

## **Pajaro Valley PROFESSIONAL STANDARDS & California Standards for the Teaching Profession**

### ***Engaging and supporting all students in learning***

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Teachers build on students' prior knowledge, life experience and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interactions and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate and evaluate what they learn.

### ***Creating and maintaining an effective environment for students***

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, are clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

### ***Understanding and organizing subject matter knowledge for student learning***

- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend student's understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

***The Professional Standards function as a guide for administrators and certificated staff.  
The common language of the Professional Standards provides for shared discussions  
between administrators and certificated staff.***

### ***Planning instruction and designing learning experiences for all students***

- Drawing on and valuing students' background, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long and short term plans to foster student learning
- Modifying instructional plans to adjust for student needs

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-term plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

### ***Assessing Student Learning***

- Establishing and communicating learning goals for all students in content standards
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families, and other audiences about student progress

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

### ***Developing as a professional educator***

- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve teaching and learning
- Balancing professional responsibilities and maintaining motivation

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

## **The Professional Standards as Used by Certificated Personnel**

**The Professional Standards are a description of minimal expectations for certificated personnel to receive and maintain tenure. The Professional Standards act as a guide for administrators and teachers and provide a common language for shared discussions on professional growth.**

### **Administrative Mandated:**

**All non-tenured certificated staff are responsible for establishing Professional Standards to receive tenure.**

### **Partner, Portfolio, Administrative Choice, Self-Assessment:**

**All tenured certificated staff are responsible for maintaining Professional Standards at all times.\***

- **Administrators always have the right and responsibility to observe classrooms or work settings at any time. As administrators observe or interact in classrooms or work settings, they have the right and responsibility to identify any concerns related to maintaining the Professional Standards.**
- Professional Standards are met and exceeded by most all certificated staff.
- \*However, at times some tenured staff require additional guidance and support to maintain Professional Standards. If additional guidance and support is needed, the supervising administrator will initiate the Pre- Assistance process.
- \*Pre-Assistance is focused on specific areas of the Professional Standards and is to be viewed positively as providing the necessary guidance and support required to reestablish Professional Standards. The duration for Pre Assistance is 10 weeks. As needed, Assistance will follow Pre-Assistance for up to a year through the Peer Assistance and Review Program (PAR).

## Professional Standards as applied to PRE-ASSISTANCE & ASSISTANCE

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1. To identify the specific problem in relationship to the Professional Standards,
2. To develop and implement a plan for improvement within a period of ten weeks,
3. To gather selections to show evidence of improvement in the Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who find themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Assistance is for up to a year. While on Assistance certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule. ***When on Assistance certificated staff will be assigned the support of a consulting teacher through the PVUSD Peer Assistance and Review Program (PAR).***

### ***Below are the components of the Pre-Assistance Plan, as per contract:***

The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Placement on Assistance
- Problem resolved and Professional Standards met, return to current evaluation option

***If the goals of the Pre Assistance Plan are not met, the certificated staff member is then placed on Assistance and is assigned a PAR consulting teacher. The certificated staff member will remain on the Administrative Option, Mandated the year following removal from Assistance. Assistance includes intensified observations and conferences based on the Professional Standards and following the guidelines of the PVUSD PAR program. Below are the components of the written Assistance Plan, as per contract:***

- A statement of the problem and existing conditions in relationship to the Professional Standards

- Specific objective(s) for the evaluatee in relationship to the Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet the Professional Standards
- Specific guidance and assistance that will be offered to the evaluatee

**Formative Reports are written quarterly and presented to the PAR Governing Panel. A Summative Report is written at the end of the year-long Assistance period. The Summative Report is written by the consulting teacher and the administrator and presented to the PAR Governing Panel.**