



# Rialto Unified School District's California Standards of the Teaching Profession Rubric

Created from the Continuum of Teaching Practices



**California Standards for the Teaching Profession – Standard 1 Rubric  
Engaging and Supporting All Students in Learning**

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
1.1	Using Knowledge of students to engage them in learning.	Learns about students through data provided by the school and/or through district assessments. Instructional strategies are focused on the class as a whole.	Begins to gather data from additional sources to learn about individual students. Inconsistent use of engagement strategies.	Routinely (3-4 times weekly) uses data from a variety of sources to actively engage all students and guide selection of differentiated instructional strategies.	Consistently (daily) uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.	Facilitates students' ownership of their learning based on choices they make that are compatible to and meet their learning needs.
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Teacher is aware of the need to make connections to students' prior knowledge, cultural backgrounds, life experience, and interests. Teacher rarely elicits student questions or comments during a lesson.	Begins to collect additional information about students' prior knowledge, cultural backgrounds, life experiences, and interests and uses it to support their learning needs.	Routinely uses school resources and family contacts to expand understanding of students. Students make connections between curriculum and their prior knowledge, cultural backgrounds, life experiences, and interests.	Consistently facilitates students to actively engage in curriculum which relates to their prior knowledge, experiences, and interests within and across learning activities.	Systematically and flexibly uses extensive information regarding students and their communities throughout instruction. Students can articulate the relevance and impact of lessons on their lives and society,
1.3	Connecting subject matter to meaningful, real-life contexts	During instruction the teacher uses the real-life connections identified in the curriculum.	Begins to use real-life connections to subject matter beyond those identified in curriculum in lessons to support student understanding.	Routinely makes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Consistently plans instruction that facilitates students utilizing real-life connections regularly to develop understandings of subject matter and extend their knowledge.	Facilitates as students routinely integrate subject matter into their own thinking and make connections to relevant, meaningful, and real-life contexts during learning activities.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses a limited number of instructional strategies, resources, and technologies. Strategies may not be appropriate to students' learning needs and adjustments are minimal in response to students' needs.	Occasionally uses a variety of instructional strategies, resources, and technologies that meets the learning of some students. Recognizes the need and makes adjustments in response to students' needs.	Routinely utilizes a variety of strategies, resources, and technologies during instruction to meet students' diverse learning needs. Students participate in instruction to match their learning needs.	Consistently makes skillful use of a repertoire of strategies, resources, and technologies into instruction to meet students' diverse learning needs. Students are actively engaged.	Refines the flexible use of a wide repertoire of strategies, resources, and technologies to meet students' diverse needs. Students take responsibility for using those resources, to successfully advance their learning
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	Asks questions that focus on factual knowledge and recall. Some students respond.	Begins to include questions in some lessons that require students to recall, interpret, and think critically.	Routinely guides students to think critically and respond to questioning strategies, problem solving, and reflecting on issues in content.	Consistently supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
1.6	Monitoring student learning and adjusting instruction while teaching	Uses whole group instruction.	Begins to plan instruction and learning activities to support student understanding. Uses small group instruction occasionally. Begins to CFU and differentiate instruction.	Routinely makes adjustments to instruction based on observation of student engagement and regularly Checks For Understanding throughout the lesson.	Consistently adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge. Students are able to articulate their level of understanding.	With student input, makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively. Students monitor their progress in learning.

## California Standards for the Teaching Profession – Standard 2 Rubric Creating and Maintaining Effective Environments for Student Learning

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Minimally models and/or communicates expectations for fair and respectful behavior to support social development in the classroom community.	Models and demonstrates fair and respectful behavior and a commitment to fairness and respect. Seeks to understand cultural perceptions of a caring classroom community.	Routinely models and demonstrates fair and respectful behavior through ClassBuilding and TeamBuilding activities. Incorporates cultural awareness to develop a positive classroom climate.	Consistently develops shared responsibility with students for problem solving. Students take responsibility resolving conflicts and maintaining a caring classroom community.	Facilitates student self-reflection and ongoing improvement to the classroom community. Students take leadership in resolving conflict and creating a fair and respectful classroom community.
2.2	Creating 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 structured physical and/or virtual learning environments that support student learning. Limited access to resources for student use.	Experiments with adapting structured physical and/or virtual learning environments that support student learning. Resources and structures for interaction are inconsistently taught in lessons to support student learning.	Routinely develops and utilizes physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Students use a variety of resources and interact in ways that deepen their understanding.	Consistently maintains physical and/or virtual learning environments. Integrates a variety of structures for interaction that engage students in a positive, constructive, and productive learning culture. Students routinely use a range of resources in learning environments.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Selects from a repertoire of structures. Students participate in monitoring and changing the design of learning environments.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Is somewhat aware of policies and laws regarding safety that are required by the site, district, and state. Has vague knowledge of how to respond to behaviors that impact student safety as they arise.	Begins to recognize, teach, and address safety issues regarding materials, student interactions, and the organization of the learning environment. Explores strategies to establish intellectual and emotional safety in the classroom.	Routinely anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Students take risks, offer opinions, and share alternative perspectives.	Consistently reflects on their own language and behavior that contributes to resilience, intellectual, and emotional safety in the classroom. Students develop and practice resiliency skills.	Facilitates shared responsibility with students for developing resiliency, and maintaining a safe, physical, intellectual, and emotional environment focused on high quality and rigorous learning.
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	Focuses the rigor of the learning environment on the accuracy of answers and completion of learning tasks. High expectations do not attend to rigor.	Begins to focus on the development of a rigorous learning environment that includes accuracy, understanding, and meeting targeted learning goals. Seeks to maintain high expectations for students while becoming aware of achievement patterns.	Routinely develops a rigorous learning environment that includes analysis, problem solving, and appropriate levels of challenge. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps. Students engage in a variety of differentiated supports and challenges.	Consistently integrates rigor throughout the learning environment that values critical reading, writing and thinking. Students actively use supports, challenges and/or enrichment across subject matter.	Facilitates a rigorous learning environment in which students take leadership in learning. Students take responsibility to fully utilize teacher and peer support to achieve consistently high levels of learning.
2.5	Developing, communicating, and maintaining high standards for individual and group behavior	Standards for behavior appear to have been established but are inconsistently reinforced.	Begins to implement a one-size-fits-all approach for individual and group behaviors. Seeks to communicate, model, explain, and review as needed expectations.	Routinely uses multiple strategies during instruction including culturally responsive instruction to develop and maintain high standards. Students follow behavioral expectations, accept consequences and increase positive behaviors.	Consistently integrates equitable expectations, positive supports, and consequences across learning activities. Guides students to self-assess, monitor, and set goals for behavior. Students encourage and support each other to make improvements.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards. Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Classroom norms, procedures, and/or routines have not been established or are not being enforced. Inconsistently responds to disruptive behavior.	Begins to establish classroom norms, procedures, and routines. Seeks to promote positive behavior and responds to disruptive behavior to reduce loss of instructional time.	Routinely maintains a climate that builds on student strengths. Engages students in self-reflection and monitoring of individual and group behavior. Provides positive behavior supports and appropriately responds to disruptive behavior.	Consistently maintains classroom expectations with timely and differentiated feedback that is culturally responsive. Students reflect on the quality of routines, procedures, and norms in ways that improve the learning climate.	Facilitates classroom climate, norms, procedures, and routines that operate seamlessly. Students share the responsibility with the teacher for assessing, managing, and maintaining a positive classroom climate.
2.7	Using instructional time to optimize learning	Learning activities are often rushed or too long, and transitions are rough or confusing resulting in a loss	Begins to pace instructional time so that some students complete learning activities. Transitions used to move students into new activities are	Routinely paces lessons that are appropriate and enable most students to engage successfully with the content. CFU and lesson closure	Consistently paces instruction with embedded CFU strategies and closure while monitoring instructional time. Transitions are seamless. Students use	Facilitates instruction by optimizing lessons through pacing, adjusting, and fluidly transitioning instruction and daily activities. Students are engaged in

		of instructional time. Checking For Understanding (CFU) is not evident.	in-effectively implemented. CFU strategies are sporadic.	are implemented and transitions are effective.	their instructional time to engage in extension and review.	accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.
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## 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?
- help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?
- engage students in shared problem-solving and conflict resolution?
- provide learning opportunities that encourage student-to-student communication with empathy and understanding?
- develop students' leadership skills and provide opportunities to apply them?
- create a classroom culture where students feel a sense of responsibility to and for one another?
- help students to appreciate their own identities and to view themselves as valued contributors to society?
- develop activities that support positive interactions among students and that help students get to know each other?

## 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- arrange and adapt classroom seating to accommodate individual and group learning needs?
- Establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?
- ensure that students develop an appreciation of diversity?
- Provide students access to resources, technologies, and comfortable workspaces?
- create an environment that promotes optimal learning for each student?
- construct an equitable learning environment for all students?

## 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- arrange the learning environment to facilitate positive and productive classroom interactions?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?
- foster the development of each student's self-esteem?
- create a safe, accessible learning environment for all students?
- prevent behavior problems by intervening early using strategies matched to the student's current learning and behavior levels?
- assist students in de-escalation when in crisis, while maintaining a safe environment for all students?
- provide student supervision in unstructured settings, such as cafeterias, buses, hallways, and playgrounds?

## 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all student

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- establish a productive, achievement-orientated climate in my classroom?
- set high expectations for all of my students?
- motivate all students to initiate their own learning and strive for challenging learning goals?
- provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?
- ensure access to challenging and diverse academic content for all students?
- ensure generalization of skills across school and non-school environments and people, including school staff and community partners?

## 2.5 Developing, communicating, and maintaining high standards for individual and group behavior

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- facilitate student participation in classroom decision-making?
  - foster and support appropriate student behavior?
  - collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?
  - understand the underlying cause of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
  - work proactively to prevent and respond quickly to minimize behavioral issues?
  - understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?
  - help all students learn to take responsibility for their own behavior and actions?
- ## 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- As teachers develop, they may ask, "How do I..." or "Why do I..."*
- involve all students in the development of classroom procedures and routines?
  - help students transition smoothly and efficiently from one instructional activity to the next?
  - apply knowledge of students' physical, social, cognitive and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
  - develop daily schedules, timelines, classroom routines, and norms that maximize learning?
  - connect district, site and classroom procedures to promote a climate of fairness and respect for all students?
  - adapt routines, procedures, and norms to ensure the success of students with special needs?
  - reinforce and reward appropriate social and academic behavior in the classroom?

## 2.7 Using instructional time to optimize learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- organize instruction to optimize learning time?
- pace instruction to accomplish learning goals?
- re-direct students' off-task behavior to make the most of instructional time?
- adjust instructional time so that all students remain engaged and challenged?
- structure time for both independent and collaborative learning opportunities?
- balance instructional, preparation, administrative, and managerial time?

## Standard 2 Creating and Maintaining Effective Environments for Student Learning

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

## California Standards for the Teaching Profession – Standard 3 Rubric

### Understanding and Organizing Subject Matter for Student Learning

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
3.1	Demonstrating knowledge of subject matter academic content standards	Foundational knowledge of subject matter is present. May not adequately support students' learning and/or articulate content standards clearly and effectively for students.	Begins to examine concepts in subject matter and academic language to identify connections between academic content standards and instruction	Routinely explains the relationship between subject matter concepts, academic language, and academic content standards and is able to connect content and instruction for students.	Consistently uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards in ways that ensure clear connections and relevance to students.	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 development and proficiencies to ensure student understanding of subject matter.	Has some knowledge of student stages of development and the differences in students' understanding of subject matter.	Begins developing a basic understanding of student development. Explicitly teaches subject specific vocabulary and academic language, but does not adapt adequately to student needs.	Routinely adapts instruction based on student development and proficiencies to meet students' diverse learning needs, explicit teaching of essential academic vocabulary in ways that engage all students in subject matter text or learning activities.	Consistently integrates knowledge to inform instructional decisions and provides equitable access to ensure student understanding of subject matter at all language and ability levels.	Uses comprehensive knowledge of all students to guide and develop proficiencies and has a deep understanding of subject matter, including equitable access at all levels for students, proficiency in self-directing, goal-setting, and monitoring and improvement.
3.3	Organizing curriculum to facilitate student understanding of the subject matter	Follows organization of curriculum as provided by site and district to support student understanding of subject matter. *Aware of curriculum but does not ensure all students have access. (ES)	Begins following organization of curriculum as provided by the site and district, but does not adapt as needed to support student understanding of subject matter. Begins to understand curriculum and ensures some students have access. (ES)	Routinely uses knowledge of curriculum and student readiness to organize, adjust, and adapt the curriculum to ensure most students' understanding of subject matter. Routinely uses knowledge of curriculum to ensure students have access. (ES)	Consistently integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Facilitates student articulation and comprehension about what they do and don't understand.
3.4	Utilizing instructional strategies that are appropriate to the subject matter	Subject matter is only presented. Instructional strategies may not be appropriately matched to subject matter content or concepts and may not encourage students to think critically or to extend their knowledge.	Begins to use a few targeted instructional strategies to make the content accessible to students and encourages some students to think critically or to extend their knowledge of subject matter.	Routinely selects and adapts instructional strategies to ensure critical thinking and student understanding of academic language and addresses students' diverse learning needs.	Consistently integrates instructional strategies appropriate to subject matter to meet students' diverse learning needs and guide students in understanding connections within and across subject matter.	Draws upon an extensive repertoire of instructional strategies to develop enthusiasm and meta-cognitive abilities. Supports and challenges the full range of students towards a deeper knowledge of subject matter.
3.5	Using and adapting resources, technologies and standards aligned instructional materials, to make subject matter accessible to all students	District provided instructional materials, resources, and technologies are used. Materials may not accurately reflect diverse perspectives.	Begins to use additional materials, resources, and technologies to convey key subject matter concepts. Materials may reflect diverse perspectives.	Routinely uses additional materials, resources, and technologies to explicitly convey key subject matter concepts. Teaches students to use resources based on individual needs. Materials reflect diversity and differentiation.	Consistently integrates adapted resources, technologies, and materials to meet the needs of all students. Students have equitable access to materials, resources, and technologies. Seeks outside resources and supports.	Engages students with equitable access in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.
3.6	Addressing the needs of English Learners (EL) and students with special needs to provide equitable access to the content	Is aware of students' primary language and English language proficiency and aware of students identified as special needs and somewhat acts on that knowledge.	Begins to provide adaptive materials to help English Learners with language proficiencies in listening, speaking, reading and writing. Students with special needs access content with modifications and/or accommodations. May not effectively implement assigned research-based strategies to meet the needs of both groups of students.  *Is knowledgeable about the IEP process, may not routinely comply. (ES)	Routinely identifies gaps in language proficiencies and EL strengths to differentiate instruction and address learning gaps based on the ELD standards. Routinely utilizes information about special needs students to assess strengths and competencies and provide appropriate challenges and accommodations in instruction.  *Routinely complies with the IEP process. (ES)	Consistently implements scaffolds to differentiate for EL's and students with special needs in order to understand content.  *Consistently communicates and cooperates regularly with resource personnel, para-educators and families as needed to ensure that student services are provided and progress is made in accessing appropriate content. (ES)	Facilitates ELs in assessment of their progress in English language development and content standards goals. Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on EL proficiencies, knowledge and skills in content. Facilitates students with special needs to actively engage in the assessment and monitoring of their learning needs and content access. *Communicates and collaborates with all participants and students in creating a coordinated program to optimize success.. (ES)

### 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- ensure that my subject matter knowledge is sufficient to support student learning?
- continue to keep my subject matter knowledge current?
- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state frameworks
- integrate key concepts, themes, relationships and connections across subject matter areas?
- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?
- maintain and utilize current understanding of relevant content standards and frameworks?

### 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- apply my knowledge of human development and learning theory to the unique students that I teach?
- acquire understanding of my students' individual cognitive, social, emotional and physical development?
- connect content being taught to students' prior knowledge and experiences?
- Build understanding of English Learners' levels of language?
- acquisition in order to know how to best support their learning?
- build understanding of my students with special needs in order to know how and when to differentiate instruction?

### 3.3 Organizing curriculum to facilitate student understanding of the subject matter

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- use my knowledge of student readiness to learn to organize, sequence, and enhance curriculum?
- apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- organize subject matter to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- utilize standards-aligned and/or adopted curriculum in ways that support student learning?
- apply my knowledge of various disciplines and integrate cross-disciplinary skills to plan sequenced lessons appropriate to students' accessibility and learning levels?

## Standard 3 Understanding and Organizing Subject Matter for Student Learning

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

### 3.4 Utilizing instructional strategies that are appropriate to the subject matter

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- develop and use a repertoire of instructional strategies appropriate to the subject matter?
- build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?
- use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- challenge all students to think critically in the subject area?
  - help all students develop enthusiasm for and a deep knowledge of the subject matter?
    - use strategies that make the depth and complexity of subject matter understandable to all students?
      - individualize instructional strategies appropriate to the subject matter considering accessibility and learning needs of individuals with exceptionalities
      - Expand expertise with research-based effective practices 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

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- know the full range of materials, resources, and technologies provided by the school or district?
- Select materials, resources & technologies to support differentiated student learning of the subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter?
- learn about and access new instructional resources to support student learning?
  - expand expertise with evidence-based instructional and assistive technology to support student access to challenging content?

### 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- address the English Language Development (ELD) standards as they relate to my English Learners' level of language acquisition?
- address the Individual Education Plan (IEP) goals and objectives for students with special needs?
- select materials, resources, and technologies to support subject matter instruction of my English Learners and students with special needs?
- Ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

**California Standards for the Teaching Profession – Standard 4 Rubric  
Planning Instruction and Designing Learning Experiences for All Students**

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Inconsistently plan lessons using available curriculum and may not use students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. May be unaware of the impact of bias on learning.	Begins to plan daily lessons using students' background information and individual development. Seeks to learn about culturally responsive pedagogy.	Routinely examines instructional materials for bias to ensure daily lesson plans reflect students' diverse needs. Plans and applies culturally responsive pedagogy.	Consistently uses knowledge of bias to use daily lesson plans to differentiate instruction that matches students to specific strategies that attend to their diverse learning needs and cultural backgrounds.	Facilitates systematic opportunities through daily lesson planning to support and extend student learning that engages them in the analysis of bias, stereotyping, and assumptions.
4.2	Establishing and articulating goals for student learning	May not establish learning and language goals and/or lessons are neither based on content standards nor available curriculum.  *Does not establish measurable and obtainable learning goals, (ES)	Begins to establish and write learning and language goals for skill development based on standards and curriculum.  *Begins to establish measurable and obtainable learning goals, (ES)	Routinely establishes and communicates clear learning and language goals to students that are accessible. Plans for students to articulate and monitor learning and language goals.  *Routinely establishes measurable and obtainable learning goals, including IEP/Behavior goals, (ES)	Consistently communicates comprehensive learning and language goals for students. Students can articulate and monitor their own learning and language goals.  *Consistently monitor and adjust measurable and obtainable learning goals, including IEP/Behavior goals, (ES)	Facilitates students' use of learning and language goals that are frequently referred to and utilized to monitor and advance their learning.  *Facilitates students' awareness and understanding of IEP/Behavior goals.(ES)
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning	Uses provided curriculum guidelines for daily goals that support students' short and long-term goals.  *Is aware that IEP/Behavior goals and objectives can be used to develop short and long-term plans within the designated least restrictive environment. (ES)	Begins to plan curriculum units that include a series of connected lessons and are linked to short and long-term planning to support student learning.  *Begins to use IEP/Behavior goals and objectives to develop short and long-term plans within the designated least restrictive environment. (ES)	Routinely establishes short- and long-term lesson plans for subject matter concepts and essential related academic language and formats that support student learning.  *Routinely plans using the IEP/BIP goals to determine appropriate instruction and support within the least restrictive environment. (ES)	Consistently refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.  *Consistently plans analysis and ongoing adjustments to IEP/BIP goals for services within the least restrictive environment. (ES)	Utilizes extensive knowledge of the curriculum, content standards, and learning needs to design cohesive and comprehensive short and long-term instructional plans that ensure high levels of learning. Facilitates planning that includes analysis of the effectiveness of the least restrictive environment for individual students' needs in all areas. (ES)
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Plans instruction, but may not incorporate strategies suggested by curriculum guidelines. May not be aware of student learning and language needs. May not use data provided by the site and district to meet learning needs.  *Adheres to strategies and services outlined in student's IEPs to ensure access to a functional communication system. (ES)	Begins to select strategies that respond to students' diverse learning and language needs. Using information beyond basic data.  *Explores additional strategies and services to ensure access to a functional communication system. (ES)	Routinely uses assessment to inform planning and incorporates differentiated instructional strategies that are culturally responsive.  *Utilizes effective strategies and services to ensure access to a functional communication system. (ES)	Consistently uses a broad range of assessments to plan and differentiate instruction to address different learning styles that support, challenge and enrich students' learning.  *Analyzes the effectiveness of strategies and services to ensure access to a functional communication system. (ES)	Facilitates and plans instruction to specifically meet the needs of diverse learners providing opportunities for students to reflect on their learning.  *Utilizes extensive knowledge of effective strategies and services for individual student's IEP (ES).

4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	May not use assessments in determining the needs of students. May not adapt the lessons and curriculum provided.	Begins to intentionally plan and adapt lessons based on the assessed needs of students.	Routinely differentiates instruction using culturally responsive pedagogy and additional researched based materials and strategies to support students' diverse learning needs.	Consistently makes ongoing adjustments to instructional plans and uses a variety of researched based materials to support student learning.	Plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that meet their learning needs.
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#### 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- incorporate students' prior knowledge and experience in my curriculum and instructional planning?
- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?
- use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?
- plan lessons and units that promote access to academic content standards for all students?
- use knowledge of my English Learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?
- use knowledge of my students' diverse learning needs to plan instruction that supports their learning?

#### 4.2 Establishing and articulating goals for student learning

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
- determine learning goals that address all students' language abilities and diverse learning needs?
- establish learning goals that address school, district, and community expectations?
- work with students and families to establish learning goals?
- develop goals that prepare students for successful transition to their next learning environment?
- communicate clear, challenging, and achievable expectations for students?
- develop IFSP/IEP goals and objectives that are measurable and obtainable?

#### 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- design an instructional program that considers the long-term and the short-term?
- use assessment results for long-term and short-term planning?
- incorporate diverse subject matter perspectives in my planning?
- select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?
- plan an instructional program that supports students' second language learning and diverse learning needs
- incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?
- collaborate with colleagues to make instructional decisions?
- design instruction so that students participate in setting and achieving their individual learning goals?
- teach to mastery and promote generalization of learning?
- ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment?

#### 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- develop unit and lesson plans that build on and extend students' understanding of subject matter?
- ensure that each instructional strategy is related to learning goals?
- plan instruction to allow enough time for student learning, review, and assessment?
- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?
  - check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?

### Standard 4 Planning Instruction and Designing Learning Experiences for All Students

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

- address the ELD standards appropriately, based on my English learners' levels of language acquisition?
  - address the IEP goals and objectives of my students with special needs?
  - select materials, resources, and technologies to support the learning needs of English learners and students with special needs?
    - utilize strategies to ensure each student including non-verbal students and/or students with reduced language processing have a functional communication system?
- utilize strategies to enhance language skills in the areas of listening, speaking, reading and writing?

#### 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

*As teachers develop they may ask, "How do I..." or "Why do I..."*

- interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?
  - Proactively prepare for appropriate adjustments
  - based on my assessment of student learning while teaching?
- strengthen existing plans for students at identified levels of English proficiency?
  - strengthen existing plans for students with special needs?
  - reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?
    - reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?
- capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?
- strengthen IFSP/IEP documents including transition plans?
- plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information?

**California Standards for the Teaching Profession – Standard 5 Rubric**  
**Assessing Students for Learning**

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<p>Is aware of the purposes, characteristics and possible bias of formative and summative assessments.</p> <p>*Is aware of accommodations and modifications for state and local assessments as outlined in individual students' IEP. (ES)</p>	<p>Begins to use different types of pre-assessments, formative and summative assessments and identifies specific characteristics of them that yield different types of information about students and minimizes bias.</p> <p>*Begins to identify specific purposes and uses of accommodations and modifications for state and local assessments. (ES)</p>	<p>Routinely selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p> <p>*Routinely selects appropriate and legal accommodations and modifications for state and local assessments (ES)</p>	<p>Consistently develops and adapts a variety of appropriate pre-assessments, formative and summative assessments to address students' learning needs/progress and to have students demonstrate what they know without bias.</p> <p>*Consistently uses and adapts accommodations and modifications for state and local assessments based on individual students' learning and accessibility needs. (ES)</p>	<p>Draws flexibly from a repertoire of appropriate and non-biased assessment options and characteristics to maximize student demonstration of knowledge.</p> <p>*Demonstrates purposeful use of a wide range of accommodations and modifications for local assessments systematically and flexibly. (ES)</p>
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	<p>May not use data to assess student learning or may not have an understanding of the required processes for data analysis. May not draw conclusions about student learning.</p>	<p>Begins to collect data and makes adjustments in planning for lessons based on analysis of assessment data.</p>	<p>Routinely collects a variety of assessment data on student learning and uses analysis of the data to inform planning and differentiation of instruction.</p>	<p>Consistently uses data analysis of assessments to provide comprehensive information to guide planning and differentiation of instruction. Designs and integrates an assessment plan.</p>	<p>Infuses assessments strategically and systematically throughout instruction to collect and analyze ongoing assessment data appropriate for the range of learning needs, differentiation, and instruction.</p>
5.3	Reviewing data, both individually and with colleagues, to monitor student learning	<p>May not review and monitor available assessment data as required by site and district processes.</p> <p>*Recognizes that IEP goals are based on data and developed with colleagues in all areas of need; services are provided within the designated Least Restrictive Environment. (ES)</p>	<p>Begins to review and monitor assessment data individually and with colleagues and identifies individual student learning needs.</p> <p>*Begins to expand knowledge that IEP goals are developed using data from past progress and are linked to services within the Least Restrictive Environment. (ES)</p>	<p>Routinely reviews and monitors a variety of data on student learning individually and with colleagues to identify trends/patterns among students.</p> <p>*Routinely and systematically reviews data individually and with colleagues that allows for evidence of Educational Benefit. (ES)</p>	<p>Consistently reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends/patterns.</p> <p>*Consistently adjusts instruction, goals, or services based on data reviewed individually or with colleagues to ensure Educational Benefit. (ES)</p>	<p>Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns/trends.</p> <p>*Facilitates and systematically reviews data individually or with colleagues to offer evidence of change to ensure Educational Benefit within the Least Restrictive Environment. (ES)</p>
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<p>May not use data from assessments to set learning goals for the class or plan instruction using available curriculum guidelines.</p>	<p>Begins to use assessment data to establish content based learning goals for class and individual student and plans adjustments in instruction to address students' learning needs.</p>	<p>Routinely uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet</p>	<p>Consistently integrates a broad range of data to set learning goals for content and academic language across content standards. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing</p>

				students' diverse learning needs.	instruction based on informal assessments.	adjustments to match the evolving learning needs of individuals and groups.
5.5	Involving all students in self-assessment, goal setting*, and monitoring progress	Informs students about objectives, outcomes, and assessment results. Monitors students' progress using available tools for recording.	Begins to encourage and guide students to establish learning goals through lessons that include goal setting exercises. Provides students with opportunities in lessons to monitor their own progress toward goals.	Routinely models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Consistently implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' metacognitive skills for analyzing progress and refining goals towards high levels. of academic achievement.
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	Limited use of available technology to record assessments, determine proficiency levels, and make communications about student learning.	Begins to use technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	Routinely uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.	Consistently integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.
5.7	Using assessment information to share timely and comprehensible feedback with students and their families	May not provide students with comprehensible feedback from assessments. May not notify families of student proficiencies, challenges, and behavior issues through school mandated procedures.	Begins to provide students with feedback based on assessments in ways that students understand. Communicates with families about student progress, strengths, behavior, and academic needs when necessary.	Routinely provides students information about strengths, needs, and strategies for improving academic achievement. Provides opportunities for two-way communications with families to share student assessments and progress.	Consistently integrates the ongoing sharing of clear and timely feedback to students from assessments in ways that support increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

\* Consider the inclusion of English Language Development or Academic English goals along with content goals.

### 5.1 Applying knowledge of the purposes, characteristics, and uses of different type of assessments

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- become knowledgeable of the different types of assessments-- and their uses, benefits, and limitations-- that I draw on to inform my instruction?
- select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?
- design grading practices that draw on multiple sources of information and reflect student learning?
- appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs?
- apply knowledge of gender, family background, cultural and linguistic biases that impact formal and informal assessment outcomes?

### 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- keep a continuous and comprehensive record of group and individual achievement?
- select, design, and use assessment tools appropriate to what is being assessed?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?
- assess student behavior to support learning?
- interpret data based on how an assessment is scored and what results it reports?

### 5.3 Reviewing data, both individually and with colleagues, to monitor student learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- review student assessment data with colleagues?
- Use assessment results to monitor my teaching and guide planning and instruction?
- Use assessment information to determine when and how to revisit content that has been taught?
- Use assessment data to eliminate gaps between students' potential and their performance?
- Use assessment results to plan instruction to support English Learners?
- Use assessment results to plan instruction to support students' IEPs?
- collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment?

### 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- draw upon assessment data to support development of learning goals?
- review and revise learning goals with students over time?
- ensure that student learning goals reflect key subject matter concepts, skills, and applications?
  - use informal assessments to adjust instruction while teaching?
  - use multiple sources of assessment to measure student progress and revise instructional plans?
  - work to differentiate goals and plans based on assessed needs of my diverse learners?
  - address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?

## Standard 5 Assessing Students for Learning

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

### 5.5 Involving all students in self-assessment, goal setting, and monitoring progress

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- make assessment integral to the learning process?
- make assessment an interactive process between teacher and student?
- model self-assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?
- provide opportunities for all students to engage in peer discussion and reflection of their work?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

### 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- become familiar with and select technology resources that support assessment practices?
  - use technology to analyze student learning and inform instruction?
  - use appropriate technology resources to communicate students' learning to students and their families?

### 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- provide all students with information about their progress as they engage in learning activities?
- initiate regular and timely contact with families and resource providers about student progress?
- communicate assessment results to families in ways that are respectful and understandable
- provide families with ways to use assessment information at home to improve student learning?

**California Standards for the Teaching Profession - Standard 6 Rubric  
Developing as a Professional Educator**

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
6.1	Reflecting on teaching practice in support of student learning	May not reflect on teaching practice to support 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.	Routinely engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Consistently reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	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	May not develop goals connected to the CSTP through processes and protocols. May not expand knowledge and skills individually and with colleagues through research and available professional development.	Begins to set self-assessed goals connected to the CSTP. Expands skills individually and with colleagues through research and professional development and begins to apply new learning.	Routinely sets challenging self-assessed goals connected to the CSTP. Selected professional development and research aligns personal goals with school and district goals, and focuses on improving student learning through classroom application.	Consistently sets and modifies goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in evidence based practices and contributes to professional development to improve student achievement. Pursues a variety of additional opportunities to learn professionally.	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and development opportunities to extend own teaching practice.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning	May not attend or is late to required meetings and collaborations. May not access student and teacher resources.  *May not be aware of district guidelines in regards to using paraeducators, tutors and volunteers within the educational setting. (ES)	Begins to consult with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.  *Begins to consult with colleagues and supervisors to provide guidance and direction to paraeducators, tutors and volunteers. (ES)	Routinely 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.  *Routinely provides guidance and direction to paraeducators, tutors and volunteers and collaborates with colleagues through a continuum of support, (ES)	Consistently collaborates with colleagues to expand impact on teacher and student learning within grade, department, school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.  *Consistently pairs paraeducators, tutors and volunteers utilizing individual strengths matched with student needs and collaborates, consults, and co-teaches with colleagues. (ES)	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.  *Designs work plans and collaborative models for working with paraeducators, tutors and volunteers. (ES)
6.4	Working with families to support student learning	May not be aware of the role of the family in student learning and need for interactions with families.	Begins to acknowledge 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.	Routinely encourages families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and experiences with schools. Routinely promotes ongoing effective feedback systems	Consistently provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms. Consistently establishes ongoing effective feedback systems between students, families and school. (ES)	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.

				between students, families and school.(ES)		
6.5	Engaging local communities in support of the instructional program	May not have awareness about local neighborhoods and communities surrounding the school. May not use available neighborhood and community resources in lessons.	Begins to seek available neighborhood and community resources. Includes references or connections to communities in lessons.	Routinely uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing/implementing instruction.	Consistently utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	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	May have a misunderstanding of professional responsibilities. May not seek to meet required commitments to students.	Begins to maintain professional responsibilities in a timely manner and seeks support as needed in a positive and willing manner. Demonstrates commitment by exploring ways to address individual student needs.	Routinely 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.	Consistently integrates the full range of professional responsibilities into planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	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	Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.* * As follows: <ul style="list-style-type: none"> <li>•Takes responsibility for student academic learning outcomes.</li> <li>•Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</li> <li>•Adheres to legal and ethical obligations in teaching the full range of learners, including English learners, students with special needs, African American students and Foster Youth.</li> <li>•Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.</li> <li>•Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</li> <li>•Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</li> <li>•Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.</li> <li>•Models appropriate behavior for students, colleagues, and the profession.</li> <li>•Acts in accordance with ethical considerations for students.</li> <li>•Maintains professional conduct and integrity in the classroom and school community</li> </ul>			Maintains 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 norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.  Facilitates conflict resolution and consensus building for improving programs, services, and outcomes. Encourages students to self-advocate. (ES)	

### 6.1 Reflecting on teaching practice in support of student learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?
- develop awareness of potential bias that might influence my teaching or affect student learning?
- **engage in the design and implementation of research and inquiry?**

### 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- maintain an attitude of lifelong learning?
- establish goals and seek out opportunities for professional growth and development?
- ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- learn more about my own professional roles and responsibilities?
- continue to seek out and refine approaches that make the curriculum accessible to all students?
- expand my knowledge and effective application of new instructional methods and technologies?
- **evaluate and incorporate research to utilize evidence-based practices?**

### 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
- remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- support school and district goals and priorities?
- contribute to school-wide events, activities, and decision-making?
- establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- contribute to the learning of other educators?
- benefit from and contribute to professional organizations to improve my teaching?
- benefit from and add to the knowledge base of the profession?
- **provide guidance and direction to paraeducators, tutors and volunteers?**
- **provide a continuum of support from consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members?**
- **ensure joint responsibility for student growth in academic, behavioral and social/emotional learning?**

### 6.4 Working with families to support student learning

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- present the educational program to all families in a thorough and comprehensible fashion?
  - provide opportunities for all families to participate in the classroom and school community?
  - **establish ongoing effective feedback systems between students, families and school?**

## Standard 6 Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

### 6.5 Engaging local communities in support of the instructional program

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- increase my understanding of the cultures and dynamics of my students' communities?
  - value and respect the students' communities and appreciate the role of community in student learning?
  - promote collaboration between school and community?
- identify and draw upon school, district, and local community social service resources to benefit students and their families?
- seek out and use additional resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?

### 6.6 Managing professional responsibilities to maintain motivation and commitment to all students

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- challenge myself intellectually and creatively throughout my career?
- find support and develop strategies to balance professional responsibilities with my personal needs?
- manage stress and maintain a positive attitude with students and colleagues?
  - address the complications and challenges of teaching?
- identify sources of engagement and renewal in my professional work?

### 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- maintain professional conduct and integrity in the classroom and school community?
- interact appropriately with students and families outside the classroom?
- demonstrate my professional obligations to students, colleagues, school, and the profession?
- **resolve conflict and build consensus through advocacy for improved programs, services, and outcomes for students?**