discrimination laws, including the San Francisco Board of Education's policies, administrative rules and regulations, State of California Department of Education's legislative statutes, City & County of San Francisco's anti-discrimination ordinances, and/or the Civil Service Commission rules/EEO policy.

This policy applies to members of the general public who interact with staff of the San Francisco Unified School District. This policy also applies to all school volunteers, employees, and agents of the San Francisco Unified School District, including paraprofessionals, certificated, classified, non-supervisory, supervisory and administrative staff. The respective Departments are responsible for ensuring that all employees have knowledge of and periodic training regarding this policy.

UNLAWFUL HARRASSMENT IS: (1) Unwelcome, offensive conduct that is often repetitive in nature; (2) on account of an individual's (or group of individuals) membership in a protected category; (3) that is sufficiently severe or pervasive as to alter the condition of the individual's employment and create a hostile working environment.

UNLAWFUL HARRASSMENT may take many forms including, but not limited to:
VERBAL CONDUCT:

Unwelcome jokes or stories, slurs, epithets, derogatory comments, unwelcome advances or repeated invitations, requests for sexual favors, or harassing phone calls, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

VISUAL CONDUCT:

Derogatory or offensive posters, cartoons, bulletins, photographs or drawings, or electronic mail transmissions, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

PHYSICAL CONDUCT:

Blocking normal movement, overt leering or lewd gestures, assault or physical interference with work, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

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Harassment-Free Workplace Policy Page 169 of 186

RETALIATION IS: (1) When an individual who previously engaged in protected activities or opposed unlawful discrimination is the subject of an adverse employment decision; (2) if the agency was aware of the individual's protected activity and specifically took this fact into consideration when making an adverse employment decision; (3) if the individual contemporaneously or subsequently was adversely affected by some action of the agency because that individual engaged in protected activities or opposed unlawful discrimination; (4) when some connection exists between

the individual's protected activity and the adverse employment decision which occurs within such a period of time that a retaliatory inference can be made. The District's policy prohibits this conduct.

REPORTING PROCEDURES

Any employee who believes he or she has been harassed in violation of this policy should promptly report the facts of the incident and the individuals involved. To file a complaint of unlawful harassment, the individual should promptly contact any of the following:

• **The employee's supervisor or other superior; shop steward or union building representative; the Human Resources Sr. Executive Director, Director of Labor Relations and/or the District's Chief Administrative Officer.**

If a complaint of unlawful harassment is made to a supervisor, that person will, to the extent possible, immediately intervene to cease any harassment. In addition the supervisor should: (1) separate the individuals while performing a preliminary on-site inquiry into the allegations; (2) interview potential eyewitnesses; (3) promptly forward a report of their preliminary findings to the Sr. Executive Director, Human Resources.

Any supervisor who receives a complaint of harassment and fails to intervene, investigate and report as noted above may be subject to disciplinary action.

INVESTIGATION OF THE COMPLAINT

Once the employee's immediate supervisor is notified of a complaint of harassment, that person will immediately initiate their own on-site fact-finding inquiry into the alleged harassment. This preliminary fact-finding information should promptly be forwarded to the Sr. Executive Director, Human Resources.

The District will attempt to resolve allegations of unlawful harassment based upon an individual's membership in a protected category. The employee may be asked to consider resolving their complaint through an informal alternative dispute resolution process.

CONFIDENTIALITY

To the extent possible, effort will be made to protect the privacy of parties involved in a complaint of unlawful harassment. Files pertaining to claims of unlawful harassment under this process are considered confidential and therefore will only be discussed or shared with parties on a need to know basis.

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Harassment-Free Workplace Policy Page 170 of 186

DISCIPLINE

Any employee, supervisor or agent of the San Francisco Unified School District found to have engaged in unlawful harassment or retaliation may be subject to disciplinary action, up to and including termination. An employee may be subject to discipline for engaging in harassing conduct that does not meet the definition of harassment under federal, state or local employment discrimination laws, the San Francisco Board of Education's policies, administrative rules and regulations, and/or the State of California Department of Education's legislative statutes, but that, if repeated or allowed to continue, might meet that definition.

RIGHT TO FILE OTHER COMPLAINTS

This policy shall not alter of affect the right of any person to file a charge of discrimination with any State or Federal agency with jurisdiction over such complaints, to file a grievance under a collective

MEMORANDUM

TO: Teacher, Grade/Subject

FROM: Principal, School Name

DATE: May 26, 2011

RE: Written Reprimand for Violation of Board Policies 4430.3, 4430.4, 6000, 6123.3, and 6123.4 and Request for a Five Day Suspension without Pay

I met with you and your UESF representative _____ today to discuss the incident that happened in your classroom on _____. This incident occurred last week when a student was talking in your math class and disrupting the other students who were taking their test. After several attempts to get the student to be quiet, including telling the student that he would receive a "zero" on the test, you admitted that you took the student's test and tore it into pieces. The student later reported to his parents what happened, and they in turn informed the administration. I asked you about the incident and you acknowledged that the incident took place, and that it was inappropriate on your part. I explained to you that this behavior was completely inappropriate and unprofessional, and should never occur at any time.

On May 6, 2011 I gave you a verbal reprimand for an incident that had occurred on May 5, 2011 and where you admitted to that you took a student by the wrist, twisted his arm behind his back and pushed him up against the wall. The student later reported to _____ that his wrist hurt. Assistant Principal and I observed this incident via the security tape. During our meeting, you admitted to this conduct and that it was inappropriate and unprofessional. I have followed up with a CPS report as required in situations such as this.

Your conduct in both of these incidents is in direct violation of Board of Education Policies:
4430.3 Employees are to "refrain from using language or actions that are abusive, profane, vulgar, obscene or lewd
4430.4: Employees shall deal with all people in a prompt, courteous, respectful and helpful way
6000:   Teachers are to "relate with ....students in a dignified and respectful manner and provide a model for students in terms of...demeanor".
6123.3: Maintain discipline conducive to the well-being of the group and the individual student
6123.4: Maintain a healthful classroom environment

Any incident of a teacher that is potentially intimidating or perceived as bullying by a student, whether intentional or not, is very serious and should not occur under any circumstances. There are several strategies that you can use in the classroom, including writing a referral, calling the parent, or summoning the administration/dean/security to support you in this type of situation. Please take all measures to ensure that an incident such as this does not occur again.

Causing physical harm to a student, whether intentional or not, is very serious and should not occur under any circumstances. You are to refrain from putting your hands on students for any reason whatsoever, so as to avoid any future injury of a student. If you need assistance with

disciplining students, you are to summon the administration/dean/security to support you in a situation such as this.

Your actions in this situation fell far short of these expectations. More fundamentally, you violated the most basic tenets of the California Standards for the Teaching Profession, including the expectation that teachers "establish a learning environment that promotes fairness and respect," and work to "promote social development and group responsibility (CSTP SFUSD Rubric Standards 2.2 and 2.3).

As an experienced teacher, you should know that your conduct in both of these situations was both inappropriate and unprofessional. In light of the serious nature of your actions, I am issuing you this written reprimand for violation of the policies and expectations detailed above. I am also recommending to the Human Resources Department that they impose a five day disciplinary suspension without pay.

I am instructing you that, effective immediately, you are to familiarize yourself with and comply fully with the District policies described above and with Standard 2 of the California Standards for the Teaching Profession. I am directing you to treat all other in a courteous, polite and professional manner; to deescalate student situations rather than escalate them; and to conduct yourself in professional and collegial manner at all times. I am also directing that you be careful to take no actions which are-or which reasonably could be understood to be-retaliatory toward any person who has reported your actions or cooperating with the District's investigation of this matter. Any failure to comply with these instructions will give rise to significant disciplinary consequences, up to and including a recommendation for the termination of your employment with the District.

If you require any help or assistance in meeting the above directives, or copies of the policies and materials discussed above, please see me so that I may assist you. A copy of this memorandum will be placed in your personnel file. If you wish, you may prepare a response to this memorandum which will also be placed in your file.

Cc: Assistant Superintendent
        Mary Richards, Executive Director, Human Resources
        Personnel File

Sampling*
Of
Discipline Letters

*This is just a sampling – HR will provide a "soft" copy of any of these letter plus additional samples anytime throughout the year – just contact Mary Richards at 241-6144 or richardsm@sfusd.edu.

(Insert School Letterhead Here)

To: Teacher
From: Principal
CC: Mary Richards, Exec. Director Human Resources
Date: 2/3/2012
Re: Written Reprimand/Failure to Attend Meeting with Principal

I spoke with you on October 27th and November 15th, 2011, and attempted to meet with you on February 3, 2012. Although I told you we needed to meet today, and you agreed to meet me in my office after school, you left school without appearing before me.

In accordance with the 2010-12 Teacher Contract section 30.1.4.1 which states;
"Initially the principal or immediate supervisor shall discuss the teacher's act(s) or omission(s) prior to issuing a verbal reprimand." Your refusal to meet with me constitutes acts of insubordination. Since you did not appear at our meeting, I am implementing section 30.1.4.2 which states;
　　　"If a verbal reprimand does not result in corrective action, a written reprimand may be issued."

Therefore I am sending you a written reprimand.

On February 2nd, it came to my attention that you we forcing your first graders to march up and down the stairs holding their lunches while they should have been able to eat. Many of your students were forced to walk the stairs for more than 45 minutes. Furthermore they were then made to miss instruction while they ate outside your classroom. *SFUSD Board of Education Policy 4430 states;*
　　　"Employees shall deal with all people in a prompt, courteous respectful and helpful way"
Policy 4460 f. states;
　　　"Certificated employees shall not administer corporal punishment to any student"

Your conduct constitutes abusive treatment of students and endangers their physical and emotional well being by physical abuse for an extended period of time and denying them lunch at for nearly one hour.   Furthermore, this does not constitute respectful treatment of these 6 year olds.

Because of the serious nature of the incident, I am recommending you be suspended without pay.

I am deeply concerned about an incident that occurred in the hallway on February 12, 2012 and the need for your classroom to be an environment more conducive to learning.

I have visited your classroom on multiple occasions and while I recognize that you have moved items around, it is not an environment conducive to learning. Piles of materials in the path students need to access cubbies, adult sized exercise equipment and the mound of refuse piled on

and around student areas in the back of the room and your desk is a hazard to students. Furthermore, the custodian cannot access many areas of room 8 and cannot maintain the cleanliness needed to ensure students safety.

CSTP 2.2 states that teachers are to create an environment that promotes student learning. CSTP 2.3 states that teachers are to establish and maintain a learning environment that is physically, intellectually and emotionally safe.

When students are in a classroom that is messy and unorganized they cannot have needed recourses available during instruction. Furthermore, a classroom that is physically chaotic does not facilitate productive interactions among students.

I suggested that the room be cleared of debris on the floor and at work tables so student can use the space to learn. I would also support you in arranging your classroom by offering a substitute to cover you class in the library while you took time to arrange your classroom. Furthermore I would suggest you solicit the assistance of your colleagues through the UBC to aid in getting the classroom conducive to learning.

I communicated that your classroom needed to be a safe place for students to learn by 11/28/2011. That date has passed and objects that obstruct student learning remain. District policy requires you to follow the principal's instructions as noted below.

SFUSD Board Policy 4460 #1c.
Teachers shall follow the principal's instructions and cooperate with him/her in all matters necessary for the general welfare of the school, including the general supervision of the students on the school premises and in the arrival and dismissal from school.

In order to correct this situation I expect you to
- Clear the space in front of student cubbies, clear work tables at the back of the classroom, and in front of the teaching wall.
- remove exercise equipment not suited for 1st grade students.
- Seek the support of colleagues through the UBC and visit Room 5 To see an example of what a classroom suited for learning looks like.

I expect Room 8 to be an environment suited to student learning by February13, 2012. If the situation is not remedied by that date I will contact district facilities personnel to assist you to reorganize the classroom. Should additional incidents of insubordination occur, further disciplinary action may be implemented.

Please do not hesitate to contact me if I can be of assistance in this matter.

cc. Personnel File

(Insert School Letterhead Here)

A Caring School Community

September 30, 2010

To: Teacher, Grade/Subject
From: Principal
Re: Written Reprimand Violation of Board Policies for 4430, 4460A, 4461C and California
Standards for the Teaching Profession-Standard 2

This Written Reprimand is in reference to an incident that occurred between you and a student
on Wednesday, September 22. This reprimand is also in reference to your continued
challenges with classroom management.

Since you have joined the staff at _____ I have been explicit about my expectations for
establishing positive relationships with students. At our first staff meeting, I discussed the
need for all teachers to form relationships with their students during the first month of school.
I reviewed our Caring School Community focus. I also shared my *Principal's Expectations*
that state CSTP standards need to be implemented.

From the beginning of the year, you have had difficulty with classroom management. During
on-going visits (3-5 times per week) and conversations with you, I have observed and
discussed the following issues:
  • Continual off-task behavior by students.
  • Lack of a student-centered classroom learning environment.
  • Ineffective transitions during the class.
  • Your yelling at students to get them to follow directions.
  • Two students being consistently left on the yard while you brought students to class
    after recess. (How often did this occur?)
  • Lack of effort to develop a relationship with students who have engaged in
    challenging behaviors.

I have provided the following support to help you address these issues.
  • Modeling "Daily Bite" lessons to establish an effective morning routine. Observing
    your lesson and providing feedback (August 17 and 18).
  • Facilitating classroom meetings with the students to help establish a climate of respect
    and to review with students appropriate school procedures (September 1).
  • Meeting after school with individual students to address their behavior (September 2).
  • Recommended establishing a behavior plan for individual students (September 2).
  • Establishing table points as a strategy to encourage positive behavior (September 7 –
    10).

In spite of this support, classroom management has continued to be an issue. On Wednesday,
September 22, 2010, an incident with a student occurred. This incident was brought to my

attention when you called the office to remove the student from the classroom. To investigate the incident, I spoke with the student, another student from the class, the LSP teacher who removed the student, and you. You all shared similar versions of what happened.

According to my investigation, the student was at her desk doing her homework when she should have been on the rug. You called her over and she did not follow your direction. You then said in front of the classroom of students that she would have to do community service on the yard if she continued to ignore you. Next, you addressed the class and said that the student was disruptive and a bad influence on the class. You also said that the student should be kicked out of the classroom. At this point, students applauded, greatly upsetting the student. She started walking around the room and told you that you should be fired because you're always yelling at her. You then called the office to remove the student.

During our conversation that afternoon about the incident, you made the following claims to excuse your behavior:
- You were in a bad mood that morning.
- You did not have experience teaching a diverse group of students.
- You specifically do not know how to teach African-American children.

These claims do not excuse your inappropriate behavior and public humiliation of a student. Your interaction with the student violates the following attached Board policies: (Note: attach the actual Board policies)
- 4430
- 4460A
- 4461 C

Additionally, you are not meeting my *Principal's Expectation* that teachers implement the CSTPs, specifically CSTP 2.2 which states, "Establishing a climate that promotes fairness and respect," and CSTP 2.4 which states, "Establishing and maintaining standards for student behavior." Finally, this incident has had a serious adverse effect on the student. After this incident, the student expressed that she did not want to return to the classroom. As a result, the parent has chosen to remove her child from the Mandarin Immersion program.

Your actions in this situation fell far short of these expectations. More fundamentally, you violated the most basic tenets of the California Standards for the Teaching Profession, including the expectation that teachers "establish a learning environment that promotes fairness and respect" and work to "promote social development and group responsibility". (CSTP SFUSD Rubric Standards. 2.2 and 2.3.

As an experienced teacher, you should have known that engaging in a public confrontation with a student that resulted in humiliation and the students in the class applauding when you stated that she should be kicked out of the class, was both inappropriate and unprofessional. Your handling of this incident not only gave rise to the student being distraught but led to the parent requesting that the child be removed from your Mandarin Bilingual program and placed into a general education classroom.

I am instructing you that, effective immediately, you are to familiarize yourself with and complying fully with the District policies described above and with Standard 2 of the California Standards for the Teaching Profession. I am directing you to treat all others in a courteous, polite and professional manner and to conduct yourself in professional manner at all times. I am also directing that you be careful to take no action which is-or which reasonably could be understood to be–retaliatory toward any other person who has reported your actions or cooperated in the District's investigation of this matter.

In light of the serious nature of your actions, I have decided to forego the preliminary step of issuing you a verbal reprimand, and have proceeded directly to this written reprimand for violation of the policies and expectations detailed above.

You have acknowledged that you did not handle the situation appropriately. When another discipline incident occurs, I am directing you to take the following steps to deal with the situation in an appropriate manner:
1. Speak with the child privately.
2. If the child needs to be removed from the classroom, call the office.
3. Communicate with the parents and follow up with me.
4. Refrain from talking about the student in personal terms and address the behavior.
5. Refrain from yelling and public humiliation.

Additionally, you need to take the following steps to improve your classroom management.
1. Form positive relationships to help students build trust with you.
2. Create a more student-centered classroom environment through displays and routines.
3. Incorporate engagement strategies into classroom practice.
4. Develop Individual Learning Plans for focal students.
5. Request an SST meeting to assure that proper intervention are put in place to help improve the students behavior.

I will provide the following support to help you fulfill these directives:
1. On-going coaching from the literacy teacher, Ilana Bart.
2. Regular Tuesday visits from the ELSS content specialist, Wendy Chung.
3. Meetings with grade level teachers and Mandarin Immersion teachers.
4. On-going classroom visits and feedback from me.

If you require any help or assistance in meeting the above directives, please see me so that I may assist you. A copy of this memorandum will be placed in your personnel file. If you wish, you may prepare a response to this memorandum within 10 and it will also be placed in your personnel file.

cc: Assistant Superintendent
   Mary Richards, Executive Director/HR
   Personnel File

(Insert School Letterhead Here)

MEMORANDUM

To: Grade Teacher
From: Principal
Subject: Memorializing the Verbal Reprimand for Violation of Board Policies 4460 #1c, 4450 #1, 4430 #4
Date: September 26, 2011

Thank you for meeting with me on September 23, 2011. Present at this meeting was, UBC Representative. At this meeting, you were issued a verbal reprimand for violation of Board Policies 4460 #1c, 4450 #1, 4430 #4

During our meeting we discussed the following facts:

1. Your continued use of unclear communication as evidenced by your lack of answering a direct question at an IEP meeting on September 2, 2011.
2. Your lack of following school procedures as evidenced by you bringing three students to the office to reprimand them about playing in the dirt pile in the school yard when the rule, which was clearly stated in writing and verbally on that day and on previous occasions, is that students are allowed to play in the dirt pile.
3. You delivered a lesson in your classroom on using calculators on September 15, 2011. Recommendations were given to you by me to deepen and extend this lesson for your students.
4. The need to schedule a weekly check in meeting so that the questions you raise can be answered.
5. District and school policies were reviewed in response to a variety of questions you raised.

I reviewed your conduct as it relates to the following directive:
    *Follow the Principal's Expectations, Staff Procedures and General Information, California Standards for the
    Teaching Profession and SFUSD Board of Education Policies.*

I reminded you that it was imperative that you follow the above directive to avoid misunderstandings. When you brought the three students into the office on September 21, 2011, a reminder was written in the *Daily Bulletin* that stated the following:
    *Dirt in yard- as a reminder, students are allowed to play in the dirt piles in the concrete boxes in the yard as long
    as they keep it in the enclosed area it is in Please remind your students to keep the dirt within the boundaries of
    the concrete structure and if it falls out, to please put it back.*

During morning announcements on that same day, I reminded the entire school community that students were allowed to play in the dirt pile.

By bringing these students to the office, your conduct negatively impacted the students because it frightened and confused them since they were told at morning announcements that morning that they were allowed to play in the dirt pile and since they were being reprimanded in the office. Your actions also undermined my leadership. Your action was in violation of Board Policies 4460 #1c, 4450 #1, 4430 #4 which state the following:

BOE Policy 4460 #1c states:
    *Teachers shall follow the principal's instructions and cooperate with him/her in all matters necessary for the general welfare of the
    school, including the general supervision of students on the school premises and in the arrival and dismissal from school.*

BOE Policy 4450 #1 states:
    Each employee shall fulfill the responsibilities designated in the job description of the position held.

BOE Policy 4430 #4 states:
    Employees shall deal with all people in a prompt, courteous, respectful and helpful way.

During our meeting, I provided you with the following directives and assistance:
    You are to follow the Principal's Expectations and the Staff Procedures and General Information.

You were given another copy of these documents at our meeting. These documents were also given to you at the beginning of the year on August 11, 2011.

I am directing you to follow our school procedures, including but not limited to using the variety of supports we have to keep faculty and staff informed, such as the *Principal's Expectations, Staff Procedures and General Information, SFUSD Student Handbook, Board of Education Policies, the California Standards for the Teaching Profession,* morning announcements, staff meetings and the *Daily Bulletin.*

Your failure to comply with the above directive will result in the issuance of a formal letter of reprimand.

A copy of this letter will be placed in your personnel file after 10 days. You may prepare a response which will be attached to this document.

Memorandum

To: Ms. Clark, 1ˢᵗ grade teacher
From: Juan Gonzalez, Principal
Re: Written Reprimand for Violation of Board Policy 4460#1b, 4460#1c,4450#1
Date: May 1, 2012

Thank you for meeting with me on April 25, 2012. Present at this meeting were Jane Doe, UBC Representative and John Smith, UESF Representative.

During our meeting the below issue was discussed

- Allegations that you left your student, Charles, unattended in the hallway on April 18, 2012, for at least 15-20 minutes without notifying me or the office of your need for support with this student.

On March 3, 2012 we met to discuss concerns I had about your leaving students unattended in the hallway. You were issued a verbal reprimand for this. I informed you at this meeting that leaving students unattended was a violation of Board Policy 4460#1 which states:

BOE Policy 4460 #1b states:
   Certified employees are responsible for all students in their charge and shall not leave student unsupervised.

BOE Policy 4460#1c states:
   Teachers shall follow the principal's instructions and cooperate with him/her in all matters necessary for the general welfare of the school, including the general supervision of student on school premises and in the arrival and dismissal of school.

It is imperative that you supervise your students at all times. When you leave students unsupervised, it creates a situation that could be dangerous for students. If you have any questions, please feel free to speak with me directly.

If you do not follow the above directive, further disciplinary action will be taken.

I have attached the Board Policies to this notice.

cc: Executive Director Human Resources
        Personnel File

4460 Employee Duties

1. Teachers

   a. Teachers shall be responsible for classroom discipline and supervision to assure an appropriate learning environment for all students.

   b. Certificated employees are responsible for all students in their charge and shall not leave students unsupervised.

   c. Teachers shall follow the principal's instructions and cooperate with him/her in all matters necessary for the general welfare of the school, including the general supervision of students on the school premises and in the arrival and dismissal from school.

   d. Teachers shall keep accurate records and submit student attendance, grades and other required reports in a timely manner as directed by their supervisor.

   e. Upon separation from service in any school by transfer or otherwise, teachers must leave in said schools all official records and record books (including Teachers Editions), supplies and materials belonging to that school.

   f. Certificated employees shall not administer corporal punishment to any student.

THURGOOD MARSHALL ACADEMIC HIGH SCHOOL
45 CONKLING STREET SAN FRANCISCO, CA 94124
TEL (415) 695-5612 FAX (415) 285-5283

MEMORANDUM

To:

Fr:

Date:

Re: Written Reprimand

On Thursday, September 22, 2011, one of your students reported to the assistant principal that during class that day you picked her up from behind and began carrying her. I met with you on Tuesday, September 27, 2011 to discuss the incident, and you acknowledged that it had happened but expressed that the inappropriate contact was unintentional and would not happen again.

I asked you at that time if you had previously had a discussion with an administrator on this topic or been disciplined for a similar incident, and you said no. Last week, I was informed by Human Resources that this was not the case, and that you had been placed on administrative leave for a separate incident involving inappropriate contact with a student in 20   . Because you had received previous notice regarding this before and it occurred again, I am issuing you a written reprimand for your incident that took place on

Your actions on that date violated Board Policy 4430, Section 3, which reads, "Board of Education Members, employers, and agents of the District acting in their official capacity shall refrain from using language or actions that are abusive, profane, vulgar, obscene, or lewd with other employees, students, or the public."

In the future, I am directing you not to touch students except as necessary to maintain order and student safety and in accordance with district policy and sanctioned procedures. Failure to adhere to this may result in further progressive discipline.

I am attaching for your reference a copy of the district Harrasment Free Workplace policy, as well as Board Policy 4430 referenced above. Please contact me if you have further questions.

Cc: , UESF Representative
     Mary Richards, Executive Director, Human Resources
     Personnel File

Harassment-Free Workplace Policy

San Francisco Unified School District
Human Resources Department
Equal Employment Opportunity Unit
(415) 241-6054
San Francisco Unified School District – 555 Franklin Street, San Francisco, CA 94102-5299
Harassment-Free Workplace Policy

THE PURPOSE OF THIS POLICY:

is to reaffirm that the San Francisco Unified School district is committed to providing a work environment that is free of discrimination. In keeping with this commitment, the San Francisco Unified School District strictly prohibits all forms of unlawful harassment, including sexual harassment and harassment based on race, color, religion, creed, sex, national origin, ethnicity, ancestry, age, disability or medical condition, political affiliation, sexual orientation, gender identity, marital or domestic partner status, or any other characteristic protected by federal, state or local employment discrimination laws, including the San Francisco Board of Education's policies, administrative rules and regulations, State of California Department of Education's legislative statutes, City & County of San Francisco's anti-discrimination ordinances, and/or the Civil Service Commission rules/EEO policy.

This policy applies to members of the general public who interact with staff of the San Francisco Unified School District. This policy also applies to all school volunteers, employees, and agents of the San Francisco Unified School District, including paraprofessionals, certificated, classified, non-supervisory, supervisory and administrative staff. The respective Departments are responsible for ensuring that all employees have knowledge of and periodic training regarding this policy.

UNLAWFUL HARRASSMENT IS: (1) Unwelcome, offensive conduct that is often repetitive in nature; (2) on account of an individual's (or group of individuals) membership in a protected category; (3) that is sufficiently severe or pervasive as to alter the condition of the individual's employment and create a hostile working environment.

UNLAWFUL HARRASSMENT may take many forms including, but not limited to:

VERBAL CONDUCT:
Unwelcome jokes or stories, slurs, epithets, derogatory comments, unwelcome advances or repeated invitations, requests for sexual favors, or harassing phone calls, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

VISUAL CONDUCT:
Derogatory or offensive posters, cartoons, bulletins, photographs or drawings, or electronic mail transmissions, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

PHYSICAL CONDUCT:
Blocking normal movement, overt leering or lewd gestures, assault or physical interference with work, which are directed at an individual (or group of individuals) because of his or her membership in a protected category.

RETALIATION IS: (1) When an individual who previously engaged in protected activities or opposed unlawful discrimination is the subject of an adverse employment decision; (2) if the agency was aware of the individual's protected activity and specifically took this fact into consideration when making an adverse employment decision; (3) if the individual contemporaneously or subsequently was adversely affected by some action of the agency because that individual engaged in protected activities or opposed unlawful discrimination; (4) when some connection exists between

the individual's protected activity and the adverse employment decision which occurs within such a period of time that a retaliatory inference can be made. The District's policy prohibits this conduct.

REPORTING PROCEDURES

Any employee who believes he or she has been harassed in violation of this policy should promptly report the facts of the incident and the individuals involved. To file a complaint of unlawful harassment, the individual should promptly contact any of the following:

- **The employee's supervisor or other superior; shop steward or union building representative; the Human Resources Sr. Executive Director, Director of Labor Relations and/or the District's Chief Administrative Officer.**

If a complaint of unlawful harassment is made to a supervisor, that person will, to the extent possible, immediately intervene to cease any harassment. In addition the supervisor should: (1) separate the individuals while performing a preliminary on-site inquiry into the allegations; (2) interview potential eyewitnesses; (3) promptly forward a report of their preliminary findings to the Sr. Executive Director, Human Resources.

Any supervisor who receives a complaint of harassment and fails to intervene, investigate and report as noted above may be subject to disciplinary action.

INVESTIGATION OF THE COMPLAINT

Once the employee's immediate supervisor is notified of a complaint of harassment, that person will immediately initiate their own on-site fact-finding inquiry into the alleged harassment. This preliminary fact-finding information should promptly be forwarded to the Sr. Executive Director, Human Resources.

The District will attempt to resolve allegations of unlawful harassment based upon an individual's membership in a protected category. The employee may be asked to consider resolving their complaint through an informal alternative dispute resolution process.

CONFIDENTIALITY

To the extent possible, effort will be made to protect the privacy of parties involved in a complaint of unlawful harassment. Files pertaining to claims of unlawful harassment under this process are considered confidential and therefore will only be discussed or shared with parties on a need to know basis.

DISCIPLINE

Any employee, supervisor or agent of the San Francisco Unified School District found to have engaged in unlawful harassment or retaliation may be subject to disciplinary action, up to and including termination. An employee may be subject to discipline for engaging in harassing conduct that does not meet the definition of harassment under federal, state or local employment discrimination laws, the San Francisco Board of Education's policies, administrative rules and regulations, and/or the State of California Department of Education's legislative statutes, but that, if repeated or allowed to continue, might meet that definition.

RIGHT TO FILE OTHER COMPLAINTS

This policy shall not alter of affect the right of any person to file a charge of discrimination with any State or Federal agency with jurisdiction over such complaints, to file a grievance under a collective

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

(Principal's Name)
(School's Name)
(School's Address)
San Francisco, CA , (Zip Code)
(School's Phone/Fax #s)

MEMORANDUM

To: (Substitute's Name)
From: (Principal's Name)
Cc: Mary Richards, Executive Director, Human Resources
Date: (Current Date)
Re: Unsatisfactory Performance/Service

The goal of the San Francisco Unified School District is to provide high quality educational opportunities for all students. We strive for excellence in teaching and learning and this can only be achieved with competent, committed, substitute teachers.

Unfortunately, an/several incident(s) concerning your performance as a substitute occurred today at (insert site's name and specific classroom assignment/area). The issue(s) cited involved violations of Board Policy #(s) (insert Board Policy #'s here – see attached PDF for quick reference). Your actions specifically included (insert concise/brief* description here of actions using specific language from Board Policy section.) *As example: your tardiness to the work site/assignment; your inappropriate and disrespectful interactions with students and staff; and your refusal to cooperate with the site administration for the general welfare of the school.

I met with you today to discuss this incident and to provide you with written notification citing your violation(s) as well as my recommendation moving forward concerning your Substitute service at this site.

After consideration of all the pertinent information, this letter serves as a less than satisfactory notice. I am also recommending that SFUSD Substitute Office and Human Resources officially remove your name from the list of available Substitutes for (insert site's name here).

Please understand that any future violation of Board Policy may result in further disciplinary action as per the contract between UESF and SFUSD.

If you have any further questions please contact Mary Richards, Executive Director of Human Resources at 415-241-6144.

FRISK MODEL

QUICK REFERENCE GUIDE

F *Facts*: What did the employee do?	Pinpoint the specific conduct and describe the conduct in complete and explicit terms. If necessary, supplement general statements with specific examples to provide a proper factual foundation.

R *Rule*: What should the employee have done?	Include the rule, authority or expectation relating to the deficient performance, such as board policies or administrative regulations, labor contract provisions, adopted curriculum, administrative directives, Education Code sections, recognized professional standards, AND include prior same rule violations.

I *Impact*: What was the impact of the employee's conduct on the district?	Include facts which describe the negative or adverse effect of the employee's conduct on the district, other employees, students and parents.

S *Suggestions*: When and what do you want the employee to do to improve performance? What will happen if there is no improvement? How can you help the employee to improve?	Include clear and unequivocal directions on the proper conduct you expect the employee to follow, the effective timelines and the consequences if the employee fails to comply, AND include suggestions for improvement.

K *Knowledge*: Does the employee have knowledge of the document as required by Education Code Section 44031?	Include language notifying the employee of the right to file a response to a derogatory document prior to the document's placement in the personnel file.

CONFERENCE SUMMARY TEMPLATE

TO: *[Name of Employee]*
FROM: *[Name of Evaluator/Title]*
DATE:
SUBJECT: Conference Summary Performance Report

This is to summarize our conference of _____*[date]*_____ concerning
_____. Present at this meeting were
_____.

F   During the conference, the following conduct was discussed:

R   I reviewed your conduct as it relates to the following rule(s) [directive(s), labor contract provision(s), expectation(s)]:

I   I informed you that your conduct negatively impacted the _____ inasmuch as _____.

S   During the conference, I provided you with the following directive(s) and assistance, to take effect _____ _____:

I also informed you that your failure to comply with any of the above directives will result in _____.

K   A copy of this letter will be placed in your personnel file after ___ days. You may prepare a response which will be attached to this document.

COMPLETED CONFERENCE SUMMARY SAMPLE

TO: John Smith
FROM: Jane Rogers, Principal, Kennedy School
DATE: March 4, 2001
SUBJECT: *Conference Summary Performance Report*

This is to summarize our conference of March 2, 2001, *concerning* my informal classroom observation conducted on March 1, 2001. *Present at this meeting* was Carl Jones, Assistant Principal.

F   *During the conference, the following conduct was discussed:*

Your classroom bulletin board display had the following spelling errors: "callendar" and "priviledge."

R   *I reviewed your conduct as it relates to the following directive:*

On February 2, 2001, I issued a memorandum to you directing you to be more careful in correctly spelling words in your classroom.

I   *I informed you that your conduct negatively impacted the* learning process in your classroom *inasmuch as* you are a poor spelling model for your students.

S   *During the conference, I provided you with the following directives and assistance, to take effect* immediately:

You are expected to be more careful in spelling words in your classroom and when in doubt check the correct spelling in your dictionary. I offered to provide you with a classroom dictionary from our resource library.

I also informed you that your failure to comply with the above directive will result in the issuance of a formal letter of reprimand.

K   *A copy of this letter will be placed in your personnel file after* 10 *days. You may prepare a response which will be attached to this document.*

WARNING LETTER TEMPLATE

TO: *[Name of Employee]*
FROM: *[Name of Evaluator/Title]*
DATE:
SUBJECT: **Warning of Unsatisfactory Performance**

F

On _____, you were engaged in the following conduct:

R

This conduct violated _____ which
requires that _____.
You previously violated this _____ on _____.

      [Alternatives in drafting "rules" tied to abstract conduct are included
      at pages 38-40.]

I

Your conduct negatively impacted _____
inasmuch as _____.

S

Effective immediately, you are directed [expected, required] to
_____. Failure to comply with this
directive will result in _____.

To assist in correcting this conduct, I offer the following suggestions and/or
assistance:

K

A copy of this letter will be placed in your personnel file after ___ days. You
may prepare a response which will be attached to this document.

COMPLETED WARNING LETTER SAMPLE

TO: Sandy King
FROM: Linda Brown, Principal, Carver School
DATE: January 20, 2001
SUBJECT: *Warning of Unsatisfactory Performance*

F   *On* January 19, 2001, *you were engaged in the following conduct:*

At 4:30 p.m. you left for home without cleaning your work closet. Access to the closet was blocked by your work cart and a five-gallon container of ammonia was left open. Several students waiting outside your work closet were overcome by the ammonia and became ill.

R   *This conduct violated* Section 12(f) of the school handbook for custodians *which requires that* "all custodians will keep their work areas well maintained in a neat and safe manner." *You previously violated this* section *on* January 5, 2001.

I   *Your conduct negatively impacted* the instructional program and the safety of students *inasmuch as* the open container of ammonia caused several students to become ill and leave their classes to receive medical care.

S   *Effective immediately, you are directed to* place all custodial materials in their allocated space before leaving for home. *Failure to comply with this directive will result in* a formal letter of reprimand.

To assist in correcting this conduct, I offer the following suggestions:

Review the school handbook for custodians concerning the above conduct and if you have any questions concerning your responsibilities, schedule a meeting with me to review the information.

K   *A copy of this document will be placed in your personnel file after 10 days. You may prepare a response which will be attached to this document.*

LETTER OF REPRIMAND TEMPLATE

TO: *[Name of Employee]*
FROM: *[Name of Evaluator/Title]*
DATE:
SUBJECT: Letter of Reprimand

F   On _____, you were engaged in the following conduct:

R   This conduct violated _____ which
requires that _____.
You previously violated this _____ on _____.

[Alternatives in drafting "rules" tied to abstract conduct are included at pages 38-40.]

I   Your conduct negatively impacted _____
inasmuch as _____.

S   Effective immediately, you are directed [expected, required] to
_____. Failure to comply with
this directive will result in _____.

To assist in correcting this conduct, I offer the following suggestions and/or assistance:

K   A copy of this letter will be placed in your personnel file after ___ days. You may prepare a response which will be attached to this document.

COMPLETED LETTER OF REPRIMAND SAMPLE

TO: Nancy Smith
FROM: Alan Mitchell, Principal, King School
DATE: February 8, 2001
SUBJECT: *Letter of Reprimand*

F   *On* February 5, 2001, *you were engaged in the following conduct:*

You did not return from lunch and your class was left unsupervised in the afternoon. You gave no notice or justification for your absence.

R   *This conduct violated* Article 7.1 of the certificated contract *which requires that,* except for lunch, teachers must be at their work site for seven hours and twenty minutes. *You previously violated this* Article *on* January 20, 2001.

I   *Your conduct negatively impacted* the instructional program and the safety of students *inasmuch as* the students were denied instruction and proper supervision. Further, your conduct exposed the district to possible liability in the event a student was injured due to your lack of supervision.

S   *Effective immediately, you are directed* to remain in your classroom as required by Article 7.1 of the certificated contract and follow all procedures required by the contract in requesting leaves of absence. *Failure to comply with this directive will result in* a second letter of reprimand placed in your personnel file.

To assist in correcting this conduct, I offer the following suggestions:

Review your certificated contract concerning hours and leaves of absence.
If you have any questions, call my office for an appointment.

K   *A copy of this letter will be placed in your personnel file after* 10 *days. You may prepare a response which will be attached to this document.*

Classified Staff Evaluations:

!<u>All SFUSD Classified Staff = Paraprofessionals, Security, Classified Non-Classroom Staff, Clerks and Custodians MUST be evaluated ANNUALLY – at least once per year and more often if improvement is needed.</u>

The Classified (Paraprofessionals, Security, and other Non-Classroom Classified Staff) and Civil Service (Clerks, Custodians) Evaluation sample forms and Contract Guidance (Classified Only) are included in this section and can also be found on the District Intranet via SFUSD Webpage.

Please Remember – All Classified Staff are formally Evaluated Annually using:

- Classified Evalution Form: All Paraprofessionals and Security Staff
- Civil Service Evaluation: All Clerks and Custodians

SFUSD Staff* to assist in this process are:

For Classified Staff ?s contact:
- Ruth Loret De Mola at 241-6101x3283
- Denise Lai at 241-6101x3284

For Civil Service Staff ?'s contact:
- Stephanie Cain at 241-6101x3267
- Elizabeth Rezaee at 241-6101x3257

You will also receive additional guidance and updates from Staff listed above throughout the year.

7. Evaluation (Paraprofessionals and Security)

7.1 The purpose of the program of evaluation is to assess and to improve the performance of an individual unit member and thereby improve the quality of education and services for students.

7.1.1 The program of evaluation shall apply to all United Support Personnel.

7.1.2 The evaluation of all United Support Personnel under this program shall include those performance factors listed in Appendix B. USP Contract 2010-2012 -9- July 1, 2010

7.1.3 In the case of a unit member who works at a school site the on-site administrator shall be assigned as the evaluator of the unit member. The on-site administrator may seek input from the certificated person who serves as the immediate supervisor and may include such input in the evaluation. In the case of a unit member who works at other than a school site the supervising administrator shall be designated as the evaluator.

7.1.4 A formal, written evaluation for every permanent unit member shall take place once each year no later than ten (10) days before the end of the school year.

7.1.5 A formal, written evaluation for every probationary employee shall, except for unforeseen circumstances, take place between the third and fifth months after date of hire and between the ninth and eleventh months following date of hire as a probationary employee.

7.1.6 **Evaluation Procedure**

7.1.6.1 At the beginning of each school year, or when a unit member is newly assigned to a site, the unit member shall be furnished a copy of the evaluation procedures, including referral to this evaluation article, and shall be advised of the criteria upon which the evaluation is to be based. Effective no later than August 1, 2010, all unit job descriptions shall be available for unit member review on the SFUSD Human Resources web page.

7.1.6.2 The on-site administrator shall observe the unit member in the discharge of his/her daily responsibilities for performance factors, as listed on the Evaluation Form. When the on-site administrator observes performance that is less than the required expectations, or is informed of such observed performance by the certificated person who serves as the immediate supervisor, the shortfall should be called to the attention of the unit member. The contents of any written documentation shall be communicated to the unit member.

7.1.6.3 When it appears to the on site administrator that a rating of —needs improvement ‖ or —unsatisfactory ‖ is likely in two or more of the performance factors, a conference shall be held by the on site administrator with the unit member. The on site administrator may require the participation of the certificated person who serves as the immediate supervisor in the conference. The areas where expectations are not being met shall be reviewed with the unit member and suggestions given for improvement. A record of such conference shall be prepared by the evaluator for the personnel file of the unit member and a copy submitted to him/her.

7.1.6.4 In conducting a formal evaluation the evaluator shall arrange a conference with the unit member no later than the specified evaluation deadline to discuss the evaluation. At the time of this formal conference, the unit member shall receive a copy of said evaluation and shall have the right to submit a written response to his/her evaluation within ten (10) days of receiving said evaluation.

7.1.6.5 The signature of a unit member on the evaluation reflects only that he/she has read the evaluation.

7.1.6.6 Each unit member being evaluated shall receive a formal evaluation reflecting the observation(s) he/she has received during the year. While the primary basis for this rating shall be the written assessments of the unit member's performance as demonstrated during assessment sequences, other written feedback previously given to the unit member and related to job performance can be used to determine the formal evaluation. Copies of all written backup materials shall be attached to the form that is given to the unit member and sent to the Human Resources Department.

7.1.6.7 The unit member may be accompanied by a representative of his/her choice at any conference. The evaluator shall be notified prior to the conference if the unit member chooses to bring a representative.

7.1.7 Only the procedural aspects of this evaluation article shall be grievable and not the evaluator's judgment or recommendations.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT | **S F U S D**

United Support Personnel
Performance Appraisal Report

Paraprofessional Evaluation Form

Name:	**ID#:**	**Record#:**

Period of Report: 8/15/2012 -5/1/2013

Employee Status: ☐ **Permanent** ☐ **Probationary** ☐ **Temporary**

Classification: **School or Dept.:**

Duties and Responsibilities / Performance Criteria:

DEFINITION OF RATINGS

Use the following definitions to identify the employee's level of performance when rating factors.

EXCEEDS EXPECTATIONS	(E)	Performs assigned duties in a manner indicating exceptional understanding of essential functions. Results achieved are often better than expected of performance rated "Meets Expectations".
MEETS EXPECTATIONS	(M)	Performs assigned duties at an acceptable level through demonstrated application of skills.
NEEDS IMPROVEMENT	(N)	Performance in one or more areas does not meet the requirement for a "Meets Expectations" rating. Improvement is required if acceptable results are to be achieved.
UNSATISFACTORY	(U)	Even under close direction, performance does not demonstrate the ability and/or willingness to produce required results.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT S F U S D

United Support Personnel
Performance Appraisal Report

Ratings for Performance Factors

E – Exceeds Expectations   **M** – Meets Expectations
N – Needs Improvement   **U** – Unsatisfactory

	Performance		Comments
1	**Quality of work** – Consider the extent to which the work is accurate, neat, well-organized and thorough.		
2	**Work habits** – Consider the employee's effectiveness in organizing and use of time.		
3	**Working relations** – Consider the ability to work with and through others. Ability to work effectively as part of a group.		
4	**Meeting work commitments** – Extent to which the employee completes work assignments and follows established procedures.		
5	**Demonstration of initiative** – Extent to which the employee shows ingenuity in initiating job duties. Readiness to take action.		
6	**Dependability and reliability** – Can be relied upon to carry out responsibilities of the position with minimal supervision.		
7	**Punctuality** – Consider the employee's attendance and tardiness.		
8	**Safety** – Complies with District safety policies and practices.		
9	**Communication Skills** – Ability to get verbal or written messages across in a clear, organized and appropriate manner. Ability to understand.		

OVERALL RATING:

☐ OUTSTANDING   ☐ HIGHLY SATISFACTORY   ☐ SATISFACTORY

☐ NEEDS IMPROVEMENT   ☐ UNSATISFACTORY

United Support Personnel
Performance Appraisal Report

DEVELOPMENT PLAN:

1. Employee Strengths – Discuss areas in which the employee demonstrates significant strengths or abilities.

2. Improvement Needs – Based on overall performance, discuss areas in which the employee demonstrates need for improvement.

Based on Improvement Needs:
a. Development Need:
b. Development Plan / Approach:
c. Results timeline:

EVALUATOR'S COMMENTS:

Evaluator Signature	Date	Site Administrator Signature	Date

EMPLOYEE'S COMMENTS:

Employee Signature	Date

NOTE: After completing this evaluation, use the "Save As" command to save and rename this file. This will keep the original file intact and ready for the next employee.

Classified Civil Service Employee Evaluation

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

CITY AND COUNTY Dc SAN FRANCISCO PFRFORMANCE APPRAISAL REPORT CSC 8-05.)

Name: _____ **ID#** _____ **Period of Report:** _____

Employee Status: _____ **Record #**
(Probationary, Permanent, Other)

Classification: _____ **School or Department** _____

I.   Duties and Responsibilities/Performance Criteria

DEFINITIONS OF RATINGS

Use the following definitions to identify employee's level of performance when rating factors in Sections II, III and IV.

COMPETENT AND EFFECTIVE	Performs assigned duties at an acceptable level through demonstrated application of skills.
EXCEEDS STANDARDS	Performs assigned duties in a manner indicating exceptional understanding of essential functions. Results achieved are often better than expected of performance rated "Competent and Effective," but not of such uniqueness as to warrant an "Outstanding" rating.
OUTSTANDING	Performs assigned duties in a manner demonstrating mastery at every level of major responsibility. Results achieved are well beyond the level of performance rated Exceeds Standards."
DEVELOPMENT NEEDED	Performance in one or more areas does not meet the requirement for a "Competent and Effective' rating. Improvement is required if acceptable results are to be achieved.
UNACCEPTABLE	Even under close direction, performance does not demonstrate the ability and/or willingness to produce required results.

II Performance Factors (Required for all employees)

Instructions-To properly record the employee evaluation type the letter in the box that best describes the employee's performance. Example:

A

1. Attendance and Punctuality

a. **Competent/Effective**-Good observance of working hours
b. **Exceeds Standards**-Very punctual and dependable
c. **Outstanding**-Extremely punctual and dependable
d. **Development Needed**-High Rate of lateness and absence from work
e. **Unacceptable**- Excessive and Persistent pattern of lateness

2. Knowledge of Job

a. **Competent and Effective**- Well informed on Important phases of the job
b. **Exceeds Standards**-Well informed on all phases of the job
c. **Outstanding**-Exceptional knowledge and understanding of the job
d. **Development Needed**- Lacks knowledge of some important phases of the job
e. **Unacceptable**-Insufficient knowledge to perform the essential job requirements

3. Quantity of Work Performed

a. **Competent and Effective**-
   Quantity of Work meets essential job requirements
b. **Exceeds Standards**- Quantity of Work often exceeds essential job requirements
c. **Outstanding**- Quantity of Work consistently exceeds essential job requirements
d. **Development Needed** -Quantity of Work does not meet essential job requirements
e. **Unacceptable**- Quantity of Work fails to meet essential job requirements

4. Quality of Work Performed

a. **Competent and Effective**- Quality of Work meets essential job requirements
b. **Exceeds Standards**- Quality of Work often exceeds essential job requirements
c. **Outstanding-Quality of work consistently**- Quality of Work consistently exceeds essential job requirements
d. **Development Needed**- Quality of Work does not meet essential job requirements
e. **Unacceptable**- Quality of Work fails to meet essential job requirements

5. *Effectiveness in Working with Others*

a. **Competent and Effective**-Works effectively with others
b. **Exceeds Standards**-Works effectively with others in difficult circumstances
c. **Outstanding**-Actively promotes good relations with others
d. **Development Needed**-Occasionally has difficulty working with others
e. **Unacceptable**-Serious inattention to needs of others and or continued conflict with others

6. *Adaptability to Work Situation*

a. **Competent and Effective**-Effectively adapts to day-to-day demands of the job
b. **Exceeds Standards**- Performs well even under pressure of difficult situations
c. **Outstanding**-Performs effectively in crisis situations
d. **Development Needed**-Performance consistently declines in other than routine situations
e. **Unacceptable**-Does not adapt to routine demands of the job

7. *Use of Materials and Equipment*

a. **Competent and Effective**-Routinely conserves materials and or maintains equipment
b. **Exceeds Standards**-Obtains maximum utilization of materials and or equipment
c. **Outstanding**-Develops improved techniques for the use of materials and/or equipment
d. **Development Needed**-Occasionally wasteful and or careless
e. **Unacceptable**-Unacceptably wasteful and careless

8. *Safety*

a. **Comp
    etent and Effective**-Routinely observes all safety practices
b. **Exceeds Standards**-Identifies and reports safety hazards
c. **Outstanding**-Consistently identifies safety hazards and initiates corrective action
d. **Development Needed**-Occasionally disregards safety practices
e. **Unacceptable**-Seriously disregards safety practices

III. Managerial Factors (Required for all supervisory personnel)

1. *Communication*

a. **Competent and Effective**-Usually communicates clearly
b. **Exceeds Standards**-Frequently uses language skills to promote optimal level of clarity
c. **Outstanding**-Consistently uses language skills to manage interpersonal problems effectively

| d. | **Development Needed-**Sometimes fails to communicate clearly |
| e. | **Unaccept able-** Serious or persistent problem with language skills |

2. Planning

a.	**Competent and Effective-**Develops necessary goals and plans and evaluates results
b.	**Exceeds Standards-**Identifies potential problems and develops contingency plans
c.	**Outstanding-**Plans creatively to optimize use of all resources
d.	**Development Needed-**Poor attention to planning and or inefficient use of resources
e.	**Unacceptable-**Serious inattention to planning and or extremely weak in utilizing resources

3. Decision Making

a.	**Competent and Effective-**Usually demonstrates sound evaluation of factors in routine matters
b.	**Exceeds Standards-**Demonstrates exceptional ability to solve difficult problems
c.	**Outstanding-**Consistently demonstrates ability to solve problems of a highly complex nature
d.	**Development Needed-**Sometimes overlooks and or misjudges basic factors in routine matters
e.	**Unacceptable-**Serious inattention to directing and or motivating employees

4. Directing and Motivating Employees

a.	**Competent and Effective-**Effectively directs the work of employees
b.	**Exceeds Standards-**Motivates employees to achieve high performance
c.	**Outstanding-**Identifies employee potential and provides opportunities for optimal performance
d.	**Development Needed-**Has difficulty in directing and or motivating employees
e.	**Unacceptable-**Serious inattention to employee training needs

5. *Training and Developing Employees*

a.	**Competent and Effective-**Makes provisions for employees to acquire necessary job skills and knowledge
b.	**Exceeds Standards-**Encourages employees in career development
c.	**Outstanding-**Actively provides employee training and development opportunities
d.	**Development Needed-**Sometimes fails to provide needed training or job information to employees
e.	**Unacceptable-**Serious inattention to employee training needs

IV. Overall Evaluation

a. **Competent and Effective-**
b. **Exceeds Standards-**
c. **Outstanding-**
d. **Development Needed-**
e. **Unacceptable-**

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Classified Civil Service Employee Evaluation

V. Comments *must be completed according to Instructions*

A. **Facts Specific Performance Documentation.** *Adequate and accurate documentation is required.*

B. .Employee Strengths:

C. ~Work Plan for Next Report Period:

D. Recommendations

Reporting Manager	
Name	**Work Location**
Class no and Title	**Date of Report**
Conference Report with (Managers Signature)	
Signature (by typing my name here electronically I confirm all of the above information is true and correct to the best of my knowledge and ability)	
Type name here:	

Classified Civil Service Employee Evaluation

Employee's Statement

☐ I agree with this report

☐ I request a conference with the reviewer

☐ Rebuttal attached

☐ I do not agree with this report

Date of Counseling interview_____

Signature (by typing my name here electronically I confirm all of the above information is true and correct to the best of my knowledge and ability)
Type name here:

Reviewer's Certification

☐ Work Address

☐ Class No and Title

☐ Date of Review

☐ I certify that I have viewed this report

☐ I have taken the following action

Signature (by typing my name here electronically I confirm all of the above information is true and correct to the best of my knowledge and ability)
Type name here:

NOTE: After completing this evaluation, use the "save as" command to save and rename this file. This will keep the original file in tact and ready for the next employee. Please email this document as an attachment to: rezaeee@sfusd.edu

SFUSD

Standards for the Teaching Profession

Classroom Teachers

San Francisco Unified School District's
Complete Rubric for Professional Growth & Evaluation

Engaging and Supporting All Students in Learning

Creating and Maintaining an Effective Environment for Learning

Understanding and Organizing Subject Matter Knowledge

Planning, Designing & Delivering Learning Experiences for All Students

Assessing Students for Learning

Developing As a Professional Educator

2012-2013 SFUSD VERSION

The *California Standards for the Teacher Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

Standard 1
Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring, community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate student's understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4
Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5
Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about the work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

San Francisco Standards for the Teaching Profession

These are the definitions of the SFUSD Levels of Performance that apply to all Standards for the Teaching Profession. They guide the professional conversation and reflection around evidence in the classroom teacher's professional practice. The SFUSD Standards for the Teaching Profession are designed to promote growth in teaching practice and consistency in the administration's ability to support and evaluate each classroom teacher.

Modifiers for each level are built in to the **15 Essential Elements rubric language**, which are shaded. If you choose to focus on other elements, this may be used to further clarify the level of performance.

	SFUSD Teacher Levels of Performance
(E) Exceeds Standards	**Strategically** and **highly effectively** applies knowledge, skills, and disposition to **adapt** the classroom culture and instruction so that **all students** are **supported appropriately** and achieve.
(P) Proficient At Meeting Standards	**Consistently** and **effectively** applies knowledge, skills, and disposition to **provide** a classroom in which **all students** are **supported appropriately** and achieve.
(S) Satisfactorily Meets Standards	Applies knowledge, skills, and disposition to **provide** a **classroom culture** in which **most students** are **supported appropriately** and achieve.
(N) Not Yet Meeting Standards	**Limited** or **ineffective** application of knowledge, skills, and disposition leading to **limited** student **support** and achievement.
(D) Does Not Meet Standards	**Limited** or **ineffective** application of knowledge, skills, and disposition. **Few to no students** are **appropriately supported** or achieve.

Standard 1: Engaging and Supporting All Students in Learning

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 1.1: Using knowledge of students to engage them in learning.			
The teacher learns about students only through data provided by the school and/or through district assessments. Students frequently disengage from the learning process.	The teacher gathers and uses some additional data about individual students. Students engage in lessons that include some adjustments based on assessments and/or data.	The teacher uses data from a variety of formal and informal sources to learn about students, guide selection of instructional strategies, and make adjustments to instruction to meet diverse learning needs. Students actively engage in a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	The teacher uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction. Students take ownership of their learning by choosing from a wide range of methods that are responsive to their diverse learning needs.
Element 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.			
The teacher makes few connections between learning and students' prior knowledge, culture, backgrounds, life experiences, and interests. Some students connect learning activities to prior knowledge and their own lives.	The teacher uses information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning. Students participate in making connections between curriculum and their prior knowledge, interests and experiences.	The teacher integrates broad knowledge of students and their communities to inform instruction. Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	The teacher systematically uses in-depth information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Students can articulate the relevance and impact of the learning on their lives and society.
Element 1.3: Connecting subject matter to meaningful, real-world contexts.			
The teacher rarely uses real-world connections during instruction. Few students relate subject matter to real-world.	The teacher includes some real-world connections to subject matter to support student understanding. Some students make use of real-life connections to support understanding of subject matter.	The teacher integrates connections to meaningful, real-world contexts in planning subject matter instruction and engages students in making those connections. Students actively participate in making and using real-world connections to extend their understanding.	The teacher engages students in actively making connections to relevant, meaningful, and real-world contexts throughout subject matter instruction. Students routinely integrate subject matter into their own thinking and make relevant applications during learning activities.
Element 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.			
Teacher uses limited instructional strategies and resources that do not effectively engage students or meet students' diverse learning needs.	Teacher uses instructional strategies and resources that are effective in engaging students and meeting most students' diverse learning needs.	Teacher consistently integrates a variety of instructional strategies and resources into instruction that are effective in engaging students and meeting all students' diverse learning needs.	Teacher strategically selects and adapts appropriate instructional strategies and resources that lead to maximum engagement, learning, and growth for all students.
Element 1.5: Promoting critical thinking through inquiry, problem solving, and reflection.			
Teacher provides limited opportunities for students to reason, question assumptions, and engage in reflective thinking. Students do not effectively participate.	Teacher provides opportunities for students to reason, question assumptions, and engage in reflective thinking. Most students participate.	Teacher consistently provides opportunities for all students to reason, question assumptions, and engage in reflective thinking. All students participate.	Teacher strategically provides opportunities for all students to reason, question assumptions, and engage in reflective thinking. All students participate and support each other in participation.
Element 1.6: Monitoring student learning and adjusting instruction while teaching.			
During lessons, the teacher's monitoring of student learning is limited. The teacher makes limited or no adjustments to planned instruction.	During lessons, the teacher monitors student learning and makes adjustments to instruction as needed to support most students.	During lessons, the teacher consistently monitors student learning and effectively makes adjustments to instruction as needed to support all students.	During lessons, the teacher strategically monitors student learning and makes adjustments to instruction as needed to support all students.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.			
The teacher rarely models and communicates expectations for fair and respectful behavior. Few students share in responsibility for the classroom community.	The teacher models, communicates and reinforces positive, responsible, and respectful behavior. The teacher incorporates positive student interactions and assists students to resolve conflicts. The teacher incorporates cultural awareness to develop a positive classroom climate. Students demonstrate efforts to be positive, accepting, and respectful of differences.	The teacher develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. The teacher supports students in taking leadership in developing a caring community that is responsive to student diversity. Students take responsibility for resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	The teacher facilitates student self-reflection and ongoing development of the classroom community based on respect, fairness, and the value of all members. Students take leadership in resolving conflict and creating a fair and respectful community where student diversity is included and valued. Students communicate with empathy and understanding in interactions with one another.
Element 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.			
Classroom configuration does not effectively support student learning. Students' experience of learning as related to them or their lives is limited. Classroom resources are limited and not effectively used by students.	Classroom configuration supports student learning. Most students experience learning as related to them or their lives. Classroom resources are used by most students.	Classroom configuration effectively supports student learning. All students experience learning as related to them or their lives. Classroom resources are used by all students.	Classroom configuration is strategic in order to support student learning. Teacher adapts environment so that all students experience learning as related to them or their lives. Classroom resources are used purposefully by all students.
Element 2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.			
Teacher does not effectively establish or maintain learning environments that are physically, intellectually, and emotionally safe.	Teacher establishes and maintains learning environments that are physically, intellectually, and emotionally safe for most students.	Teacher consistently establishes and maintains learning environments that are physically, intellectually, and emotionally safe for all students.	Teacher establishes, maintains and adapts learning environments that are always physically, intellectually, and emotionally safe for all students.
Element 2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students.			
Teacher has limited expectations of students, provides limited or no supports to students, and does not effectively motivate students to learn.	Teacher has high expectations of most students, provides supports to most students, and motivates most students to learn.	Teacher has consistently high expectations of all students, provides effective supports to all students, and motivates all students to learn.	Teacher has consistently high expectations of all students, provides and adapts supports for all students, and strategically motivates all students to learn.
Element 2.5: Developing, communicating, and maintaining high standards for individual and group behavior.			
Teacher does not effectively develop, communicate, or maintain standards for student behavior.	Teacher develops, communicates, and maintains standards for student behavior. Most students are supported in meeting behavior standards.	Teacher effectively and consistently develops, communicates, and maintains high standards for student behavior. All students are supported in meeting behavior standards.	Teacher effectively and consistently develops, communicates, and maintains high standards for student behavior. Teacher strategically integrates students' voices into the development of behavior standards and adapts methods of communicating and maintaining standards so that all students are able to meet them.
Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.			
Teacher's development of routines, procedures, norms, or supports for students is limited. Teacher does not effectively ensure a climate in which students can learn.	Teacher develops routines, procedures, norms, and supports for students. Teacher ensures a climate in which most students can learn.	Teacher effectively develops routines, procedures, norms, and supports for all students. Teacher ensures a climate in which all students can learn.	Teacher strategically develops and adapts routines, procedures, norms, and supports for all students. Teacher consistently ensures a climate in which all students can learn.
Element 2.7: Using instructional time to optimize learning.			
Teacher does not effectively use instructional time to support student learning. Teacher shows limited awareness of appropriate pacing of instructional time and students do not effectively optimize the learning time.	Teacher uses instructional time effectively to support student learning. Teacher paces instructional time appropriately so that most students optimize the learning time.	Teacher uses instructional time effectively to support student learning. Teacher consistently paces instructional time appropriately so that all students optimize the learning time.	Teacher uses instructional time effectively to support student learning. Teacher strategically paces instructional time to support all students and adapts plans so that all students optimize the learning time.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 3.1: Demonstrating knowledge of subject matter, related academic language and academic content standards.			
The teacher lacks foundational knowledge of subject matter, related academic language and academic content standards.	The teacher applies foundational knowledge of subject matter, related academic language and academic content standards to instruction.	The teacher understands, explains and uses knowledge of the relationship between essential subject matter concepts, academic language, and academic content standards in ways that ensure that students make these connections and find relevance.	The teacher uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
Element 3.2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.			
The teacher rarely applies knowledge of student development and awareness of differences in students' understanding of subject matter to teaching. The teacher rarely *teaches* subject-specific vocabulary.	The teacher uses knowledge of student development to implement learning activities that address students' proficiencies and support understanding of subject matter including related academic language. The teacher usually provides explicit instruction of essential content vocabulary and associated academic language. When confusions are identified, the teacher explains academic language, formats, and vocabulary to support student access to subject matter.	The teacher adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. The teacher ensures understanding of subject matter including related academic language. The teacher consistently provides explicit instruction of essential content vocabulary and associated academic language in ways that engage students and ensure equitable access.	The teacher utilizes comprehensive knowledge of students to guide all students to develop proficiencies and understand subject matter including related academic language. The teacher engages students in self-directed goal setting, monitoring, and improvement of content vocabulary and academic language.
Element 3.3: Organizing curriculum to facilitate student understanding of the subject matter.			
Teacher does not effectively base curricular decisions on how to best support student understanding of the subject matter.	Teacher bases curricular decisions on how to best support most students' understanding of the subject matter.	Teacher consistently bases curricular decisions on how to best support all students' understanding of the subject matter.	Teacher strategically bases curricular decisions on how to best support all students' understanding of the subject matter. Teacher effectively adapts curricular materials as needed to support student understanding.
Element 3.4: Utilizing instructional strategies that are appropriate to the subject matter			
The teacher rarely uses instructional strategies that are appropriate to the subject matter or student needs.	The teacher selects and uses instructional strategies that address students' diverse learning needs and increase student understanding of academic language appropriate to subject matter.	The teacher integrates a variety of instructional strategies appropriate to subject matter to meet students' diverse learning needs, ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	The teacher uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.
Element 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.			
The teacher does not adequately use available materials, resources, and technologies to make subject matter accessible to students.	The teacher sometimes selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. The teacher sometimes uses resources that reflect the diversity of the classroom and support differentiated learning of subject matter.	The teacher integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to all students. The teacher guides students to use avail-able print, electronic, and online subject matter resources based on student needs. The teacher seeks outside resources and support.	The teacher engages students in identifying and adapting resources, technologies, and instructional materials to extend student understanding and critical thinking about subject matter. The teacher ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.
Element 3.6: Addressing the needs of English learners and students with special needs to provide equitable access to the content.			
Teacher shows limited understanding of the needs of English learners and students with special needs. English learners and students with special needs do not effectively receive equitable access to the content.	Teacher shows understanding of the needs of English learners and students with special needs. Most English learners and students with special needs receive equitable access to the content.	Teacher shows significant understanding of the needs of English learners and students with special needs. All English learners and students with special needs consistently receive equitable access to the content.	Teacher shows extensive understanding of the needs of English learners and students with special needs. The teacher adapts instruction and materials for all English learners and students with special needs as needed to provide maximum access to the content.

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

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 4.1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.			
The teacher's instructional plans show limited knowledge of students' academic readiness, language proficiency, cultural background, and individual development. The teacher does not address bias in the classroom.	The teacher usually plans instruction using additional assessment information on student academic readiness, language, cultural background, and individual development. The teacher begins to use culturally responsive pedagogy and address bias in the classroom.	The teacher plans differentiated instruction while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. The teacher's instructional plans address bias, stereotyping, and assumptions about cultures and members of cultures.	The teacher plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Students are engaged in the analysis of bias, stereotyping, and assumptions.
Element 4.2: Establishing and articulating goals for student learning.			
Teacher does not effectively establish and/or communicate goals for student learning to students.	Teacher establishes and communicates goals for student learning. Goals are appropriate for most students.	Teacher consistently establishes and effectively communicates goals for student learning. Goals are appropriate for all students.	Teacher strategically establishes and highly effectively communicates goals for student learning. Goals are appropriate and adapted as needed for all students.
Element 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning.			
Short and/or long term instructional plans show limited development and a lack of effective sequencing to support students in meeting learning goals.	Short and long term instructional plans are developed and sequenced to support some students in meeting the learning goals.	Short and long term instructional plans are consistently developed and effectively sequenced to support all students in meeting the learning goals.	Short and long term instructional plans are thoroughly developed and strategically sequenced to support all students in meeting the learning goals.
Element 4.4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.			
The teacher's instructional plans and strategies show limited reflection of student content, learning, and language needs.	The teacher designs and delivers lessons that incorporates strategies that use information about student content, learning, and language needs.	The teacher incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. The teacher provides appropriate support and challenge for students. The teacher uses assessments to inform planning differentiated instruction.	The teacher integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs, and advance learning for all. The teacher facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.
Element 4.5: Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.			
The teacher rarely adapts, modifies or differentiates instructional plans to meet the assessed learning needs of all students.	The teacher generally adapts plans and materials to address students' learning needs.	The teacher adapts and modifies instruction and makes ongoing adjustments to instructional plans. The teacher uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	The teacher anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. The teacher engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard 5: Assessing Students for Learning

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 5.1: Appling knowledge of the purposes, characteristics, and uses of different types of assessments.			
The teacher uses limited strategies to monitor and assess student learning and achievement.	The teacher generally identifies and *gives (administers)* various assessments that yield different types of information about student preparedness, progress, and proficiency.	The teacher consistently selects, develops, and adapts assessments to allow students with a range of learning needs to demonstrate what they know.	The teacher draws flexibly from a repertoire of appropriate assessment options to support differentiated student learning needs and maximize student progress.
Element 5.2: Collecting and analyzing assessment data from a variety of sources to inform instruction.			
The teacher does not regularly use appropriate data or strategies to monitor and assess student learning.	The teacher uses data from required and supplemental assessments to assess student learning. The teacher makes adjustments in lesson planning based on analysis of assessment data.	The teacher designs and integrates an assessment plan that provides a variety of formal and informal assessment data on student learning. The teacher uses data analysis from a broad range of assessments to guide planning and differentiation of instruction.	The teacher infuses assessments strategically and systematically throughout instruction to collect ongoing data appropriate for the range of learning needs. The teacher uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
Element 5.3: Reviewing data, both individually and with colleagues, to monitor student learning.			
Teacher rarely reviews and monitors assessment data.	Teacher reviews and monitors a variety of assessment data and identifies learning needs of individual students.	Teacher reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Teacher facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.
Element 5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.			
Teacher's use of assessment data to establish learning goals, plan, differentiate, and modify instruction is limited.	Teacher uses assessment data to establish learning goals, plan, differentiate, and modify instruction for some students.	Teacher consistently uses assessment data to effectively establish learning goals, plan, differentiate, and modify instruction for all students.	Teacher strategically uses assessment data to highly effectively establish learning goals, plan, differentiate, and modify instruction for all students.
Element 5.5: Involving all students in self-assessment, goal-setting, and monitoring progress.			
The teacher rarely informs students about lesson objectives, outcomes, and summative assessment results. Students are provided with limited information and opportunities to assess/reflect on their own work.	The teacher sometimes encourages students to establish learning goals. Students are given occasional opportunities to monitor their own progress toward class or individual goals.	The teacher consistently models, scaffolds, and implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.	The teacher develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
Element 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning.			
The teacher does not or rarely uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	The teacher uses some available technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	The teacher consistently uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. The teacher ensures that communications are received by those who lack access to technology.	The teacher integrates a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning to all audiences.
Element: 5.7: Using assessment information to share timely and comprehensible feedback with students and their families.			
Teacher's communication with students and/or their families about academic or social progress is limited. Teacher provides limited explanation or guidance for students and families with ways to use and understand assessment information.	Teacher communicates with some students and their families about academic or social progress. Teacher provides explanation or guidance for some students and families with ways to use and understand assessment information.	Teacher consistently communicates with all students and their families about academic or social progress. Teacher provides effective explanation or guidance for all students and families with ways to use and understand assessment information.	Teacher systematically and flexibly communicates with all students and their families about academic or social progress. Teacher provides extensive explanation or guidance for all students and families with ways to use and understand assessment information. Teacher encourages two-way communication about academic and social progress throughout the entire school year.

Standard 6: Developing as a Professional Educator

Not Yet Meeting Standard	Satisfactorily Meeting Standard	Proficient at Meeting Standard	Exceeds Standard
Element 6.1: Reflecting on teaching practice in support of student learning			
The teacher does not engage in self- reflection of teaching practices or reflect with colleagues to focus on methods to support the full range of learners.	The teacher engages in formal and informal reflection of teaching, both individually and with colleagues, making adjustments in teaching practices and the impact on the full range of learners.	The teacher reflects individually and with colleagues on the refinements in teaching practices and makes connections among elements of the CSTP positively impacting a full range of learners.	The teacher maintains ongoing reflection and active research in supporting student learning and raising the level of academic achievement. The teacher engages in and fosters reflection among colleagues for school wide impact on student learning.
Element 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development			
The teacher does not or rarely sets goals that are CSTP based. The teacher does not use self-assessment to determine teaching goals. Teacher does not actively participate in professional development.	The teacher sets goals connected to the CSTP that are authentic, challenging and based on self-assessments. The teacher aligns personal teaching goals with school and district goals, and focuses on improving student learning. The teacher selects and actively engages in professional development based on needs identified in professional goals.	The teacher sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. The teacher engages in and contributes to professional development targeted on student achievement. The teacher pursues a variety of opportunities to learn professionally.	The teacher sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. The teacher engages in ongoing inquiry into teacher practice for professional development. The teacher contributes to professional organizations and development opportunities to extend their own teaching practice.
Element 6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning			
The teacher attends some staff, grade level, departments and other required meetings and collaborations with colleagues but does not actively participate or seek out opportunities.	The teacher participates with colleagues at meetings and collaborates with colleagues to improve student learning and reflect on teaching practices. The teacher interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	The teacher collaborates with colleagues to expand impact on teacher and student learning within grade, department, school and district levels. The teacher engages with members of the broader professional community to access resources for a wide range of teacher supports that impact student achievement.	The teacher facilitates collaboration with colleagues. The teacher works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. The teacher initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
Element 6.4: Working with families to support student learning			
The teacher is aware of the importance of the family's role in student learning but does not seek to actively involve families to enhance student learning or improve his/her own understanding of students and their families.	The teacher supports families to contribute to the student's progress, the classroom and the school. The teacher adjusts communications to families in ways which show understanding of and respect for cultural norms. The teacher welcomes family involvement at classroom and school events.	The teacher provides opportunities and support for families to actively participate in the classroom and school. The teacher consistently communicates to families in ways which show understanding of and respect for cultural norms.	The teacher structures a wide range of ongoing opportunities for families to contribute to the classroom learning and school community. The teacher supports the school and school district to families can take leadership to improve student learning.
Element 6.5: Engaging local communities in the support of the instructional program			
The teacher does not or rarely uses available neighborhood and community resources or makes connections to communities for single lessons or a sequence of lessons.	The teacher uses a variety of neighborhood and community resources to support the curriculum. The teacher includes knowledge of the community when designing and implementing instruction.	The teacher uses a broad range of neighborhood and community resources to support the instructional program, students and families. The teacher uses the understanding of the community to improve and enrich the instructional program.	The teacher collaborates with community members to increase instructional and learning opportunities for students. The teacher engages students in leadership and service to the community and broadens school learning environment.

Element 6.6: Managing professional responsibilities to maintain motivation and commitment to all students

The teacher seldom maintains professional responsibilities in timely manner. The teacher does not seek support as needed. The teacher rarely demonstrates their commitment to students by exploring ways to address individual students' needs.	The teacher anticipates professional responsibilities and manages time and effort required to meet expectations. The teacher demonstrates commitment and motivation to pursue ways to support students' diverse learning needs and maintains belief in all students' capacity for achievement.	The teacher integrates the full range of professional responsibilities, planning and preparing for situations that may be challenging. The teacher demonstrates motivation, resiliency and energy to ensure that all students achieve. The teacher maintains continual efforts to seek, develop and refine new and creative methods to ensure individual student learning.	The teacher models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. The teacher supports colleagues to maintain the motivation, resiliency and energy to ensure that all students achieve.

Element 6.7: Demonstrating professional responsibility, integrity, and ethical conduct.

The teacher does not follow all state educational codes, legal requirements, site, district, board policies, contractual agreements and ethical responsibilities.	The teacher maintains high standards of personal integrity and commitment to student learning following all state educational codes, legal requirements, site, district, board policies, contractual agreements and ethical responsibilities.	The teacher maintains high standards of personal integrity and commitment to student learning and the profession in all circumstances following all state educational codes, legal requirements, site, district, board policies, contractual agreements and ethical responsibilities.	The teacher maintains high standards of personal integrity and commitment to student learning, following all state educational codes, legal requirements, site, district, board policies, and contractual agreements contributing to a professional community, and supporting peers to follow suit. The teacher contributes to fostering a school culture with a high degree of resilience, professional integrity and ethical conduct.

Optional tool for:
California Standards for the Teaching Profession (CSTP) Standard 6 Summary Evaluation Teacher Self Assessment

Teacher Name: Date:

This Optional Self Assessment is an opportunity to consider ideas and accomplishments in Standard 6 of the CSTP: <u>Developing as an Educator/Professional Responsibilites.</u>

For each section below, type in specific examples in each box.

CSTP 6.1 Reflect upon his/her teaching practice in support of student needs
How do I reflect upon my teaching, assess my growth as a teacher over time and move my practice forward in supporting student needs?
CSTP 6.2 Establish professional goals and pursue growth opportunities
How have I set professional goals, and sought professional development opportunities inside and outside of school, mentor, and or pursued additional degrees and credentials?
CSTP 6.3 Work with colleagues to improve professional practice
How have I collaborated with colleagues, share curricular ideas, foster mutual respect, mentor, and implement shared agreements?
CSTP 6.4 Work with families to support student learning
How have I engaged families to better know and understand students and to support their learning?
CSTP 6.5 Engage local communities in support of the instructional program?
How have I accessed school, district and local community resources and activities to support my class and their learning?
CSTP 6.6 Manage professional responsibilities to maintain motivation and commitment to all students.
How do I challenge myself intellectually and creatively throughout my career, finding support and developing strategies to address the complications and challenges of teaching?
CSTP 6.7 Demonstrate professional responsibility, integrity, and ethical conduct
How do I remain informed of new or revised policies and requirements, and demonstrate my professional obligations to students, school, district and the profession?

Other comments regarding Standard 6:

Signature:_____Date:_____

SFUSD Area 1 optional self assessment tool; use to guide conversation with Principal/Adminstrator.