

Duties		Tasks								
A	Set Up Physical Environment	A-1 Clean classroom	A-2 Define classroom areas	A-3 Organize classroom equipment (e.g., chairs, overhead projectors, tables, shelves)	A-4 Purchase classroom supplies	A-5 Stock consumable supplies	A-6 Prepare individual student material	A-7 Decorate classroom	A-8 Perform end-of-year closing procedures	
B	Establish Classroom Environment	B-1 Model respectful interaction	B-2 Set up classroom rules	B-3 Teach materials management	B-4 Establish problem-solving procedures	B-5 Establish emotionally safe environment	B-6 Incorporate students' background	B-7 Promote collaborative learning	B-8 Acknowledge special events (e.g., birthdays, holidays, student of the week)	
C	Develop Classroom Curriculum	C-1 Refer to standards (e.g., district, state, standardized tests)		C-2 Preview Curriculum Guides	C-3 Collaborate with educators	C-4 Assess student needs (e.g., learning, social, behavior)	C-5 Determine learning goals	C-6 Develop unit of study	C-7 Integrate unit into other areas of the curriculum	C-8 Schedule units of study
D	Facilitate Student Learning	D-1 Prepare lesson materials	D-2 Focus student attention	D-3 Disseminate content information	D-4 Check student comprehension	D-5 Provide activities to practice skill	D-6 Evaluate student learning	D-7 Participate in I.E.P.		
E	Assess Student Progress	E-1 Evaluate student performance	E-2 Evaluate student portfolio	E-3 Assess student self-evaluation	E-4 Administer standardized tests	E-5 Evaluate parent assessments	E-6 Complete progress reports	E-7 Refer students to special programs		
F	Facilitate School/Home Communication	F-1 Involve parents in student learning	F-2 Provide parent responsibility information	F-3 Respond to parent concerns	F-4 Inform parents of school events	F-5 Inform parents of students' progress	F-6 Provide parent resource materials	F-7 Refer parents to support services		
G	Facilitate Student Well-Being	G-1 Respond to students' health concerns	G-2 Respond to students' emotional concerns	G-3 Maintain safe environment	G-4 Report possible child abuse or neglect	G-5 Teach safety skills and health information	G-6 Facilitate student legal issues			
H	Promote School Culture	H-1 Mentor new families	H-2 Participate in school-wide functions	H-3 Share responsibility for all students	H-4 Maintain school traditions	H-5 Participate in staff functions	H-6 Incorporate parent resources	H-7 Incorporate community resources		
I	Develop Professionally	I-1 Attend professional development workshops	I-2 Participate in college courses/continue course work	I-3 Study professional publications	I-4 Collaborate with peers	I-5 Participate in mentoring relationships	I-6 Self-evaluate teaching practices	I-7 Prepare for personal evaluations	I-8 Advocate for teaching profession	
J	Perform Administrative Tasks	J-1 Complete attendance forms	J-2 Process legal documents (e.g., emergency cards, field trip permission slips)		J-3 Attend staff meetings	J-4 Prepare substitute plans	J-5 Supervise classroom volunteers	J-6 Read school announcements	J-7 Supervise school yard	J-8 Participate in P.Q.R.

SKILLS PROFILE FOR Elementary Teacher

Panel of Experts

Philip Abrams
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

Jane Jones
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

Katherine Longacre
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

Laura Palacio
Elementary School Teacher
San Francisco Unified School District
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Kurt Polzin
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

Fred Ramos
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

Kathleen Rose
Elementary School Teacher
San Francisco Unified School District
San Francisco, CA

DACUM Facilitators

Leslie Clark
Sam Kudsi
Lorraine Leber
Barbara K. Taylor, Team Leader

Math
Language arts
Science
Organization
Counseling
Parenting
Technology
Classroom management
State and local standards
Public speaking
Public relations
Listening
Teamwork
Child development stages
knowledge
Health and physical fitness
Developmentally
appropriate practices

Goal Setting
Writing and speaking skills
Cursive and manuscript writing
Legal requirements
Learning materials
Interpersonal skills
Intrapersonal skills
Current events
History
Literature
Liberal arts
Music
Safety/first aid
Crisis response
Crowd management
Verbal and written
communication

Patient
Sense of humor
Stamina
Respectful
Flexible
Empathetic
Collaborative
Compassionate
Tolerant
Independent
Self motivated
Organized

Optimistic
Altruistic
Caring
Calm
Thoughtful
Perceptive
Intuitive
Efficient
Conscientious
Confident
Competent
Receptive

JUNE 21-22, 2001

Developed By



TOOLS, EQUIPMENT, SUPPLIES AND MATERIALS

Paper
Books
Crayons
Markers
Glue
Ellison machine
Copy machine
Cameras

Manipulatives (Math/Science)
Scissors
Games
Puzzles
Pencils
Worksheets
Computers

Paints
Art supplies

ACRONYMS

IEP Individual Educational Plan
PQR Program Quality Review
SST Student Success Team
OHP

FUTURE TRENDS AND CONCERNS

Salary increase
Continued class size reduction
Over emphasis on standardized testing
State standards too narrowly focused
Align standardized testing with state standards
Increasing teacher responsibilities
Attracting and retaining new teachers to the profession
Funding for
infrastructure
Access to current technology
Staff education for special needs students
Caretakers
Inadequate staffing
Mental health services
Mandatory kindergarten and pre-school
Quality pre-school
Private organization investments (e.g., Edison, Coca
Cola)
Politicizing educational decisions
Non-expert influence via voting on education policy
(e.g.,
UNZ Initiative)
Prop 13 decisions have moved from local to state
Privatization of public schools