SUTTER COUNTY
Superintendent of Schools
Tom Reusser, Superintendent

970 Klamath Lane
Yuba City, CA 95993
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SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Evaluation Documents

A Practical Guide for Teachers and Evaluators

Introduction

Observation and evaluation is a cooperative and collaborative process. The Sutter County Superintendent of Schools (SCSOS) is committed to entering into this process in the spirit of communication, collegiality, and support. This process is intended to be a positive experience leading to the ultimate goal of the highest quality instruction for our students.

The following guide is intended to enhance stakeholder understanding of the observation and evaluation process.

The Evaluation of Teaching Performance document and the Teacher Performance Agreement will be placed in the teacher's personnel file after the Evaluator and Teacher have discussed and signed the forms. Observation forms will not be placed in Personnel Files.

The California Standards for the Teaching Profession (CSTP)

The California Standards for the Teaching Profession were written by a representative group of educators with the intent of setting forth standards for professional teaching practice in California. The six standards represent a developmental, holistic view of teaching and are intended to meet the needs of our State's diverse teachers and students. **The CSTP are listed on a matrix in this packet.**

Educators are still required to comply with the mandates of Education Code 44662, the Stull Act. This document fully complies with the Stull process in that it establishes standards of expected student achievement and evaluates certificated employee competence in the areas of pupil progress, instructional techniques and strategies, adherence to curricular objectives, and maintenance of a suitable educational environment.

Pages in this packet are color coded as follows:

- ***Yellow- Informational***
- ***White- Completed jointly by the Teacher and the Evaluator***
- ***Blue- Completed by the Evaluator***
- ***Green- Completed by the Teacher***

TEACHER EVALUATION PACKET

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SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Performance Agreement

Name: _____

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

a. The Superintendent shall establish standards of expected pupil achievement at each grade level in each area of study.

b. The Superintendent shall evaluate and assess certificated employee performance as it reasonably relates to:
   1. The progress of pupils toward the standards established pursuant to subdivision (a).
   2. The instructional techniques and strategies used by the employee.
   3. The employee's adherence to curricular objectives.
   4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

In addition to the above areas, Sutter County Superintendent of Schools requires that:

(A) Employees will perform duties as described in specific job descriptions.
(B) Employees will comply with the SCSOS general employee expectations.
(C) At least one goal be written for professional growth.
(D) At least one goal written relating to the achievement and progress of students.
(E) At least one goal written in accordance to California Standards of the Teaching Profession (CSTP).

The Evaluator and the Teacher should agree upon these performance objectives and so indicate by signing and dating this document.

If an impasse is reached, refer to the process in *Article 10, Section E* of the bargaining unit agreement.

WE, THE UNDERSIGNED, have agreed upon the appropriateness of the performance objectives.

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

White

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Ideas for Pre-Conference Discussion

- What is your understanding of the goals of this school/program?

- What accomplishments at work are you most proud?

- What part of your job do you like the most?

- What are your future goals?

- What are your professional growth goals?

- What types of in-service would be useful to you?

- Any other questions or comments? Is there anything special I should consider when doing this evaluation?

- List any unique conditions pertaining to the assignments (materials, facilities, personnel) including any performance data on the skills of personnel assigned to you. Please identify any students with extenuating medical, psychological, or behavioral issues. List any requirements for back-up in the way of equipment, materials, etc., required to meet stated performance objectives that could adversely affect performance.

Yellow

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Goal Setting Form

Teacher: _____

Worksite(s) /Program(s): _____

Year of Evaluation: _____

Purpose: The purpose of the goal-setting conference is to provide an opportunity for a conversation about good teaching practices as reflected in the Standards below to establish an evaluation focus. In addressing the standards, you will be responsible for three key elements as specific areas of focus. However, in the evaluation process, you are responsible for satisfactory performance in all standards.

Evaluator's Initials	Teacher's Initials	Date of Conference	(Check) Areas of Focus for the Year	**STANDARD I** **Engaging and Supporting All Students in Learning**
				1.1 Using knowledge of students to engage them in learning
				1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
				1.3 Connecting subject matter to meaningful, real-life contexts
				1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
				1.5 Promoting critical thinking through inquiry, problem solving, and reflection
				1.6 Monitoring student learning and adjusting instruction while teaching
Evaluator's Initials	**Teacher's Initials**	**Date of Conference**	**(Check) Areas of Focus for the Year**	**STANDARD II** **Creating and Maintaining Effective Environments for Student Learning**
				2.1 Promoting social development and responsibility within a caring classroom community where each student is treated fairly and respectfully
				2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
				2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
				2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
				2.5 Developing, communicating and maintaining high standards for individual and group behavior
				2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
				2.7 Using instructional time to optimize learning

Evaluator's Initials	Teacher's Initials	Date of Conference	(Check) Areas of Focus for the Year	**STANDARD III** **Understanding & Organizing Subject Matter for Student Learning**
				3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
				3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
				3.3 Organizing curriculum to facilitate student understanding of the subject matter
				3.4 Utilizing instructional strategies that are appropriate to the subject matter
				3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
				3.6(a) Addressing the needs of English learners to provide equitable access to the content
				3.6(b) Addressing the needs of students with special needs to provide equitable access to the content
Evaluator's Initials	**Teacher's Initials**	**Date of Conference**	**(Check) Focus Elements for the Year**	**STANDARD IV** **Planning Instruction and Designing Learning Experiences for All Students**
				4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
				4.2 Establishing and articulating goals for student learning
				4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
				4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
				4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
Evaluator's Initials	**Teacher's Initials**	**Date of Conference**	**(Check) Areas of Focus for the Year**	**STANDARD V** **Teachers Assessing Students for Learning**
				5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
				5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
				5.3 Reviewing data, both individually and with colleagues, to monitor student learning

				5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
				5.5 Involving all students in self-assessment, goal setting, and monitoring progress
				5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
				5.7 Using assessment information to share timely and comprehensible feedback with students and their families
Evaluator's Initials	**Teacher's Initials**	**Date of Conference**	**(Check) Areas of Focus for the Year**	**STANDARD VI Developing as a Professional Educator**
				6.1 Reflecting on teaching practice in support of student learning
				6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
				6.4 Working with families to support student learning
				6.6 Managing professional responsibilities to maintain motivation and commitment to all students

OTHER KEY ELEMENTS AS ESTABLISHED BY EVALUATOR AND TEACHER:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Goal Relating to Professional Growth

Teacher:_____

Worksite(s) /Program(s): _____

Goal:

Activities for Attainment:

_____ _____

Signature of Teacher Signature of Evaluator

_____ _____

Date Date

White

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Goal Relating to Achievement and Progress of Students

Teacher: _____

Worksite(s) /Program(s): _____

Goal:

Strategies for Attainment:

_____ _____

Signature of Teacher Signature of Evaluator

_____ _____

Date Date

White

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Goal Relating to California Standards for the Teaching Profession

Teacher: _____

Worksite(s) /Program(s): _____

Goal:

Strategies for Attainment:

_____ _____

Signature of Teacher Signature of Evaluator

_____ _____

Date Date

White

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Pre-Observation Worksheet

Teacher: _____

Worksite(s) /Program(s): _____

Observation Scheduled: Date: _____ Time: _____

Please answer these questions and submit to your Evaluator at least three (3) days prior to your scheduled observation.

1. What will you be teaching in today's lesson?

2. What is the lesson objective?

3. What activities will you and your students do?

4. How will you know if you have been successful?

5. Is there any specific area/standard on which you would like the supervisor to focus?

6. Is there additional information and/or unique conditions that you want to share? (Attach additional information if necessary)

Green

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Post-Observation Worksheet

Teacher: _____

Worksite(s) /Program(s): _____

Observation: Date: _____ Time: _____

Please be prepared to answer these questions in your post-observation conference.

1. What teaching strategies/instructional skills worked well?

2. What teaching strategies/instructional skills could have worked better?

3. What would you change in your teaching strategies/instructional skills?

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Post-Observation Conference Summary Form

Teacher: _____

Worksite(s) /Program(s): _____

Observation: Date: _____ Time: _____

This form is to be completed jointly by the Teacher and Evaluator at the Post-Observation Conference following each formal observation. After the Teacher and Evaluator sign and date this form, a copy shall be retained by each party.

_____ _____

Signature of Teacher Signature of Evaluator

_____ _____

Date Date

White

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Teacher Self Assessment Worksheet

This is a self reflection tool as you review the attainment of the goals you established for yourself.

Teacher:_____

Worksite(s) /Program(s): _____

Goal – Relating to Professional Growth:

Goal – Relating To Achievement and Progress of Students:

Goal – Relating to California Standards for the Teaching Profession:

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EVALUATION OF TEACHING PERFORMANCE

Teacher: _____

Worksite(s) /Program(s): _____

Observation Dates: _____

Post Observation Conference Dates: _____

Status of Teacher: _____ Probationary _____ Permanent

RATING SCALE: (1) Meets or Exceeds Standards (2) Satisfactory w/Recommendations (3) Unsatisfactory

STANDARD 1 – Engaging and Supporting All Students in Learning		**1**	**2**	**3**
1.1	Using knowledge of students to engage them in learning			
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests			
1.3	Connecting subject matter to meaningful, real-life contexts			
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
1.5	Promoting critical thinking through inquiry, problem solving, and reflection			
1.6	Monitoring student learning and adjusting instruction while teaching			
Comments:				

STANDARD 2 – Creating and Maintaining Effective Environments for Student Learning		**1**	**2**	**3**
2.1	Promoting social development and responsibility within a caring classroom community where each student is treated fairly and respectfully			
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students			
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe			
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students			
2.5	Developing, communicating and maintaining high standards for individual and group behavior			
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn			
2.7	Using instructional time to optimize learning			
Comments:				

STANDARD 3 – Understanding & Organizing Subject Matter for Student Learning	**1**	**2**	**3**
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter			
3.3 Organizing curriculum to facilitate student understanding of the subject matter			
3.4 Utilizing instructional strategies that are appropriate to the subject matter			
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
3.6(a) Addressing the needs of English learners to provide equitable access to the content			
3.6(b) Addressing the needs of students with special needs to provide equitable access to the content			
Comments:			

STANDARD 4– Planning Instruction and Designing Learning Experiences for All Students	**1**	**2**	**3**
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction			
4.2 Establishing and articulating goals for student learning			
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning			
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students			
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students			
Comments:			

STANDARD 5 – Teachers Assessing Students for Learning ***Evaluation of teacher performance in this standard is only related to formative and summative assessment observable in the classroom during instruction. With regard to Standard 5 of the California Standards for the Teaching Profession, only the unit member's use of these strategies in their instruction will be evaluated, not on a student's performance****	**1**	**2**	**3**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments			
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction			
5.3 Reviewing data, both individually and with colleagues, to monitor student learning			
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
5.5 Involving all students in self-assessment, goal setting, and monitoring progress			
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning			
5.7 Using assessment information to share timely and comprehensible feedback with students and their families			
Comments:			

STANDARD 6 – Developing as a Professional Educator		1	2	3
6.1	Reflecting on teaching practice in support of student learning			
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development			
6.4	Working with families to support student learning			
6.6	Managing professional responsibilities to maintain motivation and commitment to all students			
Comments:				

Commendations:

Recommendations:

OVERALL EVALUATION (check one):

☐ Meets or Exceeds Standards ☐ Satisfactory w/Recommendations ☐ Unsatisfactory

Signature of Evaluator Date

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation. In accordance with Education Code Section 44663, you have the right to comment upon this document (or any statement that may be contained herein) in writing, and you may have your written comments attached to this document in your Personnel File.

Signature of Teacher Date

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Superintendent of Schools
Tom Reusser, Superintendent

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EVALUATION OF TEACHING PERFORMANCE

Teacher: _____

Worksite(s) /Program(s): _____

Observation Dates: _____

Post Observation Conference Dates: _____

Status of Teacher: _____ Probationary _____ Permanent

RATING SCALE: (1) Meets or Exceeds Standards (2) Satisfactory w/Recommendations (3) Unsatisfactory

STANDARD 1 – Engaging and Supporting All Students in Learning		**1**	**2**	**3**
1.1	Using knowledge of students to engage them in learning			
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests			
1.3	Connecting subject matter to meaningful, real-life contexts			
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
1.5	Promoting critical thinking through inquiry, problem solving, and reflection			
1.6	Monitoring student learning and adjusting instruction while teaching			
Comments:				

STANDARD 2 – Creating and Maintaining Effective Environments for Student Learning		**1**	**2**	**3**
2.1	Promoting social development and responsibility within a caring classroom community where each student is treated fairly and respectfully			
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students			
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe			
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students			
2.5	Developing, communicating and maintaining high standards for individual and group behavior			
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn			
2.7	Using instructional time to optimize learning			
Comments:				

STANDARD 3 – Understanding & Organizing Subject Matter for Student Learning	**1**	**2**	**3**
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter			
3.3 Organizing curriculum to facilitate student understanding of the subject matter			
3.4 Utilizing instructional strategies that are appropriate to the subject matter			
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students			
3.6(a) Addressing the needs of English learners to provide equitable access to the content			
3.6(b) Addressing the needs of students with special needs to provide equitable access to the content			
Comments:			

STANDARD 4– Planning Instruction and Designing Learning Experiences for All Students	**1**	**2**	**3**
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction			
4.2 Establishing and articulating goals for student learning			
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning			
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students			
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students			
Comments:			

STANDARD 5 – Teachers Assessing Students for Learning ****Evaluation of teacher performance in this standard is only related to formative and summative assessment observable in the classroom during instruction. With regard to Standard 5 of the California Standards for the Teaching Profession, only the unit member's use of these strategies in their instruction will be evaluated, not on a student's performance****	**1**	**2**	**3**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments			
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction			
5.3 Reviewing data, both individually and with colleagues, to monitor student learning			
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5.6 Using available technologies to assist in assessment, analysis, and communication of student learning			
5.7 Using assessment information to share timely and comprehensible feedback with students and their families			
Comments:			

STANDARD 6 – Developing as a Professional Educator		1	2	3
6.1	Reflecting on teaching practice in support of student learning			
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development			
6.4	Working with families to support student learning			
6.6	Managing professional responsibilities to maintain motivation and commitment to all students			
Comments:				

Commendations:

Recommendations:

OVERALL EVALUATION (check one):

☐ Meets or Exceeds Standards ☐ Satisfactory w/Recommendations ☐ Unsatisfactory

Signature of Evaluator Date

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation. In accordance with Education Code Section 44663, you have the right to comment upon this document (or any statement that may be contained herein) in writing, and you may have your written comments attached to this document in your Personnel File.

Signature of Teacher Date

Standard 1

7/1/2014

Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 1.1 **Using knowledge of students to engage them in learning**	• Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.	• 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.	• Does not learn about students through data provided by the school and/or through district assessments.
Element 1.2 **Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests**	• Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.	• Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	• Does not develop awareness of prior knowledge, culture, backgrounds, life experience, or interests represented among students.
Element 1.3 **Connecting subject matter to meaningful, real-life contexts**	• Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.	• Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	• Does not use real-life connections during instruction as identified in curriculum.
Element 1.4 **Using a variety of instructional strategies, resources, and technologies 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.	• Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	• Does not use instructional strategies, resources, or technologies as provided by school and/or district.
Element 1.5 **Promoting critical thinking through inquiry, problem solving, and reflection**	• Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.	• Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	• Does not ask questions that focus on factual knowledge and comprehension.
Element 1.6 **Monitoring student learning and adjusting instruction while teaching**	• Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	• Makes adjustments to instruction based on observation of student engagement and regular checks for understanding.	• Does not implement lessons following curriculum guidelines.

Standard 2

Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each Student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 2.1 **Promoting social development and responsibility within a caring classroom community where each student is treated fairly and respectfully**	• Supports students in taking leadership in developing a caring classroom community that is responsive to the diverse cultural norms of identities of all students. **OR** • Facilitates student self-reflection and ongoing improvement of the caring classroom community based on respect, fairness, and the value of all members.	• Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. **OR** • Incorporates cultural awareness to develop a positive classroom climate.	• Does not model and communicate expectations for fair and respectful behavior to support social development.
Element 2.2 **Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students**	• Integrates a variety of structures for interaction that engage students constructively and productively in learning. **OR** • 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 and reflect diversity within and beyond the classroom.	• Structures for interaction are taught in single lessons or sequence of lessons to support student learning. **OR** • Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.	• Is not aware of the importance of the physical and/or virtual learning environments that support student learning. **OR** • Is not aware that structured interaction between students can support learning.
Element 2.3 **Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe**	• 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. **OR** • Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.	• Explores strategies to establish intellectual and emotional safety in the classroom. **OR** • Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	• Does not adhere to policies and laws regarding safety that are required by the site, district, and state. **OR** • Does not respond to behaviors that impact student safety as they arise.

Element 2.4 **Creating a rigorous learning environment with high expectations and appropriate support for all students**	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. **OR** • Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. **OR** • Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning. **OR** • Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.	• Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. **OR** • Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. **OR** • Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. **OR** • Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	• Does not focus the rigor of the learning environment on accuracy of answers and completion of learning tasks. **OR** • Is not aware of the importance of maintaining high expectations for students.
Element 2.5 **Developing, communicating, and maintaining high standards for individual and group behavior**	• Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. **OR** • Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation. **OR** • Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.	• Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. **OR** • Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement. **OR** • Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. **OR** • Utilizes routine references to standards for behavior prior and during individual and group work.	• Does not establish expectations, rules, and consequences for individual and group behavior. **OR** • Does not refer to standards for behavior and applies consequences as needed.

Element 2.6 **Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn**	• 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. **OR** • Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. **OR** • Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. **OR** • Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.	• Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. **OR** • Seeks to promote positive behaviors and responds to disruptive behavior. **OR** • Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. **OR** • Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	• Does not establish procedures, routines or norms for single lessons to support student learning. **OR** • Does not respond to disruptive behavior.
Element 2.7 **Using instructional time to optimize learning**	• Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. **OR** • Paces, adjusts, and fluidly facilitates instruction and daily activities.	• Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning. **OR** • Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	• Does not pace instruction based on curriculum guidelines. **OR** • Does not develop awareness of how transitions and classroom management impact pacing and lessons.

Standard 3

Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 3.1 **Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks**	• Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students. **OR** • 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.	• Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction. **OR** • Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	• Does not have a foundational knowledge of subject matter, related academic language, and academic content standards.
Element 3.2 **Applying knowledge of student development and proficiencies to ensure student understanding of subject matter**	• Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language. **OR** • 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. **OR** • Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. **OR**	• Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. **OR** • Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified. **OR** • Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. **OR**	• Does not have basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. **OR** • Does not teach subject-specific vocabulary following curriculum guidelines.

	• 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.	• 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.	
Element 3.3 **Organizing curriculum to facilitate student understanding of the subject matter**	• Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. **OR** • Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. **OR** • Ensures student comprehension and facilitates student articulation about what they do and don't understand.	• Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter. **OR** • Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	• Does not follow organization of curriculum as provided by site and district to support student understanding of subject matter.
Element 3.4 **Utilizing instructional strategies that are appropriate to the subject matter**	• Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter. **OR** • Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.	• Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter. **OR** • Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	• Does not use instructional strategies that are provided in the curriculum.
Element 3.5 **Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students**	• Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. **OR** • Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support. **OR**	• Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. **OR** • Explores how to make technological resources available to all students. **OR**	• Does not use available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. **OR** • Does not identify technological resources needed.

	• Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. **OR** • Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.	• Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. **OR** • Guides students to use available print, electronic, and online subject matter resources based on individual needs.	
Element 3.6 (a) **Addressing the needs of English Learners to provide equitable access to the content**	• Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction. **OR** • Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners. **OR** • Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. **OR** • Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.	• Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development. **OR** • Attempts to scaffold content using visuals, models, and graphic organizers. **OR** • Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners. **OR** • Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.	• Is not aware of students' primary language and English language proficiencies based on available assessment data. **OR** • Does not provide adapted materials to help English Learners access content.

Element 3.6 (b) **Addressing the needs of students with special needs to provide equitable access to the content**	• Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. **OR** • Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. **OR** • Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. **OR** • Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content. **OR** • Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. **OR** • Takes leadership at the site/ district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.	• Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. **OR** • Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. **OR** • Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral. **OR** • Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. **OR** • Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. **OR** • Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.	• Does not have an awareness of the full range of students identified with special needs students through data provided by the school. **OR** • Does not attend required meetings with resource personnel and families. **OR** • Does not learn about referral processes for students with special needs.

Standard 4

Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 4.1 **Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.**	• Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. **OR** • Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures. **OR** • Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. **OR** • Engages students in the analysis of bias, stereotyping, and assumptions.	• Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. **OR** • Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy. **OR** • Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. **OR** • Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	• Does not plan daily lessons using available curriculum and information from district and state required assessments. **OR** • Is not aware of the impact of bias on learning.
Element 4.2 **Establishing and articulating goals for student learning**	• Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals. **OR** • Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.	• Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum. **OR** • Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.	• Does not establish learning goals for single lessons to students based on content standards and available curriculum guidelines.

Element 4.3 **Developing and sequencing long-term and short-term instructional plans to 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. **OR** • 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.	• Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning. **OR** • Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	• Does not use available curriculum guidelines for daily, short-and long-term plans.
Element 4.4 **Planning instruction that incorporates appropriate strategies to meet the learning needs of all students**	• Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students. **OR** • Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. **OR** • Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. **OR** • Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.	• Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. **OR** • Seeks to learn about students' diverse learning and language needs beyond basic data. **OR** • Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. **OR** • Considers strategies to provide support and challenge for students. **OR** • Uses assessments of students' learning and language needs to inform planning differentiated instruction.	• Does not plan instruction that incorporates strategies suggested by curriculum guidelines. **OR** • Is not aware of student content, learning, and language needs through data provided by the site and district.
Element 4.5 **Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.**	• Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning. **OR** • Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. **OR** • Engages with students to identify types of adjustments in instruction that best meet their learning needs.	• Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs. **OR** • Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	• Does not implement lessons and uses materials from curriculum provided.

Standard 5

Teachers Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

The parties believe that Unit Members (excluding psychologists, nurses and counselors) shall be evaluated solely on their performance and not the performance of students on assessments. To this end, Unit Members (excluding psychologists, nurses and counselors) shall be evaluated, with regard to standard 5 of the CA Standards for the Teaching Profession, only with regard to the Unit member's use of those strategies in their instruction, not on a student's performance.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 5.1 **Applying knowledge of the purposes, characteristics, and uses of different types of assessments**	• Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. **OR** • Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know. **OR** • Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. **OR** • Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.	• Explores the use of different types of pre-assessment, formative and summative assessments. **OR** • Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency. **OR** • Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. **OR** • Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	• Is not aware of the purposes and characteristics of formative and summative assessments.
Element 5.2 **Collecting and analyzing assessment data from a variety of sources to inform instruction**	• Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. **OR** • Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction. **OR** • Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.	Explores collecting additional data using supplemental assessments. **OR** • Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data. **OR** • Collects a variety of formal and informal assessment data on student learning. **OR** • Uses analysis of a variety of data to inform planning and differentiation of instruction.	• Does not use data from required assessments to assess student learning. **OR** • Does not follow required processes for data analysis and draws conclusions about student learning.

	OR • Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.		
Element 5.3 **Reviewing data, both individually and with colleagues, to monitor student learning**	• Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends. **OR** • Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.	• Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students. **OR** • Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	• Does not review and monitor available assessment data as required by site and district processes.
Element 5.4 **Using assessment data to establish learning goals and to plan, differentiate, and modify instruction**	• Integrates a broad range of data to set learning goals for content and academic language across content standards. **OR** • Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments. **OR** • Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. **OR** • Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.	• Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. **OR** • Plans adjustments in instruction to address learning needs of individual students. **OR** • Uses a variety of assessment data to set student learning goals for content and academic language. **OR** • Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	• Does not use data from assessments provided by site and district to set learning goals for the class. **OR** • Does not plan instruction using available curriculum guidelines.
Element 5.5 **Involving all students in self-assessment, goal setting, and monitoring progress**	• Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. **OR** • Integrates student self-assessment, goal setting, and monitoring progress across the curriculum. **OR** • Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.	• Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. **OR** • Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals. **OR** • Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.	• Does not inform students about lesson objectives, outcomes, and summative assessment results. **OR** • Does not recognize the need for individual learning goals. **OR** • Does not monitor progress using available tools for recording.

	OR • Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.	**OR** • Guides students to monitor and reflect on progress on a regular basis.	
Element 5.6 **Using available technologies to assist in assessment, analysis, and communication of student learning**	• Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences. **OR** • 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.	• Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. **OR** • 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.	• Does not use available technology to record assessments, determine proficiency levels, and make required communications about student learning.
Element 5.7 **Using assessment information to share timely and comprehensible feedback with students and their families**	• Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning. **OR** • Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. **OR** • Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. **OR** • Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.	• Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. **OR** • Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues. **OR** • Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. **OR** • 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.	• Does not provide students with feedback through assessed work and required summative assessments. **OR** • Does not notify families of student proficiencies, challenges, and behavior issues through school mandated procedures.

Standard 6

Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They manage professional responsibilities to maintain motivation and commitment to all students.

Element	Meets or Exceed Standards	Satisfactory with Recommendations	Unsatisfactory
Element 6.1 **Reflecting on teaching practice in support of student learning**	• 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. **OR** • Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. **OR** • Engages in and fosters reflection among colleagues for school wide impact on student learning.	• Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners. **OR** • Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	• Is not aware of the need to reflect on teaching practice to support student learning. Does not reflect individually or with colleagues on immediate student learning needs.
Element 6.2 **Establishing professional goals and engaging in continuous and purposeful professional growth and development**	• 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. **OR** • Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally. **OR** • 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. **OR** • Engages in ongoing inquiry into teacher practice for professional development. **OR** • Contributes to professional organizations, and development opportunities to extend own teaching practice.	• Sets goals connected to the ***CSTP*** that take into account self-assessment of teaching practice. **OR** • Expands knowledge and skills individually and with colleagues through available professional development. **OR** • Sets goals connected to the ***CSTP*** that are authentic, challenging, and based on self- assessment. **OR** • Aligns personal goals with school and district goals, and focuses on improving student learning. **OR** • Selects and engages in professional development based on needs identified in professional goals.	• Does not develop goals connected to the ***CSTP*** through required processes and local protocols. **OR** • Does not attend required professional development.

Element 6.4 **Working with families to support student learning**	• 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. **OR** • Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.	• Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events. **OR** • Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	• Is not aware of the role of the family in student learning and the need for interactions with families.
Element 6.6 **Managing professional responsibilities to maintain motivation and commitment to all students**	• Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. **OR** • Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning. **OR** • Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. **OR** • Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.	• Maintains professional responsibilities in timely ways and seeks support as needed. **OR** • Demonstrates commitment by exploring ways to address individual student needs. **OR** • Anticipates professional responsibilities and manages time and effort required to meet expectations. **OR** • Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	• Does not develop an understanding of professional responsibilities. **OR** • Does not seek to meet required commitments to students.