A Developmental Continuum of Teachers' Abilities
Aligned with The California Standards for the Teaching Profession
Standard One: Engaging and Supporting All Students in Learning

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
1.1 Using knowledge of students to engage them in learning.	Does not make effective use of data provided by the school and/or through district assessments to engage students in their learning.	Minimally gathers and uses data provided by the school and/or through district assessments to learn about individual students.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.	Makes little or no use of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses some gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to minimally support student learning.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect student learning.	Integrates broad knowledge of students and their communities to inform instruction.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.
1.3 Connecting subject matter to meaningful, real-life contexts.	Uses little or no real-life connections during instruction as identified in curriculum.	Uses some real-life connections to subject matter in single lessons, or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.

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1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses only a few instructional strategies, resources, and technologies as provided by school and district. Few or no adjustments are made to meet students' diverse needs.	Selects strategies, resources, and technologies, with some consideration of students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
1.5 Promoting critical thinking through inquiry, problem solving, and reflection.	Provides limited or no learning opportunities for students to engage in critical thinking, problem solving, and reflection.	Asks some questions that require students to recall, interpret, and think critically.	Guides students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
1.6 Monitoring student learning and adjusting instruction while teaching.	Few or no adjustments are made to instruction while teaching.	Implements lessons from curriculum guidelines with some adjustments made to instruction based on monitoring of student learning.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance in mastering the content flexibly and effectively.

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Standard Two: Creating and Maintaining Effective Environments for Student Learning

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.	Does not model fair and respectful behavior in the classroom. Does not promote the development of community within the classroom.	Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate.	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.
2.2 Creating physical or virtual leaning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	Does not adapt the physical and/or virtual learning environment to support student learning. Presents lessons that do not support interactions that support student learning. Does not take cultural diversity into account in creation of the physical environment or daily lesson plans.	Experiments with adapting the physical and/or virtual learning environments that support student learning. Develops lessons that incorporate interactions that support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for leaning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on the completion of learning tasks.	Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. Integrates a variety of structures for inter-action that engage students construct-ively and productively in learning.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning for the full range of students.

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2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Minimally adheres to policies and laws regarding safety that are required by the site, district, and state. Does not respond quickly or appropriately to behaviors that impact student safety as they arise.	Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.

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2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	Focuses the learning environment on completion of learning tasks only, regardless of accuracy or level of understanding. Does not provide all students with high expectations or appropriate support.	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.

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2.5 Developing, communicating, and maintaining high standards for individual and group behavior	Does not establish expectations, rules, and consequences for individual and group behavior. Is not consistent in implementation of expectations, rules and consequences.	Establishes expectations, rules and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed.	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.

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2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	Does not establish procedures, routines or norms that support student learning. Does not respond to disruptive behavior effectively.	Establishes and develops routines, procedures, and norms that provide structure and organization in the classroom. Responds to disruptive behavior effectively some of the time.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.	Facilitates student participation in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.
2.7 Using instructional time to optimize learning	Does not consider lesson type, student diversity, and transitions in developing lesson plans and units. Does not use classroom management techniques or adapt to student needs.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Paces, adjusts, and fluidly facilitates instruction and daily activities.

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Standard Three: Understanding and Organizing Subject Matter for Student Learning

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
3.1 Demonstrating knowledge of subject matter academic content standards and curriculum frameworks. "	Has a limited or very basic knowledge of subject matter, related academic language and academic content standards.	Examines concepts in subject mater and academic language to identify connections n between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	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.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	Demonstrates little or no knowledge of student development. Introduces little or no subject-specific vocabulary.	Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Implements learning activities based on this knowledge. Explains academic vocabulary, text format, and may teach subject specific vocabulary following curriculum guides.	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Integrates knowledge of range of students' development into instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.

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3.3 Organizing curriculum to facilitate student understanding of the subject matter.	Limited focus on core curriculum and skills. May attempt to follow organization of curriculum as provided by site and district to support student understanding of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand.
3.4 Utilizing instructional strategies that are appropriate to the subject matter.	Minimal or no variation to instructional strategies to make the content accessible to students.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' divers learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' divers learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Uses a repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students toward a deep knowledge of subject matter.

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3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.	Uses basic instructional materials, resources and technologies with little or no adjustments for specific lessons to support student learning.	Explores additional instructional materials and resources to make subject matter accessible to students. Explores how to make technological resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity in the classroom and support differentiated learning. Guides students to use available print, electronic, and online resources based on individual need.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support for students.	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. Ensure that students are able to obtain access to a wide range of technologies through ongoing links to outside resources and support.

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3.6 Addressing the needs of English learners to provide equitable access to the content.	Has limited or no knowledge of students' primary language and EL proficiencies. Provides minimal or no materials and support to help English Learners access content.	Seeks additional information describing elements of culture and language proficiencies. Assesses English learners' performance to identify gaps in EL development. Attempts to scaffold content using visuals, models, and graphic organizers.	Identifies students' language proficiencies. Differentiates instruction using one or more components of ELD. Creates and implements scaffolds to support standard-based instruction using literacy strategies, SDAIE, and content level ELD standards.	Integrates knowledge of ELD and students' strengths and needs into language acquisition. Develops and adapts instruction to provide a wide range of scaffolded supports for both language and content.	Engages, supports, and monitors English Learners in assessment of their progress in ELD development and in meeting content standards. Is resourceful and flexible in the design and adjustment of scaffolds.

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3.7 Addressing the needs of students with special needs to provide equitable access to the content.	Has limited or no knowledge of the range of students identified with special needs and their learning goals. Rarely or never attends meetings with resource personnel and families. Has limited knowledge about referral processes and IEP processes for students with special needs.	Seeks additional information on special needs students to address challenges and support lessons. Cooperates with resource personnel and families during meetings in support of learning plans. Seeks additional information on students to determine appropriateness for referral or implementation of IEP.	Utilizes information on special needs students to assess strengths to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel and families to ensure student services are provided and progress is made. Refers students in a timely and appropriate manner supported with documented data on attempted interventions.	Integrates accommodations adaptations, and extensions to instruction for special needs students to ensure adequate support and challenge. Collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral process and IEP implementation to ensure that students receive support that is integrated into the core curriculum.	Supports special needs students to actively engage in the assessment and monitoring of their own strengths, learning needs and achievements. Collaborates with colleagues, support staff, families, and students in creating a coordinated program to optimize success of the special needs student. Provides leadership and collaborates with resource personnel to ensure the smooth and effective implementation of the referral process and IEP.

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

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Daily lesson plans may not take into account students' academic readiness, language, cultural background, and individual development. May be unaware of bias and stereotype with the classroom.	Some daily lesson plans take into students' academic readiness, language, cultural background, and individual development. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehension information on students. Engages students in the analysis of bias, stereotyping, and assumptions.
4.2 Establishing and articulating goals for student learning.	Goals for lessons may not be evident. May not regularly communicate goals for student learning.	Communicates expectations for student learning in most lessons by identifying goals.	Regularly establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs.	Establishes and articulates comprehensive short and long-term learning goals for students. Assists students to articulate and monitor learning goals.

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4.3 Developing and sequencing long-term and short – term instructional plans to support student learning.	Develops lessons to address a particular concept or skill that may be unrelated to previous lessons.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short-and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.	Little or no evidence of daily lesson/ unit plans that incorporate strategies to meet the learning needs of all students. May be aware of data provided by the district.	Some lessons incorporate differentiated instructional strategies that respond to students' diverse learning needs. Seeks to learn about students' diverse need beyond the basic data.	Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. Uses assessments of students' learning and language needs to inform planning differentiated instruction.	Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

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

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4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Little or no modifications to daily lessons are made based on student need.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.

Engages with students to identify types of adjustments to best meet their needs. |

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Standard Five: Assessing Students for Learning

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5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Does not use formative and summative assessments to establish proficiency of students. Does not choose assessment types that match the student learning being assessed.	Explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.

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5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Unclear how student learning is monitored, assessed and reported.	Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Does not access data required by site and district processes.	Reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.

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5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Does not use data provided by site and district to set learning goals for the class. May plan instruction using available curriculum guides.	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. May plan adjustments in instruction to address learning needs.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.

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5.5 Involving all students in self-assessment, goal setting, and monitoring progress.	Does not inform students about lesson objectives and outcomes. Minimally monitors progress using available tools for recording student data.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.	Does not consistently use available technology to record assessments. Does not use recorded assessments to determine or communicate student proficiency.	Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments and communication of student learning to all audiences.	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.

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5.7 Using assessment information to share timely and comprehensible feedback with students and their families.	Does not consistently provide students with feedback through assessed work and required summative assessments. Minimally notifies families of students proficiencies, challenges, and behaviors.	Provides students with feedback through assessed work and required summative assessments. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as other needs arise regarding struggling students or behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

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Standard Six: Developing As a Professional Educator

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
6.1 Reflecting on teaching practice in support of student learning.	Does little reflecting on elements of teaching (e.g. pacing, procedures, discipline, movement, materials, etc.). Does not make plans for own professional development.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact of learning on the full range of students.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.	Goals are not developed using the CSTP standards. May attends required in-service trainings, but does not seek out additional opportunities to grow professionally.	May set goals using CSTP standards. May not seek out professional development opportunities (e.g. workshops, classes, seminars, etc.) Expands knowledge and skills individually and with colleagues through available professional development.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Engages in professional development. Aligns professional goals with site and district goals, and focuses on improving student learning.	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. Engages in and contributes to professional development targeted on student achievement.	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. Engages in ongoing inquiry into teacher practice. Contributes to professional organizations and development opportunities to extend own teaching practice.

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6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.	May not attend all required staff, grade level, department, and other required meetings and collaborations.	Limited contact with colleagues to consider how best to support teacher and student learning. Attends most staff, grade level, department, and other required meetings and collaborations.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Attends and participates in all required meetings.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Attends and actively participates in all required meetings. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
6.4 Working with families to support student learning.	Minimally communicates with families. Limited professional communication (verbal, electronic, written). Minimal adherence to the District Civility Code.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families. Welcomes family involvement at school wide events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experience with schools	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school and district environment in which families taker leadership to improve student learning.

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6.5 Engaging local communities and support of the instructional program.	Little awareness about neighborhoods and communities surrounding the school and the community resources available.	May begin seeking out available neighborhood and community resources. Includes references or connections to communities in lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, and families. Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and services in the community. Incorporates community members into the school learning community.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.	Is unfamiliar with site and district policies and regulations. Lacks an understanding of professional responsibilities. May not meet commitments to students.	Is becoming more familiar with district or site policies and regulations. May seek extra support as needed to understand professional responsibilities and to explore ways to address individual student needs.	Complies with site and district policies and regulations. Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Integrates the full range of professional responsibilities into advanced planning and prepares for challenging situations. Takes initiative to discuss possible improvements for site and district policies, rules, regulations, and procedures.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.

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6.7 Demonstrating professional responsibility, integrity, and ethical conduct.	May not follow all state and education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities. May not consistently act as a positive team member with colleagues. Limited or inappropriate communication (verbal, electronic, written). May be uncooperative with colleagues. Minimal adherence to the District Civility Code.	Has positive working relationships with colleagues and support staff. Follows state and education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities, as follows: - Takes responsibility for student academic learning outcomes. - Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. - Adheres to legal and ethical obligations in teaching the full range of learners, including English learns and students with special needs. - Reports suspected cases of child abuse, and/or neglect as required - Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. - Understands how to respond to inappropriate or violent student behavior. - Protects the privacy, health, and safety of students, families, and other school professionals. Models appropriate professional behavior, conduct, and integrity	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.	