



THE SCHOOL DISTRICT OF PHILADELPHIA

Teacher of the Month Nomination Criteria

BOARD OF EDUCATION GOALS

1. 62% of 3rd grade students will be proficient on the state ELA assessment by August 2025.
2. 52% of 3rd-8th grade students will be proficient on the state math assessment by August 2025.
3. By August 2025, 52% of high school students at the end of 11th grade will be proficient on all three state high school assessments (Algebra, Literature, and Biology).
4. 80% of Career and Technical Education (CTE) students will pass an industry standards-based competency assessment by the end of 12th grade.
5. 65% of 3rd-8th grade students will be proficient on the state ELA assessment by August 2025.

INDICATOR	EXPECTATIONS & EVIDENCE	INDICATOR	EXPECTATIONS & EVIDENCE
Guardrail 1: Safe & Welcoming Schools		Guardrail 2: Enriching & Well-Rounded School Experiences	
G1	Seeks opportunities to provide all students with better or improved resources in order to promote their success.	G17	Establishes personal task-management criteria that assist in the prioritization of the needs of all students.
G2	Strategically uses available resources for maximum impact.	G18	Seeks opportunities to make inter-disciplinary connections.
G3	Balances rigorous tasks/goals with the proper support needed to ensure student success.	G19	Clearly proposes and communicates strategies that are data-driven, standards-based, and otherwise beneficial to students and schools.
G4	Contributes to the advancement of professional team as a whole, thereby increasing the team's capacity to serve students, schools and the District.	G20	Provides leadership in decision-making and checks for understanding and agreement among students, colleagues, and other stakeholders.
G5	Overcomes and learns from challenges, obstacles, failures quickly. Encourages colleagues, students, etc. to do the same.	G21	Shows creativity and resourcefulness in acquiring tools needed to educate well.
G6	Builds connections with colleagues using professional openness and shows a willingness to share personal experiences that align with school/student audience.	G22	Actively encourages students to build on their strengths and passions.
G7	Consistently considers ways to improve the learning environment, and asks "how can I help?" or "what can I do?"	G23	Values knowledge and skills in the arts, physical education/sports, career and technical education, and other disciplines that have been historically de-prioritized.
G8	Is collaborative, hard-working, team-focused.	G24	Maintains a "can-do" attitude that positively affects morale.
G9	Remains motivated and optimistic in the face of challenges.	G25	Holds themselves to a high professional standard. Works with honesty and transparency.
		G26	Values volunteerism and encourages students to be active citizens of our city, nation, and world.
Guardrail 3: Partnering with Parents & Families		Guardrail 4: Addressing Racist Practices	
G10	Puts themselves in the shoes of parents and families. Considers their challenges when making decisions, strategizing, and offering opinions or advice.	G27	Works and teaches with the best interests of students in mind. Leads with "how does this affect all students?"
G11	Thrives in communicating challenges and praises openly with colleagues, students, families, and the community.	G28	Actively seeks diverse perspectives. Demonstrates knowledge of, interest in, and respect for diverse students, communities, and cultures.
G12	Seeks opportunities to connect people to the District by promoting job or volunteer opportunities. Uses their sphere of influence to direct people to SDP offerings, events, or occasions.	G29	Fosters a respectful work or classroom environment that promotes equity and appreciation of differences.
G13	Acts as an unofficial representative of SDP and behaves in an ethical manner that is representative of the values of the District.	G30	Demonstrates and applies knowledge of different needs, challenges, interests and cultures to promote equity in the school or workplace.
G14	Proudly promotes the good news about SDP.	G31	Shows appreciation for differences. Considers and values alternative opinions and experiences.
G15	Focuses on the positives.	G32	Maintains an asset-based mindset and explicitly frames differences as strengths. Actively believes in the potential of every student, unbiased of personal circumstance, test scores, etc.