



Standards and Rubric for Classroom Educators

CSTP 1: Engaging and Supporting All Students in Learning Element 1A: Focus on Students Element 1B: Knowledge of Students Element 1C: Student Backgrounds and Family Engagement Element 1D: Diversity and Equity	CSTP 2: Creating and Maintaining Effective Environments for Student Learning Element 2A: Learning Environment Element 2B: Student Behavior Element 2C: Organizational and Resource Management Element 2D: Inclusive Environment
CSTP 3: Understanding and Organizing Subject Matter for Student Learning Element 3A: Knowledge of Subject Matter and Pedagogy Element 3B: Connecting Subject Matter to Real-World Contexts Element 3C: Curriculum and Resources for Specific Students and Student Groups Element 3D: Content and Skills across Subjects Element 3E: Curriculum Materials and Resources	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students Element 4A: Planning Instruction for Student Learning Element 4B: Designing and Developing Instruction for Student Learning Element 4C: Facilitating Instruction for Student Learning Element 4D: Adapting Instruction for Student Learning
CSTP 5: Assessing Students for Learning Element 5A: Understanding and Using Assessments Element 5B: Interpreting and Using Assessment Data to Inform Student Learning Element 5C: Communication of Assessment and Data Element 5D: Assessment for Continuous Improvement	CSTP 6: Developing as a Professional Educator Element 6A: Reflection on Practice Element 6B: Focused Professional Learning Element 6C: Collaboration with Colleagues Element 6D: Collaboration with Families, Guardians, and the Community Element 6E: Ethical Conduct and Professional Responsibilities Element 6F: Activating Access and Equity Element 6G: Personal Growth and Well-Being

Descriptions of Performance Levels

Performance Level

Description

Innovating

- Designs and implements a comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
- Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
- Applies in depth knowledge of the CSTP to interconnect effective instruction, learning goals, and assessment within and across content areas.
- Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
- Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
- Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Integrating

- Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.
- Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.
- Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the CSTP.
- Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.
- Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.

- Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Applying

- Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.
- Maintains a respectful and supportive learning environment in which all students can achieve.
- Utilizes knowledge of CSTP to make connections between elements of effective instruction, learning goals, assessments, and content standards.
- Plans differentiated instruction using a variety of adjustments and adaptations in lessons.
- Utilizes a variety of assessments that provide targeted data on student learning to guide planning.
- Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Emerging

- Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.
- Recognizes the importance of building a positive learning environment that is focused on achievement.
- Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).
- Plans lessons using available curriculum and resources.
- Develops understanding of required assessments and uses of data to inform student progress.
- Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Needs

Improvement

- Demonstrates inconsistent awareness of curriculum and instructional practices to support understanding and engage students in learning.
- Rarely recognizes the importance of building a positive learning environment that is focused on achievement.
- Demonstrates inconsistent knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).
- Rarely plans lessons using available curriculum and resources.
- Demonstrates inconsistent understanding of required assessments and uses of data to inform student progress.
- Rarely works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 1 Overall Performance Level	The teacher designs and implements innovative learning approaches based on analyzing diverse information about every student, maximizing participation, engagement, connection, and a deep sense of belonging.	The teacher integrates a variety of information about each student into the supports and learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher applies information about each student to support and activate learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher collects information about each student to support and activate a learning approach reinforcing their participation, engagement, connection, and sense of belonging.	The teacher does not collect information about each student to support and activate a learning approach that reinforces their participation, engagement, connection, and sense of belonging.
<u>Element 1A: Focus on Students</u> Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students’ identities and extend their learning.	The teacher plans and implements advanced, research-based approaches that affirm students’ identity. The teacher creates, implements and sustains curricular innovations that center student identities and strengthen each student’s intrinsic motivation. Students recognize and utilize their diversity as an asset to explore and apply new knowledge meaningfully. Students independently manage and initiate their use of accommodations.	The teacher integrates comprehensive insights about students into all aspects of curriculum development. The teacher creates learning opportunities that reflect and actively explore student identities to increase intrinsic motivation. The teacher creates a classroom community where each student has choices and experiences active and equitable participation in learning and success. Students consistently relate learning to their identities and cultural backgrounds. Students make choices that guide their learning, and all students actively participate.	The teacher consistently uses detailed knowledge of each student’s assets and needs to design culturally and linguistically responsive and identity-affirming learning experiences. The teacher utilizes a variety of evidence based approaches to plan and implement student-centered learning experiences and support systems for student access and active participation. Students regularly engage with learning materials that reflect and celebrate their diverse identities, increasing active participation for every student. Students utilize available supports when necessary.	The teacher begins incorporating basic knowledge of students’ backgrounds into lesson planning. The teacher’s efforts to engage students through their identities are intermittent and focused at the group level. Students show limited engagement with content reflecting their identities. Some students actively participate in whole-group lessons.	The teacher does not incorporate basic knowledge of students’ backgrounds into lesson planning. The teacher does not demonstrate efforts to engage students through their identities. Most students are not engaged with content reflecting their identities and do not actively participate in whole-group lessons.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 1B: Knowledge of Students</u> Teachers elicit and solicit knowledge of each student’s assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	The teacher designs engagement methods that support culturally and linguistically sustaining teaching based on the comprehensive knowledge of every student. The teacher effectively addresses complex social-emotional needs through innovative practices. Students are resilient and take ownership of learning, using their identities as springboards for exploring and applying knowledge in meaningful ways.	The teacher consistently integrates student voice, feedback, and cultural assets into all aspects of learning and uses evidence-based engagement strategies that leverage students’ assets and address their diverse needs. Students actively participate in learning, using cultural and linguistic strengths to enhance their educational experience. Students actively elicit and respond to feedback.	The teacher regularly collects formal and informal student data to create learning opportunities that draw on students’ interests, experiences, culture, and linguistic assets to support active engagement for every student. Students experience an asset-based approach where the teacher identifies and builds upon their unique talents. Students engage in learning opportunities based on their specific needs.	The teacher learns about students’ assets and needs through documents provided by the school and district assessments. Students occasionally participate in classroom activities that reflect aspects of their identities.	The teacher does not learn about students’ assets and needs through documents provided by the school and district assessments. Students rarely participate in classroom activities that reflect aspects of their identities.
<u>Element 1C: Student Backgrounds and Family Engagement</u> Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	The teacher leads in developing transformative engagement practices that holistically incorporate family and community strengths into school culture and learning strategies. Students excel in and lead various aspects of school life, demonstrating advanced academic and social skills fostered by comprehensive family engagement.	The teacher establishes strong partnerships with families, effectively integrating their unique cultural and community contexts into supportive educational strategies. Students thrive, showing significant gains in confidence, academic performance, and self-advocacy, reflecting the robust support from family–school partnerships.	The teacher consistently engages families with a deep understanding of their diverse contexts, enhancing educational support tailored to each student. Students consistently show increased engagement and resilience, actively participating and feeling supported in their educational journey.	The teacher recognizes and leverages family insights to enrich student learning experiences. Students occasionally demonstrate increased curiosity and engagement when their familial and cultural backgrounds are incorporated into learning.	The teacher does not recognize or leverage family insights to enrich student learning experiences. Students rarely demonstrate increased curiosity and engagement when their familial and cultural backgrounds are incorporated into learning.
<u>Element 1D: Diversity and Equity</u> Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	The teacher leads in developing and implementing innovative, culturally and linguistically sustaining teaching strategies that set a standard for inclusive education practices. The teacher utilizes practices that are consistent with evidence-based principles that intentionally cultivate equitable access.	The teacher deepens culturally and linguistically responsive teaching methods that respect and utilize students’ diverse backgrounds, strengths, and needs, promoting an inclusive and affirming classroom culture. The teacher implements strategies and tools to counter personal biases and inequitable practices.	The teacher purposefully integrates students’ unique cultural and linguistic experiences into teaching practices. The teacher uses evidence-based strategies to ensure equitable access and positive outcomes for each student. The teacher recognizes their own explicit and implicit biases.	The teacher acknowledges the need to incorporate elements of students’ diverse backgrounds and identities in lesson planning and interactions. The teacher seeks opportunities to establish positive relationships. Students may participate in lessons that consider their	The teacher does not acknowledge the need to incorporate elements of students’ diverse backgrounds and identities in lesson planning and interactions. The teacher does not seek opportunities to establish positive relationships.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
	Students actively co-create an inclusive learning community where each student's unique experiences are seen and used as educational assets. Students are advocates for equity, promoting inclusivity inside and outside the classroom.	Students engage in classroom activities using their diverse strengths to enrich the learning community. Students take leadership roles in fostering mutual respect and affirmation of diversity among peers.	Students consistently engage in classroom activities that show respect and understanding for their diverse backgrounds. Students contribute to and benefit from an inclusive learning environment.	background. Some students engage in positive interactions with the teacher and peers.	Students rarely participate in lessons that consider their background or engage in positive interactions with the teacher and peers.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 2 Overall Performance Level	The teacher shares responsibility with students in maintaining a mutually respectful, supportive, and challenging learning environment that empowers students as co-creators and promotes equity on a broad scale.	The teacher consistently maintains, adjusts, and responds to student needs within the learning environment to advance equity, inclusivity, and student agency.	The teacher maintains a safe, caring, and intellectually stimulating environment that supports students' learning and promotes equity and inclusivity.	The teacher creates a safe and caring environment that supports students' learning and is developmentally appropriate.	The teacher fails to create a safe and caring environment that supports students' learning and is developmentally appropriate.
<u>Element 2A: Learning Environment</u> Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	The teacher shares responsibility with the students for maintaining a mutually respectful, supportive, and challenging learning environment that results in each student's academic and social-emotional growth. Students actively contribute to an inclusive classroom culture, demonstrate understanding and value of diverse identities, and display perseverance and resilience while regularly aligning their actions to promote the intellectual and emotional safety of others.	The teacher nurtures students' capacities by co-creating a physically, intellectually, and emotionally safe learning environment. The teacher fosters the intellectual and emotional safety of all students by monitoring their language and behavior. Students actively contribute to an inclusive classroom culture, demonstrate understanding and value of diverse identities, and display perseverance and resilience while regularly aligning their actions to promote the intellectual and emotional safety of others.	The teacher anticipates and reduces risks to physical, intellectual, and emotional safety. The teacher creates and facilitates opportunities for constructive interactions with and among students in an inclusive learning environment. Students support peers, take risks, and respectfully share alternative perspectives that result in each student's academic and social-emotional growth.	The teacher recognizes their role in creating an inclusive learning environment and implements basic safety and respect norms. Students have awareness of safety procedures and understand the rationale for maintaining safety in school and the learning environment.	The teacher does not recognize their role in creating an inclusive learning environment and does not implement basic safety and respect norms. Students have insufficient awareness of safety procedures and understanding of the rationale for maintaining safety in school and the learning environment.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 2B: Student Behavior</u> Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	The teacher leads and sustains a system of collective responsibility that ensures students take an active role in upholding and promoting positive behavioral norms for themselves and the group. Students demonstrate ownership by self-regulating their actions and supporting peers in meeting shared standards of behavior.	The teacher implements evidence-based practices to respond to student behavior in an instructive and restorative manner. The teacher reflects an understanding of the social-emotional and developmental needs of students. The teacher facilitates productive interactions to create a climate where students take responsibility for their own and each other's and well-being. Students demonstrate the skills necessary to meet behavioral standards. Students take responsibility for their own and each other's well-being.	The teacher models and reinforces evidence-based practices that include norms, procedures, and supports for respectful individual and group conduct and reflect the cultural values of the school community. The teacher employs culturally and linguistically responsive practices that reflect, affirm, and respect diversity to support students' sense of belonging and well-being. Students demonstrate respectful interactions with their teacher and peers. Students increase positive behavior based on social-emotional support.	The teacher begins to use knowledge of students' backgrounds to establish high expectations, norms, and procedures for individual and group behavior. Students have an awareness of behavioral expectations for themselves and the group.	The teacher does not use knowledge of students' backgrounds to establish high expectations, norms, and procedures for individual and group behavior. Students have insufficient awareness of behavioral expectations for themselves and the group.
<u>Element 2C: Organizational and Resource Management</u> Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	The teacher leads innovative practices in managing resources and logistics. The teacher develops solutions to enhance learning conditions for all students, including those with exceptional needs. Students self-advocate and co-develop solutions to ensure inclusivity. Students contribute to enhancing the design of learning environments and interactions.	The teacher optimizes time, materials, and space, ensuring accessibility and safety. The teacher creates inclusive environments that support all students, accommodate students with exceptional needs, and are conducive to student interactions. Students actively maintain a safe and accessible learning environment, utilizing resources efficiently and supporting peers in collaborative learning settings.	The teacher manages all resources and coordinates logistics, including classroom schedules and support personnel, to ensure a safe, productive, and accessible learning environment for all students. Students consistently utilize and navigate the learning space effectively, practicing safety and accessibility protocols across learning settings.	The teacher organizes time, materials, and space, focusing on fundamental health and safety procedures. The teacher addresses the basics of accessibility in digital and physical spaces. Students utilize the provided resources, follow safety procedures, and engage with the learning environment's initial setup.	The teacher rarely organizes time, materials, and space, and fails to focus on fundamental health and safety procedures. The teacher fails to address the basics of accessibility in digital and physical spaces. Students rarely utilize the provided resources, follow safety procedures, and engage with the learning environment's initial setup.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 2D: Inclusive Environment</u> Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.	The teacher leads innovative practices that integrate student diversity, facilitating experiences that are culturally and linguistically sustaining. The teacher co-creates, develops, and sustains opportunities that showcase and utilize student assets. Students regularly contribute to learning experiences honoring their and classmates’ cultural and linguistic diversity. Students co-create and engage in opportunities that showcase their unique assets, enhancing the learning environment for themselves and their peers.	The teacher anticipates variability and tailors learning opportunities to each student’s unique assets, ensuring those experiences are accessible and challenging. The teacher supports students in expressing thoughtful and respectful feedback. Students actively participate in accessible and challenging learning activities. Students actively provide and receive thoughtful and respectful feedback, fostering a collaborative and inclusive learning environment.	The teacher consistently implements learning experiences that leverage students’ diverse cultures, abilities, and assets. The teacher fosters an environment where students can reflect on, cultivate, and practice social-emotional skills. Students utilize their diverse assets and experiences to enrich their learning, consistently engaging in learning activities and interactions, promoting social-emotional growth.	The teacher begins to understand the value of identifying and incorporating students’ assets, prior learning, and cultural backgrounds into classroom activities. Students share their personal and cultural backgrounds.	The teacher fails to understand the value of identifying and incorporating students’ assets, prior learning, and cultural backgrounds into classroom activities. Students rarely share their personal and cultural backgrounds.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engage and challenge students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 3 Overall Performance Level	The teacher extends and innovates the curricula by collaborating with students to incorporate culturally and linguistically sustaining practices, materials, and resources that empower students to become self-directed, competent, and resourceful learners who can thrive in diverse environments.	The teacher integrates various culturally and linguistically responsive curricula, instructional strategies, assessment methods, and student support systems to foster students' learning, critical thinking, and development.	The teacher consistently addresses standards and frameworks to facilitate learning using culturally and linguistically responsive practices and resources that engage and challenge students to develop academic, linguistic, and social-emotional skills.	The teacher demonstrates a basic understanding of standards and frameworks and begins to gather and organize resources to support content, processes, and materials.	The teacher does not demonstrate an understanding of standards and frameworks and does not gather and organize resources to support content, processes, and materials.
<u>Element 3A: Knowledge of Subject Matter and Pedagogy</u> Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject and grade-level expectations, and also promote students' social-emotional and language development.	The teacher thoughtfully implements instructional strategies, assessments, student support systems, and structures. The teacher seeks feedback to foster diverse perspectives and relationships, enhancing student learning. Students intentionally and systematically utilize their strengths and those of their peers to promote learning and social-emotional and language development.	The teacher combines various instructional strategies, assessments, and student support systems to teach key concepts, underlying themes, and relationships that foster holistic student development. Students recognize and use their strengths to create meaningful interdisciplinary connections, applying their knowledge and skills to real-world contexts.	The teacher consistently identifies, organizes, and teaches key concepts while actively learning about students' assets to intentionally promote social-emotional and language development. Students become self-directed learners who make meaningful connections and apply their knowledge and skills to real-world situations.	The teacher demonstrates a basic understanding of content standards, curricular frameworks, and students' academic, social-emotional, and language development. Students respond to the content as directed by the teacher.	The teacher does not demonstrate an understanding of content standards, curricular frameworks, and students' academic, social-emotional, and language development. Students rarely respond to the content as directed by the teacher.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 3B: Connecting Subject Matter to Real-World Contexts</u> Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	The teacher enhances and innovates the learning experience by incorporating culturally and linguistically sustaining practices to involve students in authentic, real-world applications. Students initiate an active role in the direction and application of their learning in collaboration with peers, connecting their collective experiences and identities to the content.	The teacher combines culturally and linguistically responsive practices to involve students in real-world applications, leveraging their diverse backgrounds, perspectives, and identities for an enriched learning experience. Students play an active role in the direction and application of their learning by connecting their experiences and identities to the content.	The teacher consistently involves students in real-world applications. The teacher leverages their diverse backgrounds, perspectives, and identities to ensure authentic, relevant, and meaningful learning experiences. Students sometimes link their identities and experiences to the content.	The teacher demonstrates a basic understanding of involving students in real-world applications and utilizing their unique backgrounds, perspectives, and identities. Students respond to teacher-directed questions about the content and their personal experiences.	The teacher does not demonstrate an understanding of involving students in real-world applications and does not utilize their unique backgrounds, perspectives, and identities. Students rarely respond to teacher-directed questions about the content and their personal experiences.
<u>Element 3C: Curriculum and Resources for Specific Students and Student Groups</u> Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	The teacher enhances the learning experience by incorporating inclusive practices, materials, and resources involving each student so they develop into self-directed learners who access and engage with curriculum and peers. Students initiate discussions and activities, serve as role models for fostering inclusive interactions, and collaborate to create a cohesive learning community.	The teacher creates a cohesive learning environment that provides equitable access to content and resources for all learners, addressing their strengths, assets, and needs to promote holistic growth. Students consistently engage in discussions and activities with limited teacher support and guidance while promoting inclusivity.	The teacher consistently tailors instruction and resources to address the unique assets, strengths, and needs of student groups, including those with more complex requirements, fostering the growth of each student. Students engage in discussions and activities with moderate teacher support and guidance while interacting with diverse perspectives.	The teacher demonstrates a basic understanding of the diverse range of learners, including their strengths, assets, and needs. Students may participate in discussions and activities with teacher prompting.	The teacher does not demonstrate an understanding of the diverse range of learners, including their strengths, assets, and needs. Students rarely participate in discussions and activities with teacher prompting.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 3D: Content and Skills across Subjects</u> Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	The teacher cultivates learning experiences beyond traditional methods, providing students with the resources to identify and solve complex issues, resulting in dynamic learning environments that foster creativity, innovation, and interdisciplinary understanding. Students demonstrate critical thinking and use interdisciplinary problem-solving to generate new ideas to solve complex, real-world problems.	The teacher fosters a learning environment where real-world problems and new learning extend student critical thinking through reflection and collaborative problem-solving. Students demonstrate critical thinking by analyzing subject matter, connecting subjects, and collaboratively devising solutions to complex problems.	The teacher consistently elevates learning experiences with targeted support for students to apply knowledge and skills across content areas, engage with the subject matter, and think critically across disciplines to solve problems. Students demonstrate critical thinking by applying knowledge, transferring learning between subjects, approaching problems from multiple perspectives, and collaborating with peers.	The teacher demonstrates a basic understanding of enabling students to apply knowledge and skills across content areas. Students may demonstrate foundational skills in problem-solving and collaboration across content areas.	The teacher does not demonstrate an understanding of how to enable students to apply knowledge and skills across content areas. Students rarely demonstrate foundational skills in problem-solving and collaboration across content areas.
<u>Element 3E: Curriculum Materials and Resources</u> Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	The teacher advances the learning experience by integrating culturally and linguistically sustaining practices and resources that foster self-directed learners who can effectively utilize diverse resources to meet their content, linguistic, and social-emotional learning needs. Students are self-directed learners who utilize instructional resources to meet their content, linguistic, and social-emotional learning needs.	The teacher combines a range of standards-aligned instructional resources to promote a cohesive and inclusive learning environment responsive to each student's cultural, linguistic, and social-emotional learning needs. Students make connections to their backgrounds, achieve the learning outcomes, and utilize the instructional resources to address their content, linguistic, and social-emotional learning needs.	The teacher consistently chooses, utilizes, and modifies standards-aligned instructional resources responsive to students' cultural and linguistic backgrounds and social-emotional needs. Students make connections between instructional resources, their social-emotional learning, and goals to meet learning outcomes.	The teacher demonstrates a basic understanding of using standards aligned instructional materials and evidence-based resources accessible to some students.	The teacher does not demonstrate an understanding of using standards-aligned instructional materials and evidence-based resources accessible to all students.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 4 Overall Performance Level	The teacher refines and extends the learning experience by incorporating student-centered practices, materials, and resources that empower students to become self-directed learners who set purposeful goals and pursue challenging and relevant learning experiences that foster their academic, linguistic, and social-emotional development	The teacher monitors and adjusts instruction and assessment methods to create a comprehensive, accessible learning environment where students are challenged with relevant experiences that support and promote their academic, linguistic, and social-emotional growth.	The teacher consistently sets a purposeful direction for instruction and learning activities that build on student strengths with accessible, challenging, and relevant learning experiences that foster each student's academic, linguistic, and social-emotional development.	The teacher demonstrates a basic understanding of the need to set and follow a purposeful direction for instruction and plans learning experiences that foster student development.	The teacher does not demonstrate an understanding of the need to set and follow a purposeful direction for instruction and does not plan learning experiences that foster student development.
<u>Element 4A: Planning Instruction for Student Learning</u> Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	The teacher advances instructional planning by incorporating student-centered practices, materials, and resources, fostering continuous improvement in support of each student's learning.	The teacher combines instructional strategies, assessment methods, and student support systems to develop a thorough instructional plan rooted in students' goals, strengths, assets, and learning needs.	The teacher consistently leverages students' diverse backgrounds, prior knowledge, and individual experiences to craft instructional plans tailored to their strengths, assets, and learning needs.	The teacher understands the necessity to tailor instructional plans according to student goals, curriculum, evidence-based strategies, materials, resources, and student diversity.	The teacher does not understand the necessity to tailor instructional plans according to student goals, curriculum, evidence-based strategies, materials, resources, and student diversity.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>4B: Designing and Developing Instruction for Student Learning</u> Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	The teacher expands, synthesizes, and designs culturally and linguistically sustaining instructional practices and curricular resources to foster student-centered learning experiences.	The teacher combines and refines a wide array of culturally and linguistically responsive instructional practices and curricular resources into ongoing planning to leverage each student's strengths, assets, and backgrounds.	The teacher consistently leverages a range of culturally and linguistically responsive instructional practices and curricular resources in ongoing planning and learning experiences for each student.	The teacher plans individual lessons, selecting instructional practices and curricular resources suitable for the grade or subject matter.	The teacher does not plan individual lessons, select instructional practices and curricular resources suitable for the grade or subject matter.
<u>Element 4C: Facilitating Instruction for Student Learning</u> Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	The teacher enhances the learning experience by incorporating culturally and linguistically sustaining student-centered practices, materials, and resources that are engaging and provide a variety of ways for students to demonstrate their learning. Students are self-directed learners who actively shape their instructional experiences and that of their peers based on learning objectives, personal goals, strengths, and assets.	The teacher uses a combination of culturally and linguistically responsive strategies and assessments to monitor and adjust to students' demonstrated learning strengths, assets, and needs. Students consistently establish connections between the learning objectives, activities, materials, and their authentic application of the new learning.	The teacher employs a range of culturally and linguistically responsive strategies to monitor and adjust instruction in response to students' knowledge, skills, well-being, and success. Students connect the new learning with their goals, recognizing their strengths, assets, and areas for growth.	The teacher understands the need to use instructional strategies that build on students' knowledge and skills to advance their learning. Students know the learning objectives and make partial connections to the learning materials.	The teacher does not understand the need to use instructional strategies that build on students' knowledge and skills to advance their learning. Students rarely know the learning objectives nor make partial connections to the learning materials.
<u>Element 4D: Adapting Instruction for Student Learning</u> Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	The teacher extends the learning experience by incorporating flexible and inclusive pathways, processes, and interventions that maximize student engagement. Students are self-directed learners who actively shape their instructional experiences and that of their peers based on learning objectives, personal goals, strengths, and assets.	The teacher combines various instructional strategies and assessment methods to inform targeted support to meet the students' assets, strengths, and needs. Students share responsibility with the teacher and their peers to leverage their identities, strengths, interests, and assets to select and implement strategies to demonstrate progress in short- and long-term learning goals.	The teacher consistently reflects on instructional practices and adapts the levels of support to address students' assets, strengths, and needs effectively. Students begin to share responsibility with the teacher and their peers to select and implement learned strategies to demonstrate progress toward learning goals.	The teacher plans learning activities that address students' assets, strengths, and needs. Students depend on the teacher to respond to the curriculum and may demonstrate knowledge of the learning goals.	The teacher does not plan learning activities that address students' assets, strengths, and needs. Students mainly depend on the teacher to respond to the curriculum and rarely demonstrate knowledge of the learning goals.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students’ actions to improve learning experiences and outcomes.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 5 Overall Performance Level	The teacher collaborates in schoolwide assessment and data practices, advocates for equity and cultural responsiveness, models effective strategies, and partners with interest holders to promote student growth and continuous improvement while empowering families as data partners.	The teacher integrates multiple assessment measures, engages students in self-assessment, and collaborates with colleagues to analyze data and improve equitable learning outcomes.	The teacher employs diverse, equitable assessment methods, uses data to tailor instruction, encourages students in self-evaluation, collaborates with colleagues to support all learners, and maintains comprehensive progress records.	The teacher develops routines utilizing limited assessment strategies that provide insight into students' skills, interests, and learning needs to inform instruction.	The teacher does not develop routines utilizing assessment strategies that provide insight into students' skills, interests, and learning needs to inform instruction.
<u>Element 5A: Understanding and Using Assessments</u> Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student’s achievement and well-being.	The teacher collaborates in schoolwide assessment design and refinement. The teacher implements innovative strategies for deeper insights. The teacher models effective use of self-assessment and student agency. The teacher advocates for bias-free, equitable, and culturally and linguistically responsive assessments. Students are empowered to be partners in assessment.	The teacher strategically designs assessments for comprehensive data, empowers student self-assessment, and consistently selects equitable and unbiased assessments responsive to all students' needs. Students skillfully self-assess and demonstrate learning in diverse ways.	The teacher uses multiple aligned methods to assess individual and group learning, incorporates student self-assessment, and selects bias-free, equitable, and culturally and linguistically responsive assessments. Students self-assess using supports. Students have options to demonstrate understanding.	The teacher develops basic knowledge of assessment types, administers required assessments, and provides feedback to students.	The teacher does not develop basic knowledge of assessment types, does not administer required assessments, and does not provide feedback to students.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
	Students have a voice and choice in innovative assessment methods. Students engage in highly effective self-assessments.				
<u>Element 5B: Interpreting and Using Assessment Data to Inform Student Learning</u> Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.	The teacher collaborates in schoolwide data analysis for equitable planning, advocates for culturally and linguistically responsive grading and reporting practices, models data-driven, differentiated planning, and strategically leverages technology for monitoring student progress.	The teacher integrates varied data for targeted learning experiences, collaborates with colleagues on equitable grading and differentiated learning plans, and leverages technology for enhanced monitoring of student progress.	The teacher uses multiple data sources to differentiate instruction, implements equitable grading and reporting practices, develops culturally and linguistically responsive learning plans, and uses technology to monitor student progress.	The teacher checks for understanding, makes basic adjustments, and follows established grading practices. The teacher provides student feedback based on understanding checks.	The teacher does not check for understanding, make basic adjustments, and follow established grading practices. The teacher does not provide student feedback based on understanding checks.
<u>Element 5C: Communication of Assessment and Data</u> Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	The teacher collaborates in schoolwide efforts in student-driven assessment, employs effective strategies to communicate results, and builds strong partnerships with specialists, peers, families, and guardians to support student growth. The teacher advocates for the ethical use of data. Students communicate the meaning of their assessment results with their teachers, families, and guardians.	The teacher empowers students to own their learning through self-assessment and goal-setting. The teacher facilitates students’ deep understanding of assessment data and its impact. The teacher collaborates extensively with specialists, peers, families, and guardians. The teacher complies with data-sharing laws and policies. Students partner with their teacher to identify their learning needs based on assessment data.	The teacher involves students in self-assessment and goal-setting, provides options to revise work and demonstrate growth, engages students in understanding assessment results, and communicates regularly with families and guardians. The teacher works with specialists and peers to support all learners. The teacher complies with data-sharing laws and policies. Students consistently self-assess, set goals, and demonstrate growth.	The teacher involves students in basic goal-setting, discusses assessments with students, and shares results with families and guardians. The teacher complies with data-sharing laws and policies.	The teacher does not involve students in basic goal-setting, does not discuss assessments with students, and does not share results with families and guardians. The teacher does not comply with data-sharing laws and policies.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
<u>Element 5D: Assessment for Continuous Improvement</u> Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	The teacher promotes a schoolwide data culture of continuous improvement. The teacher advocates alongside families and guardians for equity-focused refinements to the instructional program based on assessment data. The teacher empowers families and guardians to be data partners.	The teacher collaborates with other professionals to create balanced, equitable assessment systems and engage in comprehensive data analysis to address learning needs and guide the allocation of resources. The teacher leverages digital tools to monitor and report progress to leaders, families, and guardians.	The teacher leverages a variety of methods and data sources to construct comprehensive records of student progress. The teacher collaborates with other professionals to analyze data to promote equitable outcomes.	The teacher utilizes basic methods to collect and analyze progress data to guide curricular choices.	The teacher does not utilize basic methods to collect and analyze progress data to guide curricular choices.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being; doing so enables teachers to support each student to learn and thrive.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
CSTP 6 Overall Performance Level	The teacher models reflective practice, ethical behavior, and continuous growth. The teacher leads equity initiative collaboration and professional development. The teacher advocates for students' needs and rights. The teacher supports colleagues in improving their practices and leveraging diverse expertise to enhance student learning and well-being.	The teacher models professionalism, promotes equity and compliance, integrates research to improve outcomes, balances self-care with professional growth, and contributes positively to the professional community while supporting others' development.	The teacher actively implements professional learning, sets goals, models reflection, and individualizes instruction to improve teaching effectiveness and to meet student needs.	The teacher demonstrates awareness of professional reflection, participates in growth activities, complies with standards, and has an emerging understanding of equity and positive learning environments.	The teacher does not demonstrate awareness of professional reflection, participate in growth activities, comply with standards, and does not have an understanding of equity and positive learning environments.
<u>Element 6A: Reflection on Practice</u> Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	The teacher models highly effective, consistent reflective practice, supports colleagues in developing reflective skills, leads efforts to examine and address biases, and exemplifies a strong personal code of ethics to guide equitable teaching.	The teacher engages in ongoing, in-depth reflection to improve practice and effectiveness. The teacher carefully examines how their biases influence student outcomes. The teacher reflects on personal ethics related to underserved students.	The teacher consistently reflects on practice, social-emotional competencies, and impact on each student's learning and well-being. The teacher analyzes successes and challenges to determine next steps. The teacher examines personal attitudes and biases.	The teacher understands the importance of reflection on teaching practice and their social-emotional competencies and is developing skills for ongoing reflection.	The teacher does not understand the importance of reflection on teaching practice and social-emotional competencies and does not develop skills for ongoing reflection.
<u>Element 6B: Focused Professional Learning</u> Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional	The teacher models continuous growth and strategic goal-setting using the CSTPs. The teacher helps shape professional learning offerings to meet student needs.	The teacher uses the CSTPs, reflection, and feedback to set strategic goals for Improvement. The teacher engages in targeted peer observation and feedback.	The teacher uses the CSTPs and feedback to set challenging goals aligned with continuous growth needs. The teacher chooses active, ongoing learning experiences that support progress for every student	The teacher uses the CSTPs to set basic professional goals based on limited reflection and feedback. The teacher participates in required professional learning.	The teacher does not use the CSTPs to set basic professional goals based on limited reflection and feedback. The teacher does not participate in required professional learning.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	The teacher consistently applies culturally and linguistically sustaining practices and anti-bias approaches. The teacher leads peer learning initiatives.	The teacher pursues professional learning to deepen cultural and linguistic responsiveness and anti-bias capabilities.	and begins collaborative learning among peers.		
<u>Element 6C: Collaboration with Colleagues</u> Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social-emotional development. This common understanding informs teaching and supports practices that meet students’ diverse learning interests, strengths, and needs.	The teacher builds a strong culture of collaboration, sharing practices, and collective responsibility for student learning. The teacher leads interactions with a range of staff to leverage diverse expertise.	The teacher facilitates highly effective communities of practice focused on agreed-upon student learning goals. The teacher consistently interacts with a range of staff to develop expertise in diverse learning needs.	The teacher proactively collaborates to share effective practices. The teacher invites and acts on feedback. The teacher takes responsibility for upholding standards and improving student outcomes. The teacher co-develops communities of practice.	The teacher engages in limited collaboration with colleagues and infrequently seeks out or applies feedback.	The teacher does not engage in collaboration with colleagues and infrequently seeks out or applies feedback.
<u>Element 6D: Collaboration with Families, Guardians, and the Community</u> Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student’s growth and well-being.	The teacher establishes systems for ongoing community engagement and coordination. The teacher ensures learning plans incorporate insights from all relevant experts. The teacher advocates for resources and partnerships to support student growth and well-being.	The teacher facilitates regular, in-depth collaboration with a range of educational partners. The teacher aligns in-school and out-of-school services and enrichment. The teacher participates in developing meaningful, specialized learning plans.	The teacher consistently engages with families, guardians, and partners to understand assets and needs. The teacher supports coordinating services, learning experiences, and enrichment opportunities. The teacher supports school, family, and community partnerships.	The teacher listens to families, guardians, and community partners.	The teacher demonstrates limited engagement with families, guardians, and community partners.
<u>Element 6E: Ethical Conduct and Professional Responsibilities</u> Teachers demonstrate honesty, trustworthiness, and integrity in	The teacher supports others to demonstrate the highest ethics, integrity, and professionalism standards.	The teacher models ethical behavior, integrity, and professionalism in all interactions.	The teacher proficiently performs duties. The teacher consistently demonstrates respectful interactions.	The teacher performs duties as directed. The teacher interacts respectfully with students and adults.	The teacher does not perform duties as directed. The teacher does not interact respectfully with students and adults.

	Innovating	Integrating	Applying	Emerging	Needs Improvement
their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	The teacher supports others to personalize accommodations and modifications. The teacher advocates for students' rights and needs. The teacher collaborates to strengthen policies and practices, including legal and ethical use of technology.	The teacher models the implementation of accommodations and modifications. The teacher proactively supports others in understanding and adhering to laws, policies, and responsibilities, including the legal and ethical use of technology.	The teacher collaboratively implements individualized accommodations and modifications. The teacher complies with laws protecting student rights and safety, including the legal and ethical use of technology.	The teacher learns and complies with laws protecting student rights and safety, including the legal and ethical use of technology.	The teacher does not learn or comply with laws protecting student rights and safety, including the legal and ethical use of technology.
<u>Element 6F: Activating Access and Equity</u> Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	The teacher collaboratively addresses and eliminates educational disadvantages and discrimination with a focus on equity. The teacher integrates research to promote equitable student outcomes. The teacher builds strong partnerships to address systemic barriers and create structures for equity in the classroom.	The teacher consistently works to eliminate personal and systemic biases. The teacher collaborates with others to address barriers to equity and access. The teacher reinforces a climate of trust by modeling honest communication to make fair, equitable decisions. The teacher collaborates with others to integrate research to promote equitable outcomes.	The teacher engages in practices to minimize personal and systemic biases as barriers to equity and access. The teacher applies student data and current research to promote equitable outcomes. The teacher sustains a climate of trust, respect, and honest communication to make decisions for students.	The teacher acknowledges personal biases and recognizes some systemic barriers. The teacher reflects on student data to promote equitable outcomes. The teacher understands the need for a climate of trust, respect, and honest communication to make decisions for students.	The teacher does not acknowledge personal biases and does not recognize some systemic barriers. The teacher does not reflect on student data to promote equitable outcomes. The teacher does not understand the need for a climate of trust, respect, and honest communication to make decisions for students.
<u>Element 6G: Personal Growth and Well-Being</u> Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	The teacher models effective self-care and work-life balance. The teacher models a growth mindset by pursuing leadership roles and responsibilities. The teacher collaboratively maintains a positive, resilient staff culture. The teacher advances the knowledge of the profession through educational leadership.	The teacher consistently balances self-care with professional demands. The teacher actively pursues professional learning to continually improve practice and leadership skills. The teacher models productive staff relationships and contributes to the knowledge base of the professional community.	The teacher utilizes self-care practices to manage stress and well-being. The teacher selects professional learning to enhance teaching practice. The teacher cultivates staff relationships and actively engages with the professional community.	The teacher is aware of the need for basic self-care practices. The teacher participates in professional learning. The teacher establishes relationships with school staff members.	The teacher is not aware of the need for basic self-care practices. The teacher does not participate in professional learning. The teacher does not establish relationships with school staff members.

