

ECS California Standards for the Teaching Profession Rubrics

<p><u>Engaging and Supporting All Students in Learning</u></p> <p>1.1 Using knowledge of students to engage them in learning. 1.2 Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests. 1.3 Connecting subject matter to meaningful and real-life contexts. 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. 1.5 Promoting critical thinking through inquiry, problem solving, and reflection. 1.6 Monitoring student learning and adjusting instruction while teaching.</p>	<p><u>Planning Instruction and Designing Learning Experiences for All Students</u></p> <p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction. 4.2 Establishing and articulating goals for student learning. 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning. 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p>
<p><u>Creating and Maintaining Effective Environments for Student Learning</u></p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe. 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. 2.5 Developing, communicating, and maintaining high standards for individual and group behavior. 2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn. 2.7 Using instructional time to optimize learning.</p>	<p><u>Assessing Students for Learning</u></p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments. 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction. 5.3 Reviewing data, both individually and with colleagues, to monitor student learning. 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction. 5.5 Involving all students in self-assessment, goal setting, and monitoring progress. 5.6 Using assessment information to share timely and comprehensible feedback with students and their families.</p>
<p><u>Understanding and Organizing Subject Matter for Student Learning</u></p> <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks. 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter. 3.3 Organizing curriculum to facilitate student understanding of the subject matter. 3.4 Utilizing instructional strategies that are appropriate to the subject matter. 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.</p>	<p><u>Developing as a Professional Educator</u></p> <p>6.1 Reflecting on teaching practice in support of student learning. 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development. 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning. 6.4 Working with families to support student learning. 6.5 Engaging local communities in support of the instructional program. 6.6 Managing professional responsibilities to maintain motivation and commitment to all students. 6.7 Demonstrating professional responsibility, integrity, and ethical conduct.</p>

Standard 1: Engaging and Supporting All Students in Learning

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
1.1 Using knowledge of students to engage them in learning.	Gathers insufficient knowledge of individual students. Many students are not engaged in learning.	Learns about students through data provided by the school and/or through district assessments, but does so inconsistently and/or does not apply the knowledge effectively to instruction. Some students are engaged in learning, but others do not respond to instructional strategies focused on the class as a whole.	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. Students engage in learning through the use of adjustments in instruction to meet their needs.	Uses comprehensive knowledge of students to make ongoing accommodations in instruction. Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. As appropriate, students take ownership of their learning by choosing from a wide range of methods that further their learning and that are responsive to their diverse learning needs.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Develops insufficient awareness of individual students' prior knowledge, backgrounds, life experiences, and interests. Most students cannot connect learning activities to their own lives.	Develops limited awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students and/or does not consistently use this awareness to support learning. Some but not all students connect learning activities to their own lives.	Uses gathered information, school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Students are enthusiastically engaged in curriculum which relates their prior knowledge, experiences, and interests. Students can articulate the relevance and impact of lessons on their lives and society.
1.3 Connecting subject matter to meaningful, real-life contexts	Does not connect subject matter to meaningful, real-life contexts. Most students cannot connect subject matter to their own lives.	Makes insufficient use of real life connections during instruction as identified in curriculum. Some but not most students relate subject matter to real-life.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community. Students utilize real-life connections regularly to develop understandings of subject matter.	Consistently engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Does not use a variety of instructional strategies, resources, and technologies. Students' diverse learning needs are not met.	Uses a limited number of instructional strategies, resources, and technologies as provided by school and/or district. Some students participate in instructional strategies, using resources and technologies provided.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs. Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Continually creates, adapts, integrates and refines an extensive repertoire of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. Students enthusiastically engage in instruction and take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Does not promote critical thinking through inquiry, problem solving, and reflection. Students do not respond to questions regarding facts and comprehension.	Asks only questions that focus on factual knowledge and comprehension. Some students respond to questions regarding facts and comprehension.	Guide students to think critically through use of questioning strategies, posing / solving problems, and reflection on issues in content. Students respond to complex questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Facilitates systematic opportunities for students to initiate critical thinking by designing structured inquiries into complex problems. Students pose and answer a wide range of complex questions and problems, reflect and communicate understandings based on in-depth analysis of content learning.
1.6 Monitoring student learning and adjusting instruction while teaching.	Does not monitor student learning and/or does not adjust instruction while teaching. Students do not receive individual assistance during instruction.	Implements lesson following curriculum guidelines, but does not adequately monitor and respond to student learning. Some students receive limited individual assistance during instruction.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding. Students successfully participate and stay engaged in learning activities.	Flexibly and effectively makes adjustments to extend learning opportunities and provide assistance to students in mastering the context. Students are able articulate and monitor their level of understanding and use teacher guidance to meet their needs during instruction.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Fails to promote, model and/or communicate expectations for fair and respectful behavior to support social development.	Makes limited efforts to promote, model and communicate expectations for fair and respectful behavior to support social development. Some students share in responsibility for the classroom community.	Reinforces positive, responsible, and respectful student interaction. Assists students in resolving conflicts. Incorporate cultural awareness to develop a positive classroom climate. Students demonstrate efforts to be positive, accepting, and respectful of differences.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members. Students take responsibility / leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interaction with one another.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	Does not create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	Is aware of the importance of the physical and/or virtual learning environments that support student learning, but makes limited efforts to implement them. Is aware that structured interaction between students can support learning, but makes limited efforts to enable them. Some students use available resources in learning	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. Students use a variety of resources and learning environments and interact in ways	Maintains and adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom. Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students. Students participate in monitoring and

		environments during instruction.	that deepen their understanding of the content, and develop constructive social and academic interactions.	changing the design of learning environments and structures for interaction.
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.	Does not establish and maintain learning environments that are physically, intellectually, and emotionally safe.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.	Anticipates and reduces risk to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Students take risks, offer opinions, and share alternative perspectives.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom. Students demonstrate resiliency and perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	Does not create a rigorous learning environment with high expectations and appropriate support for all students.	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students, but does not consistently hold students to those standards. Some students ask for teacher support to understand or complete learning tasks.	Develops a rigorous learning environment that includes accuracy, analysis, problem-solving and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps. Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem-solving in learning.	Facilitate a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies (including technologies) to meet high expectations. Students take responsibility to fully utilize teacher and peer support to achieve consistently high levels of factual and analytical learning.
2.5 Developing, communicating, and maintaining high standards for individual and group behavior.	Does not develop, communicate, and maintain high standards for individual and group behavior.	Establishes expectations, rules and consequences for individual and group behavior, but does not adequately enforce them. Refers to standards for behavior and applies consequences as needed, but does so inconsistently or ineffectively. Students are aware of classroom rules and consequences but often do not act accordingly.	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior to and during individual and group work. Students follow behavior expectations, accept consequences, and increase	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors. Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.

			positive behaviors.	
2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.	Does not employ classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.	<p>Establishes procedures, routines, or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior, but does so inconsistently or ineffectively.</p> <p>Students are aware of procedures, routines, and classroom norms, but often do not act accordingly.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruption to the learning climate.</p> <p>Students participate in routines, procedures, and norms, and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p>	<p>Facilitates student participation in developing, monitoring, and adjusting routines and procedures; focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teachers for monitoring, managing and maintaining a positive classroom climate that promotes learning.</p>
2.7 Using instructional time to optimize learning.	Does not use instructional time to optimize learning.	<p>Paces instruction based on curriculum guidelines, but does not adapt pacing to student needs.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons, but does not adequately implement this knowledge.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces, adjusts and fluidly facilitates instruction and daily activities in response to student learning.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment and goal-setting.</p>

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.	Has basic knowledge of subject matter, related academic language and academic content standards but lacks necessary depth.	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction, but does not articulate them clearly or effectively for students.	Understands and effectively explains the relationship between essential subject matter concepts, academic language and academic content standards.	Uses extensive knowledge of subject matter, concepts, current issues, academic language and research to make relevant connections to standards during instruction and extend student learning.
3.2 Applying knowledge of student	Does not have knowledge of student development and proficiencies.	Has basic knowledge of student stages of development and some awareness of differences in students' understanding of subject	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning	Utilizes comprehensive knowledge of all students to guide all students to develop proficiencies, understand subject matter including related academic language.

development and proficiencies to ensure student understanding of subject matter.		<p>matter.</p> <p>Teaches subject specific vocabulary following curriculum guidelines, but does not adapt adequately to student needs.</p>	<p>needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	Engages students at all levels of vocabulary, academic language and proficiency in self-directing goal-setting, monitoring and improvement. Guides all students in using analysis strategies that provide equitable access and deep understanding of subject matter.
3.3 Organizing curriculum to facilitate student understanding of the subject matter.	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by the site and district, but does not adapt as needed to support student understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	<p>Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitate student articulation about what they do and don't understand.</p>
3.4 Utilizing instructional strategies that are appropriate to the subject matter.	Does not utilize instructional strategies that are appropriate to the subject matter.	Uses instructional strategies that are provided in the curriculum, but does not adapt to student needs.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that addresses students' diverse learning needs.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, metacognitive abilities, and to support and challenge the full range of students toward a deep knowledge of subject matter.
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students.	Does not use and adapt resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students.	Makes limited use of available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides and assists students in using available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies through ongoing links to outside resources and support.</p>
3.6 Addressing the needs of <u>English Learners</u> and students with special needs* to provide equitable access to the content.	Does not address the needs of English Learners.	<p>Has an awareness of the full range of students identified as English Learners and/or special needs students through data provided by the school, but does not adequately act on that knowledge.</p> <p>Makes limited efforts to provide adaptive materials to help English</p>	<p>Identifies language proficiencies and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and/ or appropriate accommodations in instruction.</p> <p>Communicates and cooperates regularly with resource personnel, para-educators and families as</p>	<p>Guides and supports the full range of students with special needs and/or English Learners to actively engage in assessing and monitoring their own strengths, learning needs, language goals, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, family, leadership, and students in</p>

(* The full range of students with “special needs” includes students with IEPs, 504 plans, and advanced learners.)		<p>Learners and/or special needs students access content.</p> <p>Attends required meetings with resource personnel and families, but may not effectively or consistently implement suggestions.</p> <p>Learns about referral processes for students with special needs and/or English Learners, but does not make adequate use of them.</p>	<p>needed to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner, supported with documented data over time, including interventions tried previous to referral.</p>	<p>creating a coordinated program to optimize success of the full range of students with special needs</p> <p>Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on the proficiencies of students with special needs and/or English Learners’ proficiencies, knowledge, and skills in content</p> <p>Takes leadership at the site / district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>
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Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background and individual development to plan instruction.	Does not use knowledge of students’ academic readiness, language proficiency, cultural background and individual development to plan instruction.	<p>Plans daily lessons using available curriculum and information from district and state required assessments, but does not sufficiently adapt to student needs.</p> <p>Is aware of impact of bias on learning, but does not adequately apply this knowledge, or does not seek to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students’ academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>
4.2 Establishing and articulating goals for student learning.	Does not establish or articulate goals for student learning.	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines, but does not communicate larger learning goals OR does sufficiently base learning goals on standards.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students’ diverse learning needs.	Establishes and articulates comprehensive short- and long-term learning goals for students. Assists students to articulate and monitor learning goals.
4.3 Developing and sequencing long-term and short-	Does not develop or sequence long-term and/or short-term instructional plans to support student learning.	Plans curriculum units that include a series of connected lessons and are linked (but not consistently) to long-term planning to support student learning,	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Utilizes extensive knowledge of the curriculum, content standards and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure

term instructional plans to support student learning.				high levels of learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.	Does not plan instruction that incorporates appropriate strategies to meet the learning needs of all students.	<p>Selects strategies for single lessons or a sequence of lessons that respond to students' diverse learning needs, but does not do so consistently.</p> <p>Is aware of data concerning, and seeks to learn more by other means, about student content, learning, and language needs, but does not adequately apply this knowledge.</p>	<p>Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language and learning needs and styles.</p> <p>Uses assessments of students' learning and language needs to inform planning of differentiated instruction.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Integrates result from a broad range of assessments into planning.</p> <p>As appropriate for grade level, facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Does not adapt instructional plans and curricular materials to meet the assessed learning needs of all students.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	<p>Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning needs.</p>

Standard 5: Assessing Students for Learning

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.	Shows little knowledge of the purposes, characteristics, and uses of different types of assessments.	Occasionally uses different types of assessment, adapted to purpose and students need.	Consistently uses a variety of different types of assessment, adapted to purpose and students need.	Implements systems of assessment, including a wide variety of innovative assessments adapted to purpose and student need.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.	<p>Does not use a variety of techniques/assessments to gather data.</p> <p>Does not maintain timely and accurate records.</p>	<p>Uses a limited variety of techniques/assessments to gather data.</p> <p>Inconsistently maintains timely and accurate records.</p>	<p>Uses a variety of techniques/assessments to gather data reflecting student progress.</p> <p>Consistently maintains timely and accurate records.</p>	<p>Develops and uses wide a variety of techniques/assessments to engage all students and meaningfully reflect student progress.</p> <p>Explores new options for maintaining timely and accurate records.</p>
5.3	Does not review student data to	Sometimes reviews and analyzes	Consistently reviews and	Consistently collaborates with other staff

Reviewing data, both individually and with colleagues, to monitor student learning.	monitor student progress.	student data to monitor student progress.	analyzes student data to monitor student progress, alone and collaboratively (as directed by administration).	members to review and analyze student data to monitor student progress.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	Does not use data to establish learning objectives and plan, differentiate, and modify instruction. Little connection between learning objectives and instruction.	Sometimes uses data to establish learning objectives and plan, differentiate, and modify instruction. Inconsistent connection between learning objectives and instruction.	Consistently uses data to establish learning objectives and plan, differentiate, and modify instruction. Instruction and assessment are clearly driven by learning objectives.	Collaboratively uses data to establish learning objectives and plan innovative, meaningful, differentiated instruction. Infuses assessments strategically and systematically to collect ongoing assessment data to modify learning objectives and differentiate instruction for maximum academic success.
5.5 Involving all students in self-assessment, goal setting, and monitoring progress.	Grading system does not reflect student performance and progress. Does not regularly provide feedback. Does not involve students in self-assessment, goal setting, and monitoring progress.	Grading system somewhat reflects student performance and progress. Provides occasional but inconsistent feedback. Occasionally involves students in self-assessment, goal setting, and monitoring progress.	Grading system accurately reflects student performance and progress. Provides meaningful and timely feedback. Consistently involves students in self-assessment, goal setting, and monitoring progress.	Grading system facilitates student understanding of performance and progress. Provides personalized and differentiated meaningful and timely feedback. Systematically involves students in self-assessment, goal setting, and monitoring progress. Students use reflection to drive own learning.

Standard 6: Developing as a Professional Educator

Element	Unsatisfactory/ Does Not Meet Standard	Emerging/Developing	Effective/Proficient	Highly Effective/Innovating
6.1 Reflecting on teaching practice in support of student learning.	Does not reflect on teaching practice in support of student learning.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustment in teaching practice (including the elements of the C/PSTP) and impact on the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school-wide impact on student learning.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.	Does not establish professional goals and/or does not engage in professional growth and development.	Sets goals connected to the C/PSTP that take into account self-assessment of teaching practice, but does so in a limited way or does not pursue them adequately. Expands knowledge and skills individually and with colleagues through available professional	Sets goals connected to the C/PSTP that are authentic, challenging, and based on self-assessment. Aligns personal growth with school and district goals and focuses on improving student learning. Selects and engages in	Sets and modifies a broad range of professional goals connected to the C/PSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development.

		development, but does so in a limited way or does not apply them adequately.	professional development based on needs identified in professional goals.	Contributes to professional organization and development opportunities to extend own teaching practice.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.	Does not collaborate with colleagues and/or the broader professional community to support teacher and student learning.	Consults with colleagues to consider how best to support teacher and student learning, but does so inconsistently or does not adequately apply new strategies. Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
6.4 Working with families to support student learning.	Does not work with families to support student learning.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school / district environment in which families take leadership to improve student learning.
6.5 Engaging local communities in support of the instructional program.	Does not engage local community in support of the instructional program.	Makes some use of available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.	Does not manage professional responsibilities to maintain motivation and commitment to all students.	Maintains professional responsibilities in timely ways and seeks support as needed, but may have difficulties managing time and effort required to meet expectations. Demonstrates commitment by exploring ways to address individual student needs.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency and energy to ensure that all students achieve.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct.*	Does not follow all student education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.	Follows all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.	Maintain a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building professional community and holding peers accountable to	

			<p>norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>	
<p>* As follows:</p> <ul style="list-style-type: none"> • Takes responsibility for student academic learning outcomes. • Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. • Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. • Reports suspected cases of child abuse and/or neglect as outlined in California Child Abuse and Neglect Reporting Act. • Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. • Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. • Complies with legal and professional obligations to protect the privacy, health and safety of students, families, and other school professionals. • Models appropriate behavior for students, colleagues, and the profession. • Acts in accordance with ethical consideration for students. • Maintains professional conduct and integrity in the classroom and school community. 				