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ANAHEIM UNION HIGH SCHOOL DISTRICT



Rationale for AUHSD Strategies Coinciding With the California Standards of the Teaching Profession (CSTP)

AUHSD teaching strategies align with...

- [California Standards for the Teaching Profession \(CSTPs\)](#)
- **The 5 Cs** - AUHSD believes that students who think and work strategically are motivated to learn (Yang, 1999; Zimmerman, 1990). All teachers, therefore, are expected to include the 5 Cs into their lessons. (Note there is one more “C” than the more commonly known [“4Cs”](#))
 - **Collaboration** - defines the skills needed to work with others
 - **Communication** - enables students to convey ideas
 - **Critical thinking** - finds solutions to problems
 - **Creativity** - allows thinking outside the box
 - **Compassion & kindness** - crucial in developing relationships, educational success, and improving community
- **Mindfulness** - Awareness of one’s own thinking processes or metacognitive awareness leads to reflection, planning how to proceed with a learning task, monitoring one’s own performance on an ongoing basis and to self-evaluation upon task reflection (Presley & Afflerbach, 1995; Rivers, 2001)
- [The Writing Journey](#): assures that all teachers are effectively incorporating writing into all disciplines.
 - Writing is critical to becoming a good reader
 - Writing is an essential job skill
 - Writing is the primary basis upon which one’s work, learning, and intellect will be judged both in the workplace and in the community

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- Writing prepares us to develop critical communication and thinking skills needed for the workforce
- [First Best Instruction \(FBI\)](#) - This is the process by which teachers use their knowledge, experience, and understanding of their students to create meaningful learning experiences.
 - Includes Universal Design for Learning (UDL): provides the opportunity for all students to access, participate in, and progress in the general education curriculum by reducing barriers to instruction. The purpose of UDL implementation is to create expert learners who can assess their own learning needs, monitor their own progress and persist during a learning task. UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. ([Research](#))
- Protocols - ([Marzano's strategies](#), for example):
 - Communicating course/assignment rules and procedures
 - Providing students with all materials needed to complete an assignment
 - Clearly presenting the goal/objective for each assignment
 - Offering encouragement and positive feedback to students
 - Allowing students to keep track of their learning progress
 - Accessibility to students via electronic communication as well as face-to-face
 - Monitoring student work
 - Knowing every student by name and being able to recognize them outside of the online environment
 - Allowing students to progress through assignments at their own pace
 - Providing help to understand and practice new knowledge

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- Allowing students to ask questions during online courses/assignments
- Treating all students equally
- Adding external resources to assignments aligned to local objectives

Reflective Learning Walks: These allow teachers to observe and be observed by fellow teachers in order to reflect on strategies that are working with students.

- Teachers observe colleagues and make note of how lessons are being connected to the CSTPs
- Teachers then reflect on their observations and discuss best practices

California Standards for the Teaching Profession: The California Standards for the Teaching 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.

- Teachers are encouraged to connect all strategies used to deliver curriculum to the CSTPs.
- This is reflected in lesson planning and in the Individual Learning Plan developed by all teachers in the AUHSD Induction program.
- Teachers are formally and informally observed by administrators to ensure that they are adhering to the CSTPs.
- Professional Learning Communities (PLCs): are dedicated time for professional development and reflection of practices and strategies to ensure the best possible learning environment for students. These occur at individual sites during Late Starts, Site and District Department Chair Meetings, Principal/AP Meetings, and Induction Workshops and Meetings.



- Creating a Positive School Culture: School leaders play a vital role in developing and enhancing the school culture. Positive school cultures provide a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve. The District has adopted the use of Mindfulness techniques and those strategies embraced in Capturing Kids' Hearts to further support the development of a positive school culture.