Standard I Engaging and supporting all students in learning.

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	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
Element 1: Using knowledge of students to engage them in learning.	 Fails to use data to learn about students and guide selection of instructional strategies. Does not differentiate instruction. 	 Uses limited sources of data to learn about students and guide selection of instructional strategies. Inconsistently differentiates instruction based on knowledge of students' strengths, interests and needs. 	 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. Differentiates instruction based on knowledge of students' strengths, interests and needs. 	
Element 2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.	 Makes no connections between classroom learning and students' life experiences, interests and cultural backgrounds. Does not support student use of first and second language skills to achieve learning goals. Does not connect lessons to students' lives and society. Does not use students' comments and questions in order to extend their understanding. 	 Makes limited connections between classroom learning and students' life experiences, interests and cultural backgrounds. Supports some student use of first and second language skills to achieve learning goals. Inconsistently connects lessons to students' lives and society. Makes limited use of students' comments and questions during a lesson in order to extend their understanding. 	Connects classroom learning to students' life experiences, interests and cultural backgrounds. Supports all students to use first and second language skills to achieve learning goals. Connects the relevance and impact of lessons on students' lives and society. Builds on students' comments and questions during a lesson in order to extend their understanding.	
Element 3: Connecting subject matter to meaningful, real-life contexts.	 Makes no connections to meaningful, real-life contexts in planning subject matter instruction. Does not engage students in making real-life connections to subject matter. Provides no evidence opportunities for students to acquire and practice skills in meaningful contexts. Does not seek feedback from students regarding relevance of subject matter to their lives. 	 Makes limited connections to meaningful, real-life contexts in planning subject matter instruction. Engages some students in making real-life connections to subject matter. Provides limited opportunities for students to acquire and practice skills in meaningful contexts. Inconsistently seeks feedback from students regarding relevance of subject matter to their lives. 	 Integrates connections to meaningful, real-life contexts in planning subject matter instruction. Actively engages students in making real-life connections to subject matter. Provides opportunities for all students to acquire and practice skills in meaningful contexts. Seeks feedback from students regarding relevance of subject matter to their lives. 	
Element 4: Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.	 Ineffectively uses strategies, resources and technologies designed to meet students' learning needs. Provides insufficient opportunities for students to learn, practice, internalize, and apply subject-specific learning strategies and procedures. Does not use differentiated instruction to meet the assessed learning needs of students. Does not adapt materials and resources and makes no accommodations to support students' learning. Does not use technology to facilitate learning. 	 Makes limited use of strategies, resources and technologies designed to meet students' learning needs. Provides limited opportunities or students to learn, practice, internalize, and apply subject-specific learning strategies and procedures. Inconsistently uses differentiated instruction to meet the assessed learning needs of students. Inconsistently adapts materials and resources and makes limited accommodations to support students' learning. Makes limited use of technology to facilitate learning. 	 Utilizes a broad range of strategies, resources and technologies designed to meet students' diverse learning needs. Provides opportunities for all students to learn, practice, internalize, and apply subject-specific learning strategies and procedures. Uses differentiated instruction to meet the assessed learning needs of all students and increase active participation in learning. Adapts materials and resources and makes accommodations to support students' diverse learning needs. Utilizes multiple types of technology to facilitate learning including assistive equipment when appropriate. 	
Element 5: Promoting critical thinking through inquiry, problem solving, and reflection.	 Fails to guide students to think critically. Does not facil lute students' application of previous learning to new situations. Provides insufficient opportunities for students to develop and use strategies and technologies to assess knowledge and information. 	 Guides some students to think critically through the use of questioning strategies, posing/solving problems and reflecting on issues in content. Inconsistently facilitates students' application of previous learning to new situations. Provides limited opportunities for students to develop and use strategies and technologies to assess knowledge and information. 	 Guides all students to think critically through the use of questioning strategies, posing/solving problems and reflecting on issues in content. Facilitates students' application of previous learning to new situations. Provides opportunities for students to develop and use strategies and technologies to assess knowledge and information. 	
Element 6: Monitoring student learning and adjusting	 Does not check for student understanding and revise plans accordingly. 	 Inconsistently checks for student understanding and makes limited plan revisions. 	 Systematically checks for student understanding and revises plans accordingly. 	

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			instruction while teaching.
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	irn when some students have mastered the lesson jective(s) and others have not.	pes not monitor the learning of limited Haglish officiency students or students with special needs.	ses not uso strategies in a lesson to check for
-	•	•	•
	Provides limited support and opportunities for students to learn when some students have sustered the lesson objective(s) and others have not.	Ineffectively monitors the learning of limited English proficiency students as well as students with special needs.	incorporates few strategies in a lesson to check for
	0 H 9 M 3	9 TO 100 O	•
01,	Provides additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have	Monitors the learning of all limited English proficiency students as well as students with control mande	ncorporates a variety of strategies in a fesson to

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	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
Elément 1: Promoting social development and responsibility within a carine community	e Does not model and demonstrate fairness, equity, and respect in a classroom community.	strates fairness, community	Models and demonstrates fairness, equity and respect in a classroom community that values	
where each student is treated fairly and respectfully.	different experiences, ideas, backgrounds, facings, and points of view.	 Limited acceptance and respect for different experiences, ideas, backgrounds, feelings and 	e Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and	
	Group structures are not evident.	Provides some learning opportunities that encourage student-to-student communication.	 Provides learning opportunities that encourage student-to-student communication 	
		 Uses group structures in limited ways. 	Provides offsetive group structures with opportunities to assume varied roles.	
Element 2: Creating physical or virtual learning environments	•	classroom seating that at and group learning	 Arranges and adapts classroom seating to accommodate individual and group learning 	
that promote student learning,	needs of students.	needs of some students.	needs for all students.	
constructive and productive	learning environment that supports content	curriculum-rich learning environment that	 Establishes a stimulating, carriculum-rich learning environment that supports content 	
michaemons autong amuents.	Does not provide a physical and/or virtual	supports content learning and academic vocabulary development.	development for all students.	
•	diversity.	environment that reflects an appreciation of	 Provides a physical and/or virtual environment that reflects an appreciation of 	
	technologies and comfortable waste places	diversity.	diversity.	
	* Does not create an effective physical and/or	resources, technologies and comfortable work	technologies and comfortable work places.	
	Virtual learning environment for all students.	Inconsistently crashes and provides an effective	Creates and promotes an effective physical	
		physical and/or virtual learning environment for all students.	students.	
Element 3: Establishing and maintaining learning	Does not develop a learning environment that facilitates positive and productive elessmon	Limited development of a learning environment	Develops a learning environment that	
environments that are	interactions of students.	interactions in order to encourage, support and	interactions in order to encourage, support	
emotionally safe.	develop resiliency and support intellectual and	recognize the achievements and contributions of all students.	and recognize the achievements and	
		Inconsistently models and provides instruction.	Models and provides instruction on skills that	
	Does not create a safe, accessible learning environment for students.	on skills that develop resiliency and support	develop resiliency and support intellectual	
		and staff.	SINT.	
		Creates a safe, accessible learning environment	· Creates a safe, accessible learning	
The state of the s	1	for some students.	environment for all students.	
learning environment with high	achievement oriented climate in the classroom.	 Limited evidence of a productive, achievement oriented climate in the classroom 	Establishes a productive, achievement criented directs in the electrons	
expectations and appropriate	 Does not set high expectations for some 	 Sets high expectations for some students. 	Sets high expectations for all students	
support for all students.	students.	· Limited opportunities for students to initiate	Creates opportunities for all students to	
	initiate their own learning.	Minimal carning.	initiate their own learning.	

The same of the sa				
	time. Paces instruction to accomplish learning goals. Redirects students' off-task behavior to make the most of instructional time. Adjusts instructional time so that all students remain engaged and challenged. Structures time for both independent and collaborative learning opportunities. Meets instructional preparation, administrative, and managerial timelines and expectations.	learning time. Paces instruction to accomplish some learning goals. Redirects some students' off-task behavior. Inconsistently adjusts instructional time for student engagement. Inconsistently structures time for independent learning opportunities. Inconsistently meets instructional, preparation, administrative, and managerial timelines and expectations.	Does not organize instruction. Does not pace instruction to accomplish learning goals. Does not redirect students' off-task behavior. Does not adjust instructional time for student engagement. Does not structure time for independent learning opportunities. Rarely meets instructional, preparation, administrative, and managerial timelines and expectations.	Element 7: Using instructional time to optimize learning.
	 Develops daily schedules, timelines, classrooms and norms that maximize learning. Adapts routines, procedures, and norms to ensure the success of students with special needs. Facilitates smooth and effective transitions. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning environment. 	 Inconsistently develops daily schedules, timelines, classrooms and norms that maximize learning. Adapts some routines, procedures, and norms to ensure the success of students with special needs. Occasionally facilitates smooth and effective transitions. Inconsistently prevents or refocuses behaviors disruptive to the learning environment. 	Does not develop daily schedules, timelines, classrooms and norms that maximize learning. Does not adapt routines, procedures, and norms to ensure the success of students with special needs. Does not facilitate smooth and effective transitions. Does not prevent or refocus behaviors disruptive to the learning environment.	Element 6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
	 Establishes and maintains equitable guidelines for student behavior. Involves students in classroom decision-making, problem solving and conflict resolution. Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual student and group behavior. Uses knowledge of student development and individual needs to support positive classroom conduct. Works proactively to prevent and respond in order to minimize behavior issues. Provides opportunities for all students to take responsibility for their own behavior and actions. Collaborates with students, families and communicate standards for student behavior. 	 Establishes guidelines for student behavior but inconsistently maintains them. Occasionally involves students in classroom decision making, problem solving and conflict resolution. Inconsistently uses strategies to develop and maintain high standards for individual student and group behavior. Demonstrates limited knowledge of student developmental and individual needs to support positive classroom conduct. Inconsistently responds to behavior issues. Provides limited opportunities for students to take responsibility for their own behavior and actions. Limited evidence of collaboration with students, families and communities to establish, maintain and communicate standards for student 	Does not establish equitable guidelines for student behavior. Discourages students from participating in classroom decision making. Does not use strategies to develop and maintain high standards for individual student and group behavior. Demonstrates lack of knowledge of student developmental and individual needs. Does not respond to behavior issues. No evidence that students take responsibility for their own behavior and actions. Little or not evidence of collaboration with students, families and communities.	Element 5: Developing, communicating, and maintaining high standards for individual and group behavior.
	examine or evaluate their own work. Integrates rigor to provide challenging and diverse academic content for all students.	or evaluate their own work. Limited evidence of challenging and diverse academic content for students.	No evidence of opportunities for students to examine or evaluate their own work. Little or no evidence of challenging and diverse	•

Standard III
Understanding and organizing subject matter for student learning.

CSTP Standard III - October 2011 - Reviewed June 2012

	_		some shidents.	complexity of subject matter understandable to all students.
Element 5: Using and		Does not use a range of materials, resources and technologies.	 Infrequently uses a range of materials, resources and technologies. 	 Uses a range of materials, resources and technologies.
echnologies, and standards-	•	Does not select materials, resources and technologies to differentiate student learning.	Selects limited materials, resources and technologies to support some differentiated	 Selects materials, resources and technologies to support differentiated student learning of
materials including adonted	•	Does not select and use learning materials and	student learning.	the subject matter.
materials, to make subject		resources that reflect diversity.	· Inconsistently selects and uses learning materials	· Selects and uses learning materials and
matter accessible to all		Does not access new instructional resources to	and resources that reflect diversity.	resources that reflect diversity.
students.		support student learning.	resources to support student learning.	support student loarning.
Element 6: Addressing the		Does not address the English Language	· Inconsistently addresses the English Language	· Addresses the English Language
needs of suguest Learners		English learners' levels of language acquisition.	English learners' levels of language acquisition.	to English learners' levels of language
needs to provide equitable	•	Does not address the Individual Education Plan	 Addresses some of the Individual Education 	acquisition.
access to the content.	-	(IEP) goals and objectives of students with special needs.	Plan (IEP) goals and objectives of students with special needs.	 Addresses the Individual Education Plan (IEP) goals and objectives of all students with
	•	Fails to select materials, resources and	· Selects limited materials, resources and	special needs.
		technologies to support subject matter	technologies to support subject matter	· Selects materials, resources and technologies
		instruction of English Learners and students with special needs.	with special needs.	English Learners and all students with special
		Does not provide equal access to the critical	· Provides limited access to the critical concepts	needs.
	-	concepts and themes in the academic content	and themes in the academic content standards	· Provides equal access to the critical concepts
	_	Standards for sindents at Parlous surveys of	TOT STREET OF STANDS STREET STREET TOT THE STREET TOT	THE PROPERTY OF THE PERSONNEL CONTRACT
		English proficiency and for students with special	proficiency and for students with special needs.	standards for students at various levels of
		nseds.		English proficiency and for all students with spacial needs.

Standard IV

Planning instruction and designing learning experiences for all students.

Rarely incorporates students' prior knowledge and experience in curriculum and instructional planning. Neglects to use knowledge of students' diverse lives, families and communities to inform planning of curriculum and instruction. Fails to use students' individual cognitive, social, emotional and physical development to plan, adapt and differentiate instruction. Does not plan lessons and units that provide access to academic content standards. Does not apply knowledge of English learners' levels of language proficiency to plan instruction that supports subject matter learning and academic language development. Rarely establishes and communicates high learning expectations based on students' strengths, interests and needs. Neglects to establish long-term and short-term goals based on academic content stundards. Neglects to establish long-term and short-term goals based on heademic content stundards. Does not determine learning goals that address students' language abilities and diverse learning needs. Does not work with students and families to establish learning goals. Inadequately develops goals that prepare students for successful transition to their next learning environment. Does not collaborate with colleagues to make instructional decisions. Rarely designs instructional plans that consider the long-term and the short-term. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students second language learning and diverse learning needs. Incorporates little or no knowledge of students into precepted curriculum, pace and assessment calendars. Does not develop instruction so that students into preceptive in setting and achieving their individual entities and sequence instructions and diverse learning souls.		Unsatisfactory	Needs Improvement	INTEGES EXPECTATIONS	Transpire Transpire
Neglects to use knowledge of students' diverse lives, individual communities to inform planning of curiculum and instruction. Pails to use students' individual cognitive, social, emotional and physical development to plan, adapt and differentiate instruction. Does not apply knowledge of English learners' levels of language proficiency to plan instruction that supports subject matter learning and academic language proficiency to plan instruction that supports subject matter learning and academic language development. Neglects to establishes and communicates high learning expeciations based on students' strengths, interests and needs. Neglects to establish long-term and short-term goals based on academic content standards. Does not determine bearning goals that address students' language abilities and diverse learning needs. Does not work with students and families to establish elarning goals. Inadequately develops goals that prepare students for successful transition to their next learning environment. Does not work with students and families to establish environment. Does not work with students and families to establish environment. Does not to standard decisions. Rarely designs instructional plans that consider the perspectives in planning. Does not theoryorate diverse subject matter perspectives in planning. Does not develop instructional plans that support students' second language learning and diverse learning and cliverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment eleming their individual learning goals. Entitled to the students of the first students and participate in setting and achieving their individual learning goals.	Element I: Using knowledge of students' academic readiness,		Inconsistently and experienc	 Incorporates students' prior knowledge and experience in curriculum and instructional 	
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needs. Does not work with students and families to establish learning goals. Inadequately develops goals that prepare students for successful transition to their next learning environment. Does not collaborate with colleagues to make instructional decisions. Rarely designs instructional plans that consider the long-term and the short-term. Does not use assessment results for long-term and short-term planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students into participate in setting and achieving their individual learning goals.			Determines learning goals that address some students' language abilities and diverse learning	Determines learning goals that address all students' language abilities and diverse learning	
Does not work with students and families to establish learning goals. Inadequately develops goals that prepare students for successful transition to their next learning environment. Does not collaborate with colleagues to make instructional decisions. Rarely designs instructional plans that consider the long-term and the short-term. Does not use assessment results for long-term and short-term planning. Does not incorporate diverse subject matter perspectives in planning. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students into participate in setting and achieving their individual learning goals.		needs.	needs.	needs.	
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successful transition to their next learning environment. Does not collaborate with colleagues to make instructional decisions. Rarely designs instructional plans that consider the long-term and the short-term. Does not use assessment results for long-term and short-term planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning and decisions of that students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students into participate in setting and achieving their individual learning their individual			learning goals.	learning goals.	
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-term and short- instructional decisions. Rarely designs instructional plans that consider the long-term and the short-term. Does not use assessment results for long-term and short-term planning. Does not incorporate diverse subject matter perspectives in planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.	Plant 2. Danalaning and				
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Does not use assessment results for long-term and short-term planning. Does not incorporate diverse subject matter perspectives in planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.	term instructional plans to support	Rarely designs instructional plans that consider the	 Inconsistently designs instructional plans that 	 Designs instructional plans that consider the long- 	
 Does not use assessment results for long-term and short-term planning. Does not incorporate diverse subject matter perspectives in planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals. 	student learning.	long-term and the short-term.	consider the long-term and the short-term.	term and the short-term.	
Does not incorporate diverse subject matter perspectives in planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.		Does not use assessment results for long-term and short-term planning.	 Inconsistently uses assessment results for long-term and short-term planning. 	term planning.	
perspectives in planning. Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.		Does not incorporate diverse subject matter	 Inconsistently incorporates diverse subject matter 	 Incorporates diverse subject matter perspectives 	
Does not select and sequence instructional strategies appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.		perspectives in planning.	perspectives in planning.	in planning.	
appropriate to lesson content complexity and to student learning needs. Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.			 Inconsistently selects and sequences instructional 	Selects and sequences instructional strategies	
Does not develop instructional plans that support students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.		appropriate to lesson content complexity and to	strategies appropriate to lesson content complexity	appropriate to lesson content complexity and to	
students' second language learning and diverse learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.			Develops instructional plans that support some	Develops instructional plans that support	
learning needs. Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals.			students' second language learning and diverse	students' second language learning and diverse	
 Incorporates little or no knowledge of students into prescribed curriculum, pace and assessment calendars. Does not design instruction so that students participate in setting and achieving their individual learning goals. 		learning needs.	learning needs.	learning needs.	
Does not design instruction so that students participate in setting and achieving their individual learning goals.			 Incorporates knowledge of some students into 	Incorporates professional expertise and	
Does not design instruction so that students participate in setting and achieving their individual learning goals.		prescribed curriculum, pace and assessment	prescribed curriculum, pace and assessment	knowledge of students into prescribed curriculum,	
participate in setting and achieving their individual learning goals.			Inconsistently designs instruction so that students	Designs instruction so that students participate in	
learning goals.			participate in setting and achieving their individual	setting and achieving their individual learning	
Donnet donat on unit and lacon plans that build on		learning goals.	learning goals.	goals.	
Does not devetop unit and lesson plans that build on •	Element 4: Planning instruction	Does not develop unit and lesson plans that build on	 Inconsistently develops unit and lesson plans that 	 Develops unit and lesson plans that build on and 	

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Strengthens existing plans for students with special needs.	with special needs.	 Does not modify existing plans for students with special needs. 	
		identified levels of English proficiency.	
Strengthens existing plans for students at	 Inconsistently strengthens existing plans for students 	· Does not modify existing plans for students at	
planning of future lessons.	of future leasens.	future leasons.	
curriculum and applies that knowledge to	of curriculum and applies that knowledge to planning	curriculum and applies that knowledge to planning of	
Reflects an effective and ineffective use of	 Inconsistently reflects on effective and ineffective use 	· Rarely reflects on effective and ineffective use of	
planning of future lessons.	knowledge to planning of future lessons.	planning of future lassons.	
current instruction and applies that knowledge to	strategies in current instruction and applies that	in current instruction and applies that knowledge to	
Reflects on effective and ineffective strategies in	 Inconsistently reflects on effective and ineffective 	a Rarely reflects on effective and ineffective strategies	
advance of teaching the lesson again.	revisited in advance of teaching the lesson again.	advence of teaching the lesson again.	
particular lesson so that plans can be revisited in	during a particular lessen so that plans can be	particular lesson so that plans can be ravisited in	
Roffects on what holshe has learned during a	 Inconsistently reflects on what he/she has learned 	 Rarely reflects on what he/sho has learned during a 	
student learning while teaching.	assessment of student learning while tracking.	student learning while teaching.	
Adjusts instruction based on assessments of	 Inconsistently adjusts instruction based on limited 	 Does not adjust instruction based on assessment of 	
lessons,	Jessons.		all students.
ro-examine and strongmen plans for inture	order to re-examine and strengthen plans for matre	order to re-externine and strengthen plans for hinte	meet the assessed learning needs of
difficult concepts or situit for students in order to	typically districuit concepts of skills for students in		plans and curricular materials to
	Occasionally collaborates with colleagues to identify		Element 5: Adapting instructional.
	and students with special needs.		
and all students with special needs.	support he learning needs of some English Learners	Leamers and students with special needs.	
support the learning needs of English Learners	 Selects materials, resources and technologies to 	sechnologies to support the learning needs of English	
Selects materials, resources and technologies to	needs.	a Neglects to spiect materials, resources and	
objectives of all students with special needs.	learning objectives of some students with special	learning objectives of students with special needs.	
Addresses students' IEP goals and the learning	. Minimally addresses students' IEP goals and the	Does not address students' TEP goels and/or the	
nequisition.	English learners" levels of language acquisition.	acquisition.	
based on English learners' levels of language	 Minimally addresses the ELD standards, based on 	based on English learners' levels of language	
Addresses the ELD standards appropriately,	individualizes when appropriate.	 Does not address the ELD standards appropriately, 	
and individualizes when appropriate.	adjustments, remediates or accelerates instruction and	individualizes when appropriate.	
adjustments, remediates or accelerates instruction	 Inconsistently checks for understanding, prepares for 	on and	
Checks for understanding, prepares for	activities within a lesson and over time.	 Seldem checks for understanding, prepares for 	
activities within a lesson and over time.	shidents to plan and appropriately pace instructional	within a lesson and over time.	
plan and appropriately pace instructional	 Inconsistently uses knowledge of subject matter and 	to plan and appropriately paco instructional activities	
Uses knowledge of subject matter and students to	for student learning, review and assessment.	 Rurely uses knowledge of subject matter and students 	
learning, review and assessment.	 Inconsistently plans instruction to allow enough time 	student learning, review and assessment.	
Plans instruction to allow enough time for student	learning goals.	 Does not plan instruction to allow enough time for 	
to learning goals.	Plans some instructional strategies that are related to	learning goals.	needs of all students.
Ensures that each instructional strategy is related	subject matter.	 Does not plan instructional strategies related to 	strategies to meet the learning
externational annual annual and an arrangement of the contract	putit of and existed stadents, auderstanding or	and extend students, anderstanding of subject matter.	that incorporates appropriate

Standard V Assessing students for learning.

Element 1: Applying different types of different types of instruments appropriate to stude assessments. Element 2: Collecting and analyzing assessment data from a variety of sources to inform instruction. Element 2: Collecting and analyzing assessment data from a variety of sources to inform instruction. Element 2: Collecting and comprehensive remaindered at the following assessment data individual achieve a comprehensive remaindered at the following and tools appropriate to stude tools appropriate to assessment tools appropriate to assessment tools appropriate tools a following the following t	Does not demonstrate knowledge of the different types of assessments. Does not use assessment strategies and instruments appropriate to the learning outcomes being evaluated. Fails to demonstrate knowledge of assessment concepts such as validity, reliability and bias to choose assessments appropriate to students. Inadequately utilizes grading systems. Inadequately utilizes grading systems. Does not keep a continuous and comprehensive record of group and individual achievement. Does not select, design and use assessment tools appropriate to what is being assessed. Insufficiently collects, selects and reflects upon evidence of student learning. Does not work with families to gather information about students and their learning. Does not use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)	gies ss.	heir heir sects sects	Demonstrates knowledge of the different types of assessments and their uses, benefits and limitations to inform instruction. Uses assessment strategies and instruments appropriate to the learning outcomes being evaluated. Demonstrates knowledge of assessment concepts such as validity, reliability and bias to choose assessments appropriate to students. Utilizes grading systems that reflect student learning and draw on multiple sources of information. Keeps a continuous and comprehensive record of group and individual achievement. Selects, designs and uses assessment tools appropriate to what is being assessed. Collects, selects and reflects upon evidence of student learning. Works with families to gather information about all students and their learning. Uses standardized tests, diagnostic tools and developmental assessments to understand student progress.	
poses, ses of in	ment ssed.	heir heir of of of other nats are sects lects	heir land heir l	strategies and strategies and ropriate to the learning evaluated. lowledge of assessment validity, reliability and sessments appropriate to systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon lent learning. lilies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
· · · · · · · · · · · · · · · · · · ·	ment ssed.	nts me ources s s sects	oress ects	strategies and ropriate to the learning evaluated. lowledge of assessment validity, reliability and sessments appropriate to systems that reflect and draw on multiple nation. ous and comprehensive and uses assessment tools what is being assessed. and reflects upon lent learning. lilies to gather out all students and their sed tests, diagnostic tools dent progress.	
	ledge of as validity, se assessments ng systems. Is and group and group and group and duse assessment is being assessed. ects and reflects learning. ies to gather is and their rdized tests, lopmental is student progress. seessment and monitor trining goals	assessment strategies and appropriate to the learning eing evaluated. Ity demonstrates knowledge of concepts such as validity, and bias to choose assessments to students. Ito students. Ito students. Ity keeps a continuous and achievement. Ity keeps a continuous and achievement. Ity selects, designs and uses t tools appropriate to what is ssed. Ity collects, selects and reflects ance of student learning. Ith some families to gather in about students and their nabout students and their tools and developmental ats to understand student progress. It tools and developmental and their on about students and student progress.	lge of lge of some some some some some some some some	strategies and ropriate to the learning evaluated. lowledge of assessment validity, reliability and sessments appropriate to systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon lent learning. lilies to gather out all students and their sed tests, diagnostic tools dent progress.	
Collecting and seesment data ty of sources to uction.	ledge of as validity, se assessments ng systems. In and group and group and group and group and their is being assessed. ects and reflects learning. ies to gather is and their sand their sand monitor urning goals	lge of lge of lents some some sources is ses t is trategies.	lge of lge of some some some some some some some ses this this this effects	ropriate to the learning evaluated. towledge of assessment validity, reliability and sessments appropriate to systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon lent learning. filies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
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	nents nents s. s. s. s. sessed. effects effects ls r ls	ents cents come sources is is flects frategies	ents ome sources is is	validity, reliability and sessments appropriate to systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon ent learning. allies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
• • • • • •	ading systems. uous and of group and t. and use assessment at is being assessed. selects and reflects ent learning. milies to gather lents and their idardized tests, evelopmental and student progress. of assessment and monitor learning goals	ents ome sources is is flects flects frategies	ents ome sources is is	systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon ent learning. ailies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
	ment essed. lects	s that reflect some aw on limited sources continuous and continuous and of group and lesigns and uses priate to what is selects and reflects ant learning. lies to gather ents and their ndardized tests, welopmental and student progress. If assessment strategies	s that reflect some aw on limited sources continuous and of group and lesigns and uses priate to what is priate to what is selects and reflects ant learning. lies to gather ents and their ndardized tests, evelopmental and shident process.	systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon lent learning. allies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
	and assessment assessed. nd reflects ng. gather their their tests, antal ent progress. nent nitor goals	s that reflect some aw on limited sources continuous and of group and lesigns and uses priate to what is selects and reflects at learning. lies to gather ents and their ndardized tests, evelopmental and student progress. f assessment strategies	s that reflect some aw on limited sources continuous and of group and lesigns and uses priate to what is priate to what is selects and reflects ant learning. lies to gather ents and their ndardized tests, welopmental	systems that reflect and draw on multiple nation. ous and comprehensive and individual and uses assessment tools what is being assessed, and reflects upon lent learning. illies to gather out all students and their act lests, diagnostic tools atal assessments to dent progress.	
• • • • •	and assessment assessed. and reflects ng. gather their ltests, nntal ent progress. nent nitor goals	.00		ous and comprehensive ous and individual and uses assessment tools what is being assessed. and reflects upon ent learning. illies to gather out all students and their ed tests, diagnostic tools atal assessments to dent progress.	
	and assessment assessed. nd reflects ng. gather their l tests, antal ent progress. nent nitor goals	lects lects ogress.	lects · · · ·	ous and comprehensive and individual and uses assessment tools what is being assessed. and reflects upon lent learning. illies to gather out all students and their sed tests, diagnostic tools atal assessments to dent progress.	
	and assessment assessed. and reflects ng. gather their ltests, antal ent progress. nent nitor goals	comprehensive record of group and individual achievement. Inconsistently selects, designs and uses assessment tools appropriate to what is being assessed. Inconsistently collects, selects and reflects upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	lects	and individual and uses assessment tools what is being assessed. and reflects upon lent learning. illies to gather out all students and their and tests, diagnostic tools atal assessments to dent progress.	
	al achievement. t select, design and use assessment propriate to what is being assessed. iently collects, selects and reflects idence of student learning. It work with families to gather tion about students and their iently uses standardized tests, fic tools and developmental lents to understand student progress. It use a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	individual achievement. Inconsistently selects, designs and uses assessment tools appropriate to what is being assessed. Inconsistently collects, selects and reflects upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	tt is treflects reflects	and uses assessment tools what is being assessed. and reflects upon lent learning. illies to gather out all students and their and tests, diagnostic tools atal assessments to dent progress.	
	propriate to what is being assessment propriate to what is being assessed. idence of student learning. idence of student learning. It work with families to gather than about students and their idently uses standardized tests, tic tools and developmental lents to understand student progress. It use a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	Inconsistently selects, designs and uses assessment tools appropriate to what is being assessed. Inconsistently collects, selects and reflects upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	ress.	what is being assessed. and reflects upon lent learning. illies to gather out all students and their and tests, diagnostic tools atal assessments to dent progress.	
	propriate to what is being assessed. iently collects, selects and reflects idence of student learning. It work with families to gather tion about students and their iently uses standardized tests, tic tools and developmental tents to understand student progress. It use a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	being assessed. Inconsistently collects, selects and reflects upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	eress eres	and reflects upon lent learning. iilies to gather out all students and their red tests, diagnostic tools atal assessments to dent progress.	
Does not we information learning. Insufficient diagnostic to assessments Does not us strategies to individualiz (including I Rarely uses support learning I assessments)	idence of student learning. It work with families to gather from about students and their fiently uses standardized tests, fic tools and developmental lents to understand student progress. It is a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	Inconsistently collects, selects and reflects upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	• • •	ent learning. illies to gather out all students and their ed tests, diagnostic tools atal assessments to dent progress.	
Does not we information learning. Insufficient diagnostic to assessments Does not us strategies to individualiz (including I Rarely uses support lear	t work with families to gather tion about students and their iently uses standardized tests, fic tools and developmental tents to understand student progress. It is a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	upon evidence of student learning. Works with some families to gather information about students and their learning. Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	• • •	out all students and their out all students and their ed tests, diagnostic tools atal assessments to dent progress.	
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Insufficient diagnostic to assessments Does not us strategies to individualiz (including I Rarely uses support lear	tic tools and developmental lents to understand student progress. of trust a transperse of assessment es to implement and monitor ualized student learning goals ing IEP goals)	Inconsistently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Uses a limited range of assessment strategies	oress	atal assessments to dent progress.	
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Does not us strategies to individualiz (including I Rarely uses support lear	ot use a range of assessment es to implement and monitor ualized student learning goals ing IEP goals)	assessments to understand student progress. Uses a limited range of assessment strategies	rogress.	To Be and the state of the	٠
strategies to individualiz (including I Rarely uses support lear	es to implement and monitor ualized student learning goals ing IEP goals)	Uses a limited range of assessment sharegive		Uses a range of assessment strategies to	
individualiz (including I Rarely uses support lear	ing IEP goals)	to implement and monitor individualized		student learning goals (including IEP	
Rarely uses support lear	ing in some	student learning goals (including IEP goals).			
support lear	IISES AIIAI Yaca OI alunchit commission to	 Inconsistently uses analyses of student 	•	Uses analyses of student behavior to	
	learning.	behavior to support learning.		hased on how an	
Insufficient	Insufficiently interprets data based on how	Inconsistently interprets data based on how	based on how	assessment is scored and what results it	
an assessmi	an assessment is scored and what results it	all assessment as section may remain			
+	to deat proposed that with	Inconsistently reviews student assessment	•	Reviews student assessment data with	
,p	ews student assessment data with				
WITH	Colleagues.	 Inconsistently uses assessment results to 	ssessment results to	Uses assessment results to monitor	
colleagues, to mountor teaching an	teaching and guide planning and instruction.	monitor teaching and guide planning and	hing and guide planning and teaching and guide planning and	mide Dianning and	
•	Does not use assessment information to		_	0	

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		student learning.	
improve student learning.	student learning.	assessment information at home to improve	
assessment information at home to	assessment information at home to improve	 Does not provide families with ways to use 	
 Provides families with ways to use 	 Provides families with limited ways to use 	learning.	
learning.	student learning.	families in ways that promote student	
families in ways that promote student	results to families in ways that promote	 Does not communicate assessment results to 	
Communicates assessment results to	 Infrequently communicates assessment 	student progress.	
student progress.	progress.	with families and resource providers about	families.
families and resource providers about	and resource providers about student	 Does not initiate regular and timely contact 	with students and their
Initiates regular and timely contact with	 Inconsistently initiates contact with families 	activities.	comprehensible feedback
learning activities.	learning activities.	progress as they engage in learning	share timely and
about their progress as they engage in	about their progress as they engage in	students and their families about their	assessment information to
 Provides all students with information 	 Provides students with limited information 	 Does not provide adequate information to 	Element 7: Using
students and their families.	to students and their families.	to students and their families.	
communicate students' learning to	resources to communicate students' learning	resources to communicate students' learning	

Standard VI

Developing as a professional educator.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
Element 1: Reflecting on teaching practice in apport of student learning.	 Minimally assesses professional growth over time. Rarely adjusts teaching practice through observations and interactions with students. Does not reflect on instructional successes and challenges to move practice forward. Does not formulate professional development plans that are based on reflection and analysis. Does not develop awareness of potential bias that might 	 Inconsistently assesses professional growth over time. Inconsistently adjusts teaching practice through observations and interactions with students. Inconsistently reflects on instructional successes and challenges to move practice forward. Formulates professional development plens that are based on limited reflection and analysis. Inconsistently develops awareness of potential bias that 	 Adjusts teaching practice through observations and interactions with students. Reflects on instructional successes and challenges to move practice forward. Rormulates professional development plans that are based or reflection and analysis. Actively develops awareness of potential bins that 	
Element 2: Batabilshing professional goals and engaging in continuous and	 Does not demonstrate a commitment to lifetong learning. Rarely establishes goals or pursues opportunities for professional growth and development. 	 Inconsistantly demonstrates a commitment to lifetong learning. Inconsistently establishes goals or pursues opportunities 	 Demonstrates a commitment to lifting learning. Establishes goals and pursues opportunities for professional growth and development. 	
purposeful professional growth and development.	 Does not establish professional goals that are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, menters and personal reflections. 	for professional growth and development. Inconsistently establishes professional goals that are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues,	 Establishes profassional goals that are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors and personal reflections. 	
	 Does not use professional literature, district professional development and other professional opportunities to increase understanding of teaching and learning. Does not demonstrate knowledge of current expectations of professional roles and responsibilities. 	supervisors, mentors and personal reflections. Inconsistently uses professional literature, district professional development and other professional opportunities to increase understanding of teaching and learning.	 Uses professional literature, district professional development and other professional opportunities to increase understanding of tenching and learning. Demonstrates knowledge of current expeciations of professional roles and responsibilities. 	
	 Does not expand knowledge and offective application of new instructional methods and technologies. Does not refine approaches that make the curriculum accessible to all students. 	 Inconsistently demonstrates knowledge of current expectations of professional roles and responsibilities. Inconsistently expands knowledge and effective application of new instructional methods and technologies. Inconsistently refines approaches that make the curriculum accessible to all students. 	 Expands knowledge and effective application of new instructional methods and technologies. Continues to refine approaches that make the curriculum accessible to all students. 	
Element 3: Collaborating with colleagues and the breader professional community to support teacher and student	 Does not collaborate with all stakeholders to ensure that all students' diverse learning needs are met. Does not accept fleedback of all stakeholders in support of teaching practice and student learning. 	 Inconsistently collaborates with all stakeholders to ensure that all students' diverse learning needs are met. Resistant to the feedback of all stakeholders in support of teaching practice and student learning. 	Collaborates with all stakeholders to ensure that all students' diverse learning needs are met. Remains receptive to the feedback of all stakeholders in support of teaching practice and stadent learning.	
leaming,	Rarely supports school and district goals and priorities. Rarely contributes to school-wide events, activities and decision making.	 Inconsistently supports school and district goals and priorities. Inconsistently contributes to school-wide events, activities 	 Supports school and district goals and priorities. Contributes to school-wide events, activities and decision making. 	
	 Does not establish and maintain productive reastonings with all stakeholders to become a visible and a valued member of the school and district communities. Rarely contributes to the learning of other educators. 	 Inconsistently establishes and maintains productive relationships with all stakeholders to become a visible and a valued member of the school and district communities. 	Establishes and maintains productive relationships with all atakeholders to become a visible and a valued member of the school and district communities. Contributes to the learning of other oducators.	
	 Does not beneat arom an early commutes to professional organizations to improve teaching. Does not benefit from and rarely adds to the knowledge base of the profession. 	 echaraters. Occasionally benefits from and may contribute to professionally benefits from and may contribute to professionally benefits from and may add to the knowledge base of the profession. 	Benefits from and contributor to protessional organizations to improve teaching. Benefits from and adds to the knowledge base of the profession.	
Element 4: Working with families to support student	 Does not value and respect students' families and inciliate their role in student loaming. 	Incossistently values and respects students' families and facilitates their role in student learning.	 Values and respects students' families and facilitates their role in student learning. 	
learning.	 Does not develop an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds. Does not engage families as sources of knowledge about students' strengths, interests, and needs in support of their 	 Inconsistently develops an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds. Inconsistently engages families as sources of knowledge about students' strengths, interests, and needs in support of 	 Develogs an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds. Engages families as sources of knowledge about students' strengths, interests, and needs in support of 	
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		_	 Inconsistently demonstrates professional obligations to 	-,5	 Does not demonstrate professional obligations to students, colleagues, school and the profession. 	
	 Interacts appropriately with students and families. Demonstrates professional obligations to students. 		 Inconsistently interacts appropriately with students and 	in in	 Does not interact appropriately with students and families. 	
	safety.	_	and safety.		legal responsibilities for students' learning, behavior and	
	Demonstrates knowledge about processional and regar responsibilities for students' learning, behavior and		Inconsistently demonstrates knowledge about professional	-	 Rarely demonstrates knowledge about professional and 	
	district, state and federal policies and guidelines.	_	school, district, state and federal policies and guidelines.	_	school, district, state and federal policies and guidelines.	
	 Meets professional obligations to implement school, 	-	 Inconsistently meets professional obligations to implement 	-	organizations and stakeholders.	
	local organizations and stakeholders.	_	objectives established by relevant national, state, and local	_	established by relevant national, state, and local	
	knowledgeable of learning goals, standards, and	_	being knowledgeable of learning goals, standards, and	8	knowledgeable of learning goals, standards, and objectives	
	 Contributes to school and student success by being 	•	Inconsistently contributes to school and student success by	-	the classroom and school community.	
	Demonstrates protessional conduct and integrity in the classroom and school community.	•	Inconsistently demonstrates professional conduct and		•	
1.00	the profession.		applicable to the profession.	_	_	integrity, and ethical conduct.
	responsibilities and legal requirements applicable to	•	 Inconsistently demonstrates knowledge of professional codes, ethical responsibilities and legal requirements 		•	Element 7: Demonstrating
		t	renewal in professional work.		professional work.	
	professional work.	-	 Inconsistently identifies sources of engagement and 		Parely identifies sources of engagement and renewal in	
	 Identifies sources of engagement and renewal in 	•	of teaching.	•	Does not address the complications and changings of	
CYC C	 Addresses the complications and challenges of teaching. 	•	Inconsistantly addresses the complications and challenges	_	students and colleagues.	
	students and colleagues.	•	Inconsistently manages stress and maintains a positive		•	
	professional responsibilities with personal areas.		balance professional responsibilities with personal needs.	_		commitment to all students.
	Finds support and develops strategies to balance	•	 Inconsistently finds support and develops strategies to 	•	•	maintain motivation and
	career.		throughout career.	-		professional responsibilities to
	 Challenges self intellectually and creatively throughout 	•	 Inconsistently challenges self intellectually and creatively 		Rarely challenges self intellectually and creatively	ment 6. Managing
			experiences that support their learning.	_	experiences that support their tearning.	
	that support their learning.		Provides students with limited community-based		Does not provide students with community-based	
	Provides students with community-based experiences	•	learning and comments		learning.	
2 3000	community and businesses to support student learning.	-	Inconsistently identities and uses additional resources from the local community and businesses to support student	-	local community and businesses to support student	
	Identifies and uses additional resources from the local		students and their families.	_	 Rarely identifies or uses additional resources from the 	
	community social service resources to benefit students	_	and local community social service resources to benefit	_	their families.	
	Identifies and draws upon school, district, and local	•	 Inconsistently identifies and draws upon school, district, 	•	community social service resources to benefit students and	
	community.		and community.	_	Community.	
	Engages in collaboration between school and	•	 Inconsistently engages in collaboration between school 	•	Does not engage in collaboration between school and	
	learning.		communities or facilitates the foles of the community in	-	facilitate the roles of the community in student learning.	
	facilitates the roles of the community in student	•	Inconsistently values and respects the students	•	•	instructional program.
	Of Students' communities and	_	dynamics of students' communities.	_		communities in support of the
	100	•	 Demonstrates a limited understanding of the cultures and 	•	•	Element 5: Engaging local
	the classroom and school community.	T	in the classroom and school community.	-	in the classroom and school community.	
	Provides opportunities for all families to participate in	•	 Provides limited opportunities for all families to participate 		Does not provide opportunities for families to participate	
		_	all families in a thorough and comprehensible fashion.	_	Does not communicate the educational program to manning	
	Communicates the educational program to all families	•		•	learning and personal growth and development.	
		_	their learning and personal growth and development.		learning and pareonal growth and development.	