

Standard I
Engaging and supporting all students in learning.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
<p>Element 1: Using knowledge of students to engage them in learning.</p>	<ul style="list-style-type: none"> Fails to use data to learn about students and guide selection of instructional strategies. Does not differentiate instruction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Element 2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Element 3: Connecting subject matter to meaningful, real-life contexts.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Element 4: Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Element 5: Promoting critical thinking through inquiry, problem solving, and reflection.</p>	<ul style="list-style-type: none"> Fails to guide students to think critically. Does not facilitate 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
<p>Element 6: Monitoring student learning and adjusting</p>	<ul style="list-style-type: none"> Does not check for student understanding and revise plans accordingly. 	<ul style="list-style-type: none"> Inconsistently checks for student understanding and makes limited plan revisions. 	<ul style="list-style-type: none"> Systematically checks for student understanding and revises plans accordingly. 	

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"Developing" may only be used for 1st year teachers - someone new to the profession.

Instruction while teaching.			
	<ul style="list-style-type: none"> Does not use strategies in a lesson to check for student understanding. Does not monitor the learning of limited English proficiency students or students with special needs. Provides no support or opportunities for students to learn when some students have mastered the lesson objective(s) and others have not. 	<ul style="list-style-type: none"> Incorporates few strategies in a lesson to check for student understanding. Ineffectively monitors the learning of limited English proficiency students as well as students with special needs. Provides limited support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not. 	<ul style="list-style-type: none"> Incorporates a variety of strategies in a lesson to check for student understanding. Monitors the learning of all limited English proficiency students as well as students with special needs. Provides additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not.

Standard II
Creating and maintaining effective environments for student learning.

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Meets Expectations</i>	<i>Distinguished</i>
<p>Element 1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</p>	<ul style="list-style-type: none"> Does not model and demonstrate fairness, equity, and respect in a classroom community. No evidence of acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Does not provide learning opportunities that encourage student-to-student communication. Group structures are not evident. 	<ul style="list-style-type: none"> Inconsistently models and demonstrates fairness, equity and respect in a classroom community that values individuals and cultures. Limited acceptance and respect for different experiences, ideas, backgrounds, feelings and points of view. Provides some learning opportunities that encourage student-to-student communication. Uses group structures in limited ways. 	<ul style="list-style-type: none"> Models and demonstrates fairness, equity and respect in a classroom community that values all individuals and cultures. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Provides learning opportunities that encourage student-to-student communication with empathy and understanding. Provides effective group structures with opportunities to assume varied roles. 	
<p>Element 2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p>	<ul style="list-style-type: none"> Does not provide classroom seating that accommodates individual and group learning needs of students. Does not establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development. Does not provide a physical and/or virtual environment that reflects an appreciation of diversity. Does not provide students access to resources, technologies and comfortable work places. Does not create an effective physical and/or virtual learning environment for all students. 	<ul style="list-style-type: none"> Inconsistently provides classroom seating that accommodates individual and group learning needs of some students. Inconsistently establishes a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development. Inconsistently provides a physical and/or virtual environment that reflects an appreciation of diversity. Inconsistently provides students access to resources, technologies and comfortable work places. Inconsistently creates and provides an effective physical and/or virtual learning environment for all students. 	<ul style="list-style-type: none"> Arranges and adapts classroom seating to accommodate individual and group learning needs for all students. Establishes a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development for all students. Provides a physical and/or virtual environment that reflects an appreciation of diversity. Provides all students access to resources, technologies and comfortable work places. Creates and promotes an effective physical and/or virtual learning environment for all students. 	
<p>Element 3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p>	<ul style="list-style-type: none"> Does not develop a learning environment that facilitates positive and productive classroom interactions of students. Does not provide instruction on skills that develop resiliency and support intellectual and emotional safety for students and staff. Does not create a safe, accessible learning environment for students. 	<ul style="list-style-type: none"> Limited development of a learning environment that facilitates positive and productive classroom interactions in order to encourage, support and recognize the achievements and contributions of all students. Inconsistently models and provides instruction on skills that develop resiliency and support intellectual and emotional safety for all students and staff. Creates a safe, accessible learning environment for some students. 	<ul style="list-style-type: none"> Develops a learning environment that facilitates positive and productive classroom interactions in order to encourage, support and recognize the achievements and contributions of all students. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety for all students and staff. Creates a safe, accessible learning environment for all students. 	
<p>Element 4: Creating a rigorous learning environment with high expectations and appropriate support for all students.</p>	<ul style="list-style-type: none"> Little or no evidence of a productive, achievement oriented climate in the classroom. Does not set high expectations for some students. No evidence of opportunities for students to initiate their own learning. 	<ul style="list-style-type: none"> Limited evidence of a productive, achievement oriented climate in the classroom. Sets high expectations for some students. Limited opportunities for students to initiate their own learning. Minimal opportunities for students to examine 	<ul style="list-style-type: none"> Establishes a productive, achievement oriented climate in the classroom. Sets high expectations for all students. Creates opportunities for all students to initiate their own learning. Provides opportunities for all students to 	

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<p>Element 5: Developing, communicating, and maintaining high standards for individual and group behavior.</p>	<ul style="list-style-type: none"> No evidence of opportunities for students to examine or evaluate their own work. Little or no evidence of challenging and diverse academic content for students. 	<ul style="list-style-type: none"> or evaluate their own work. Limited evidence of challenging and diverse academic content for students. 	<ul style="list-style-type: none"> examine or evaluate their own work. Integrates rigor to provide challenging and diverse academic content for all students.
<p>Element 6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</p>	<ul style="list-style-type: none"> 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 no evidence of collaboration with students, families and communities. 	<ul style="list-style-type: none"> 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 behavior. 	<ul style="list-style-type: none"> 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 communities to establish, maintain and communicate standards for student behavior.
<p>Element 7: Using instructional time to optimize learning.</p>	<ul style="list-style-type: none"> Does not develop daily schedules, timeliness, 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. 	<ul style="list-style-type: none"> Inconsistently develops daily schedules, timeliness, 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 Inconsistently organizes instruction to optimize 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 timeliness and expectations. 	<ul style="list-style-type: none"> Develops daily schedules, timeliness, 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. Organizes instruction to optimize learning 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 timeliness and expectations.

Standard III
Understanding and organizing subject matter for student learning.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
<p>Element 1: Demonstrating knowledge of subject matter academic content standards.</p>	<ul style="list-style-type: none"> Fails to teach and apply the key concepts and underlying themes and relationships in the academic content standards. Does not integrate key concepts, themes, relationships, and connections across subject matter areas. Does not demonstrate knowledge of subject matter that incorporates different perspectives Does not keep subject matter and content standards knowledge current. 	<ul style="list-style-type: none"> Inconsistently teaches and applies the key concepts and underlying themes and relationships in the academic content standards. Inconsistently integrates key concepts, themes, relationships, and connections across subject matter areas. Inconsistently demonstrates knowledge of subject matter that incorporates different perspectives. Demonstrates limited effort to keep subject matter and content standards knowledge current. 	<ul style="list-style-type: none"> Teaches and applies the key concepts and underlying themes and relationships in the academic content standards. Integrates key concepts, themes, relationships, and connections across subject matter areas. Demonstrates knowledge of subject matter that incorporates different perspectives. Keeps subject matter and content standards knowledge current. 	
<p>Element 2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</p>	<ul style="list-style-type: none"> Does not demonstrate understanding of students' individual cognitive, social, emotional and physical development. Does not connect content being taught to students' prior knowledge and experiences. Fails to demonstrate understanding of English Learners' levels of language acquisition. Fails to demonstrate understanding of students with special needs. 	<ul style="list-style-type: none"> Builds and applies limited understanding of students' individual cognitive, social, emotional and physical development. Connects content being taught to some students' prior knowledge and experiences. Demonstrates limited understanding of English Learners' levels of language acquisition to support their learning. Demonstrates limited understanding of students with special needs to differentiate instruction. 	<ul style="list-style-type: none"> Builds and applies understanding of students' individual cognitive, social, emotional and physical development. Connects content being taught to students' prior knowledge and experiences. Builds understanding of English Learners' levels of language acquisition to best support their learning. Builds understanding of all students with special needs to differentiate instruction. 	
<p>Element 3: Organizing curriculum to facilitate student understanding of the subject matter.</p>	<ul style="list-style-type: none"> Does not demonstrate knowledge of student readiness to learn. Does not demonstrate knowledge of subject matter to organize curriculum and plan lessons and units. Does not organize subject matter to reveal and value different cultural perspectives. Fails to utilize standards-aligned and/or adopted curriculum in ways that support student learning. Fails to incorporate subject or grade level expectations in organizing subject matter. 	<ul style="list-style-type: none"> Demonstrates limited knowledge of student learning readiness to organize, sequence and adjust curriculum. Demonstrates limited knowledge of subject matter to organize curriculum and plan lessons and units. Inconsistently organizes subject matter to reveal and value different cultural perspectives. Inconsistently utilizes standards-aligned and/or adopted curriculum in ways that support student learning. Incorporates limited subject or grade level expectations in organizing subject matter. 	<ul style="list-style-type: none"> Applies knowledge of student learning readiness to organize, sequence and adjust curriculum. Applies knowledge of subject matter to organize curriculum and plan lessons and units. Organizes subject matter to reveal and value different cultural perspectives. Utilizes standards-aligned and/or adopted curriculum in ways that support student learning. Incorporates subject or grade level expectations in organizing subject matter. 	
<p>Element 4: Utilizing instructional strategies that are appropriate to the subject matter.</p>	<ul style="list-style-type: none"> Uses few instructional strategies with little or no checking for student understanding. Does not build on students' life experiences, prior knowledge and interests. Uses few instructional strategies and approaches to illustrate a concept and its connections within and across subject areas. Does not support students to think critically. Does not use strategies that make the depth and complexity of subject matter understandable to students. 	<ul style="list-style-type: none"> Develops and uses some instructional strategies with limited checking for student understanding. Builds on some students' life experiences, prior knowledge and interests to make content relevant and meaningful to them. Uses some instructional strategies and approaches to illustrate a concept and its connections within and across subject areas. Encourages some students to think critically. Uses strategies that make the depth and complexity of subject matter understandable to 	<ul style="list-style-type: none"> Develops and uses a repertoire of instructional strategies including checking for student understanding. Builds on students' life experiences, prior knowledge and interests to make content relevant and meaningful to them. Uses effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas. Challenges all students to think critically Uses strategies that make the depth and 	

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<p>Element 5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p>	<ul style="list-style-type: none"> Does not use a range of materials, resources and technologies. Does not select materials, resources and technologies to differentiate student learning. Does not select and use learning materials and resources that reflect diversity. Does not access new instructional resources to support student learning. 	<p>some students.</p> <ul style="list-style-type: none"> Infrequently uses a range of materials, resources and technologies. Selects limited materials, resources and technologies to support some differentiated student learning. Inconsistently selects and uses learning materials and resources that reflect diversity. Inconsistently accesses new instructional resources to support student learning. 	<p>complexity of subject matter understandable to all students.</p> <ul style="list-style-type: none"> Uses a range of materials, resources and technologies. Selects materials, resources and technologies to support differentiated student learning of the subject matter. Selects and uses learning materials and resources that reflect diversity. Accesses new instructional resources to support student learning.
<p>Element 6: Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</p>	<ul style="list-style-type: none"> Does not address the English Language Development (ELD) standards as they relate to English learners' levels of language acquisition. Does not address the Individual Education Plan (IEP) goals and objectives of students with special needs. Fails to select materials, resources and technologies to support subject matter instruction of English Learners and students with special needs. Does not provide equal access to the critical concepts and themes in the academic content standards for students at various levels of English proficiency and for students with special needs. 	<ul style="list-style-type: none"> Inconsistently addresses the English Language Development (ELD) standards as they relate to English learners' levels of language acquisition. Addresses some of the Individual Education Plan (IEP) goals and objectives of students with special needs. Selects limited materials, resources and technologies to support subject matter instruction of English Learners and students with special needs. Provides limited access to the critical concepts and themes in the academic content standards for students at various levels of English proficiency and for students with special needs. 	<ul style="list-style-type: none"> Addresses the English Language Development (ELD) standards as they relate to English learners' levels of language acquisition. Addresses the Individual Education Plan (IEP) goals and objectives of all students with special needs. Selects materials, resources and technologies to support subject matter instruction of English Learners and all students with special needs. Provides equal access to the critical concepts and themes in the academic content standards for students at various levels of English proficiency and for all students with special needs.

Standard IV

Planning instruction and designing learning experiences for all students.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
<p>Element 1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Inconsistently incorporates students' prior knowledge and experience in curriculum and instructional planning. Inconsistently uses knowledge of students' diverse lives, families and communities to inform planning of curriculum and instruction. Inconsistently uses students' individual cognitive, social, emotional and physical development to plan, adapt and differentiate instruction. Plans lessons and units that provide limited access to academic content standards for students. Applies some knowledge of English learners' levels of language proficiency to plan instruction that supports subject matter learning and academic language development. 	<ul style="list-style-type: none"> Incorporates students' prior knowledge and experience in curriculum and instructional planning. Uses knowledge of students' diverse lives, families and communities to inform planning of curriculum and instruction. Uses students' individual cognitive, social, emotional and physical development to plan, adapt and differentiate instruction. Plans lessons and units that provide access to academic content standards for all students. Uses knowledge of English learners' levels of language proficiency to plan instruction that supports subject matter learning and academic language development. 	
<p>Element 2: Establishing and articulating goals for student learning.</p>	<ul style="list-style-type: none"> 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 standards. 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. 	<ul style="list-style-type: none"> Inconsistently establishes and communicates high learning expectations based on students' strengths, interests and needs. Inconsistently establishes long-term and short-term goals based on academic content standards. Determines learning goals that address some students' language abilities and diverse learning needs. Seldom works with students and families to establish learning goals. Inconsistently develops goals that prepare students for successful transition to their next learning environment. 	<ul style="list-style-type: none"> Establishes and communicates high learning expectations based on students' strengths, interests and needs. Establishes long-term and short-term goals based on academic content standards. Determines learning goals that address all students' language abilities and diverse learning needs. Works with students and families to establish learning goals. Develops goals that prepare students for successful transition to their next learning environment. 	
<p>Element 3: Developing and sequencing long-term and short-term instructional plans to support student learning.</p>	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Occasionally collaborates with colleagues to make instructional decisions. Inconsistently designs instructional plans that consider the long-term and the short-term. Inconsistently uses assessment results for long-term and short-term planning. Inconsistently incorporates diverse subject matter perspectives in planning. Inconsistently selects and sequences instructional strategies appropriate to lesson content complexity and to student learning needs. Develops instructional plans that support some students' second language learning and diverse learning needs. Incorporates knowledge of some students into prescribed curriculum, pace and assessment calendars. Inconsistently designs instruction so that students participate in setting and achieving their individual learning goals. 	<ul style="list-style-type: none"> Collaborates with colleagues to make instructional decisions. Designs instructional plans that consider the long-term and the short-term. Uses assessment results for long-term and short-term planning. Incorporates diverse subject matter perspectives in planning. Selects and sequences instructional strategies appropriate to lesson content complexity and to student learning needs. Develops instructional plans that support students' second language learning and diverse learning needs. Incorporates professional expertise and knowledge of students into prescribed curriculum, pace and assessment calendars. Designs instruction so that students participate in setting and achieving their individual learning goals. 	
<p>Element 4: Planning instruction</p>	<ul style="list-style-type: none"> Does not develop unit and lesson plans that build on 	<ul style="list-style-type: none"> Inconsistently develops unit and lesson plans that 	<ul style="list-style-type: none"> Develops unit and lesson plans that build on and 	

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<p>that incorporates appropriate strategies to meet the learning needs of all students.</p>	<ul style="list-style-type: none"> Does not extend students' understanding of subject matter. Does not plan instructional strategies related to learning goals. Does not plan instruction to allow enough time for student learning, review and assessment. Rarely uses knowledge of subject matter and students to plan and appropriately pace instructional activities within a lesson and over time. Seldom checks for understanding, prepares for adjustments, remediates or accelerates instruction and individualizes when appropriate. Does not address the ELD standards appropriately, based on English learners' levels of language acquisition. Does not address students' IEP goals and/or the learning objectives of students with special needs. Neglects to select materials, resources and technologies to support the learning needs of English Learners and students with special needs. 	<ul style="list-style-type: none"> Does not collaborate with colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons. Does not adjust instruction based on assessment of student learning while teaching. Rarely reflects on what he/she has learned during a particular lesson so that plans can be revisited in advance of teaching the lesson again. Rarely reflects on effective and ineffective strategies in current instruction and applies that knowledge to planning of future lessons. Rarely reflects on effective and ineffective use of curriculum and applies that knowledge to planning of future lessons. Does not modify existing plans for students at identified levels of English proficiency. Does not modify existing plans for students with special needs.
<p>build on and extend students' understanding of subject matter.</p>	<ul style="list-style-type: none"> Plans some instructional strategies that are related to learning goals. Inconsistently plans instruction to allow enough time for student learning, review and assessment. Inconsistently uses knowledge of subject matter and students to plan and appropriately pace instructional activities within a lesson and over time. Inconsistently checks for understanding, prepares for adjustments, remediates or accelerates instruction and individualizes when appropriate. Minimally addresses the ELD standards, based on English learners' levels of language acquisition. Minimally addresses students' IEP goals and the learning objectives of some students with special needs. Selects materials, resources and technologies to support the learning needs of some English Learners and students with special needs. 	<ul style="list-style-type: none"> Occasionally collaborates with colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons. Inconsistently adjusts instruction based on limited assessment of student learning while teaching. Inconsistently reflects on what he/she has learned during a particular lesson so that plans can be revisited in advance of teaching the lesson again. Inconsistently reflects on effective and ineffective strategies in current instruction and applies that knowledge to planning of future lessons. Inconsistently reflects on effective and ineffective use of curriculum and applies that knowledge to planning of future lessons. Inconsistently strengthens existing plans for students at identified levels of English proficiency. Inconsistently strengthens existing plans for students with special needs.
<p>extend students' understanding of subject matter. Ensures that each instructional strategy is related to learning goals.</p>	<ul style="list-style-type: none"> Plans instruction to allow enough time for student learning, review and assessment. Uses knowledge of subject matter and students to plan and appropriately pace instructional activities within a lesson and over time. Checks for understanding, prepares for adjustments, remediates or accelerates instruction and individualizes when appropriate. Addresses the ELD standards appropriately, based on English learners' levels of language acquisition. Addresses students' IEP goals and the learning objectives of all students with special needs. Selects materials, resources and technologies to support the learning needs of English Learners and all students with special needs. 	<ul style="list-style-type: none"> Collaborates with colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons. Adjusts instruction based on assessments of student learning while teaching. Reflects on what he/she has learned during a particular lesson so that plans can be revisited in advance of teaching the lesson again. Reflects on effective and ineffective strategies in current instruction and applies that knowledge to planning of future lessons. Reflects on effective and ineffective use of curriculum and applies that knowledge to planning of future lessons. Strengthens existing plans for students at identified levels of English proficiency. Strengthens existing plans for students with special needs.

Standard V
Assessing students for learning.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
<p>Element 1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Inconsistently demonstrates knowledge of the different types of assessments and their uses, benefits and limitations to inform instruction. Uses some assessment strategies and instruments appropriate to the learning outcomes being evaluated. Inconsistently demonstrates knowledge of assessment concepts such as validity, reliability and bias to choose assessments appropriate to students. Utilizes grading systems that reflect some student learning and draw on limited sources of information. 	<ul style="list-style-type: none"> 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. 	
<p>Element 2: Collecting and analyzing assessment data from a variety of sources to inform instruction.</p>	<ul style="list-style-type: none"> 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. Insufficiently uses standardized tests, diagnostic tools and developmental assessments to understand student progress. Does not use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals) Rarely uses analyses of student behavior to support learning. Insufficiently interprets data based on how an assessment is scored and what results it reports. 	<ul style="list-style-type: none"> Inconsistently keeps a continuous and 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 to implement and monitor individualized student learning goals (including IEP goals). Inconsistently uses analyses of student behavior to support learning. Inconsistently interprets data based on how an assessment is scored and what results it reports. 	<ul style="list-style-type: none"> 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. Uses a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals). Uses analyses of student behavior to support learning. Interprets data based on how an assessment is scored and what results it reports. 	
<p>Element 3: Reviewing data, both individually and with colleagues, to monitor student learning.</p>	<ul style="list-style-type: none"> Rarely reviews student assessment data with colleagues. Does not use assessment results to monitor teaching and guide planning and instruction. Does not use assessment information to 	<ul style="list-style-type: none"> Inconsistently reviews student assessment data with colleagues. Inconsistently uses assessment results to monitor teaching and guide planning and instruction. 	<ul style="list-style-type: none"> Reviews student assessment data with colleagues. Uses assessment results to monitor teaching and guide planning and instruction. 	

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"Developing" may only be used for 1st year teachers - someone new to the profession.

<p>Element 7: Using assessment information to share timely and comprehensible feedback with students and their families.</p>	<p>resources to communicate students' learning to students and their families.</p> <ul style="list-style-type: none"> Does not provide adequate information to students and their families about their progress as they engage in learning activities. Does not initiate regular and timely contact with families and resource providers about student progress. Does not communicate assessment results to families in ways that promote student learning. Does not provide families with ways to use assessment information at home to improve student learning. 	<p>resources to communicate students' learning to students and their families.</p> <ul style="list-style-type: none"> Provides students with limited information about their progress as they engage in learning activities. Inconsistently initiates contact with families and resource providers about student progress. Infrequently communicates assessment results to families in ways that promote student learning. Provides families with limited ways to use assessment information at home to improve student learning. 	<p>communicate students' learning to students and their families.</p> <ul style="list-style-type: none"> Provides all students with information about their progress as they engage in learning activities. Initiates regular and timely contact with families and resource providers about student progress. Communicates assessment results to families in ways that promote student learning. Provides families with ways to use assessment information at home to improve student learning. 	
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Standard VI
Developing as a professional educator.

	Unsatisfactory	Needs Improvement	Meets Expectations	Distinguished
<p>Element 1: Reflecting on teaching practice in support of student learning.</p>	<ul style="list-style-type: none"> 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 influence teaching or affect student learning. 	<ul style="list-style-type: none"> 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 plans that are based on limited reflection and analysis. Inconsistently develops awareness of potential bias that might influence teaching or affect student learning. 	<ul style="list-style-type: none"> Assesses professional growth over time. Adjusts teaching practice through observations and interactions with students. Reflects on instructional successes and challenges to move practice forward. Formulates professional development plans that are based on reflection and analysis. Actively develops awareness of potential bias that might influence teaching or affect student learning. 	
<p>Element 2: Establishing professional goals and engaging in continuous and purposeful professional growth and development.</p>	<ul style="list-style-type: none"> Does not demonstrate a commitment to lifelong learning. Rarely establishes goals or pursues opportunities for 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, 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. Does not expand knowledge and effective application of new instructional methods and technologies. Does not refine approaches that make the curriculum accessible to all students. 	<ul style="list-style-type: none"> Inconsistently demonstrates a commitment to lifelong learning. Inconsistently establishes goals or pursues opportunities 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, supervisors, mentors and personal reflections. Inconsistently uses professional literature, district professional development and other professional opportunities to increase understanding of teaching and learning. 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. 	<ul style="list-style-type: none"> Demonstrates a commitment to lifelong learning. Establishes goals and pursues opportunities for professional growth and development. Establishes professional goals that are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors and personal reflections. Uses professional literature, district professional development and other professional opportunities to increase understanding of teaching and learning. Demonstrates knowledge of current expectations of professional roles and responsibilities. Expands knowledge and effective application of new instructional methods and technologies. Continues to refine approaches that make the curriculum accessible to all students. 	
<p>Element 3: Collaborating with colleagues and the broader professional community to support teacher and student learning.</p>	<ul style="list-style-type: none"> Does not collaborate with all stakeholders to ensure that all students' diverse learning needs are met. Does not accept feedback of all stakeholders in support of teaching practice and student learning. Rarely supports school and district goals and priorities. Rarely contributes to school-wide events, activities and decision making. Does not establish and maintain productive relationships 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. Does not benefit from and rarely contributes to professional organizations to improve teaching. Does not benefit from and rarely adds to the knowledge base of the profession. 	<ul style="list-style-type: none"> 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. Inconsistently supports school and district goals and priorities. Inconsistently contributes to school-wide events, activities and decision making. Inconsistently establishes and maintains productive relationships with all stakeholders to become a visible and a valued member of the school and district communities. Inconsistently contributes to the learning of other educators. Occasionally benefits from and may contribute to professional organizations to improve teaching. Occasionally benefits from and may add to the knowledge base of the profession. 	<ul style="list-style-type: none"> 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 student learning. Supports school and district goals and priorities. Contributes to school-wide events, activities and decision making. Establishes and maintains productive relationships with all stakeholders to become a visible and a valued member of the school and district communities. Contributes to the learning of other educators. Benefits from and contributes to professional organizations to improve teaching. Benefits from and adds to the knowledge base of the profession. 	
<p>Element 4: Working with families to support student learning.</p>	<ul style="list-style-type: none"> Does not value and respect students' families and facilitate their role in student 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 	<ul style="list-style-type: none"> Inconsistently values and respects students' families and facilitates their role in student learning. 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 	<ul style="list-style-type: none"> Values and respects students' families and facilitates their role in student learning. Develops 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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"Developing" may be used for 1st year teachers - someone new to the profession.

<p>Element 5: Engaging local communities in support of the instructional program.</p>	<ul style="list-style-type: none"> learning and personal growth and development. Does not communicate the educational program to families in a thorough and comprehensible fashion. Does not provide opportunities for families to participate in the classroom and school community. Does not demonstrate an understanding of the cultures and dynamics of students' communities. Does not value and respect the students' communities or facilitate the roles of the community in student learning. Does not engage in collaboration between school and community. Rarely identifies or draws upon school, district, and local community social service resources to benefit students and their families. Rarely identifies or uses additional resources from the local community and businesses to support student learning. Does not provide students with community-based experiences that support their learning. 	<ul style="list-style-type: none"> their learning and personal growth and development. Inconsistently communicates the educational program to all families in a thorough and comprehensible fashion. Provides limited opportunities for all families to participate in the classroom and school community. Demonstrates a limited understanding of the cultures and dynamics of students' communities. Inconsistently values and respects the students' communities or facilitates the roles of the community in student learning. Inconsistently engages in collaboration between school and community. Inconsistently identifies and draws upon school, district, and local community social service resources to benefit students and their families. Inconsistently identifies and uses additional resources from the local community and businesses to support student learning. Provides students with limited community-based experiences that support their learning. 	<ul style="list-style-type: none"> their learning and personal growth and development. Communicates the educational program to all families in a thorough and comprehensible fashion. Provides opportunities for all families to participate in the classroom and school community. Increases understanding of the cultures and dynamics of students' communities. Values and respects the students' communities and facilitates the roles of the community in student learning. Engages in collaboration between school and community. Identifies and draws upon school, district, and local community social service resources to benefit students and their families. Identifies and uses additional resources from the local community and businesses to support student learning. Provides students with community-based experiences that support their learning.
<p>Element 6: Managing professional responsibilities to maintain motivation and commitment to all students.</p>	<ul style="list-style-type: none"> Rarely challenges self intellectually and creatively throughout career. Rarely finds support or develops strategies to balance professional responsibilities with personal needs. Does not manage stress or maintain a positive attitude with students and colleagues. Does not address the complications and challenges of teaching. Rarely identifies sources of engagement and renewal in professional work. 	<ul style="list-style-type: none"> Inconsistently challenges self intellectually and creatively throughout career. Inconsistently finds support and develops strategies to balance professional responsibilities with personal needs. Inconsistently manages stress and maintains a positive attitude with students and colleagues. Inconsistently addresses the complications and challenges of teaching. Inconsistently identifies sources of engagement and renewal in professional work. 	<ul style="list-style-type: none"> Challenges self intellectually and creatively throughout career. Finds support and develops strategies to balance professional responsibilities with personal needs. Manages stress and maintains a positive attitude with students and colleagues. Addresses the complications and challenges of teaching. Identifies sources of engagement and renewal in professional work.
<p>Element 7: Demonstrating professional responsibility, integrity, and ethical conduct.</p>	<ul style="list-style-type: none"> Rarely demonstrates knowledge of professional codes, ethical responsibilities and legal requirements applicable to the profession. Does not demonstrate professional conduct and integrity in the classroom and school community. Rarely contributes to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders. Does not meet professional obligations to implement school, district, state and federal policies and guidelines. Rarely demonstrates knowledge about professional and legal responsibilities for students' learning, behavior and safety. Does not interact appropriately with students and families. Does not demonstrate professional obligations to students, colleagues, school and the profession. 	<ul style="list-style-type: none"> Inconsistently demonstrates knowledge of professional codes, ethical responsibilities and legal requirements applicable to the profession. Inconsistently demonstrates professional conduct and integrity in the classroom and school community. Inconsistently contributes to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders. Inconsistently meets professional obligations to implement school, district, state and federal policies and guidelines. Inconsistently demonstrates knowledge about professional and legal responsibilities for students' learning, behavior and safety. Inconsistently interacts appropriately with students and families. Inconsistently demonstrates professional obligations to students, colleagues, school and the profession. 	<ul style="list-style-type: none"> Demonstrates knowledge of professional codes, ethical responsibilities and legal requirements applicable to the profession. Demonstrates professional conduct and integrity in the classroom and school community. Contributes to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders. Meets professional obligations to implement school, district, state and federal policies and guidelines. Demonstrates knowledge about professional and legal responsibilities for students' learning, behavior and safety. Interacts appropriately with students and families. Demonstrates professional obligations to students, colleagues, school and the profession.