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| Adopted by Board of Trustees May 9, 2011 |



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| Mountain View-Los Altos Union High School District | Board Adopted Standards for Effective Teaching |

**Standard 1 CSTP: Engaging and Supporting All Students in Learning**

***Evidence of Practice:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.1  Using knowledge of  students to engage  them in learning  ***Evidence:*** | Is not aware of and/or does not use data about individual student needs as provided by or available from school and staff resources. | Gathers and uses data from a variety of formal and informal  sources to learn about  students and guide selection of instructional strategies to meet  diverse learning needs. | Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. | Uses comprehensive  knowledge of students  to make ongoing  adjustments and  accommodations in instruction. |
| *Students do not engage in single lessons or sequence of lessons due to failure to adjust lessons based on assessments or instructional strategies that do not meet student needs.* | *Students engage in learning through the*  *use of adjustments in instruction to meet*  *their needs.* | *Students actively utilize a variety of*  *instructional strategies and technologies*  *in learning that ensure equitable access*  *to the curriculum.* | *Students take ownership of their*  *learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.* |

**Standard 1 CSTP: Engaging and Supporting All Students in Learning**

***Evidence of Practice:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.2  Connecting  learning to students’  prior knowledge,  backgrounds, life  experiences,  and interests  ***Evidence:*** | Does not gather or use  information about  students’ prior knowledge,  cultural backgrounds,  life experiences, and  interests to support  student learning. | Uses gathered information, school resources and family contacts to  expand teacher’s understanding of  students’ prior knowledge,  cultural backgrounds, life experiences, and interests in order to connect student learning and the curriculum. | Integrates broad knowledge of students and their communities  to inform instruction. | Develops and systematically uses extensive information regarding students’ cultural  backgrounds, prior  knowledge, life  experiences, and interests. |
| *Students do not see connections between single lessons or sequence*  *of lessons and their interests and experiences.* | *Students make connections between*  *curriculum and their prior knowledge, backgrounds, life experiences, and interests.* | *Students are actively engaged in curriculum which relates their prior*  *knowledge, experiences, and interests within and across learning activities.* | *Students can articulate the relevance and impact of lessons on their lives and society.* |

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**Evidence of Practice:**

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| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.3  Connecting subject  matter to meaningful,  real-life contexts  ***Evidence:*** | Rarely uses real-life connections to subject matter in single lessons or sequence of lessons to support student understanding. | Includes connections from subject matter to meaningful, real-life  contexts, including those  specific to students’ family and community. | Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage  students in relating to  subject matter. | Engages students in actively making  connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. |
| *Students are not provided the opportunity and do not make use of*  *real-life connections in single or sequence of lessons to support understanding of subject matter.* | *Students utilize real-life connections regularly to develop understandings*  *of subject matter.* | *Students actively engage in making and using reallife connections to subject*  *matter to extend their understanding.* | *Students routinely integrate subject matter into their own*  *thinking and make relevant applications of subject matter during learning activities.* |

**Standard 1 CSTP: Engaging and Supporting All Students in Learning**

**Evidence of Practice:**

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| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.4  Using a variety of  instructional strategies,  resources, and  technologies  to meet students’  diverse learning needs  ***Evidence:*** | Few or repetitious  instructional strategies and/or resources are consistently used in single lessons or over a sequence of lessons which do not meet diverse learning needs. | Uses instructional  strategies, resources, and  technologies as provided  by school and/or district while exploring additional instructional strategies, resources, and  technologies in single lessons or sequence of lessons to meet students’ diverse learning needs. | Utilizes a variety of strategies including culturally responsive  pedagogy, resources, and technologies during ongoing instruction to meet students’ diverse learning needs. | Creates, adapts, and  integrates a broad range  of strategies, resources,  and technologies into  instruction designed to meet students’ diverse learning needs. |
| *Some students participate in instructional strategies, using only the resources and technologies provided.* | *Students participate in instructional strategies, using resources and*  *technologies provided over the course of single lessons or sequence of lessons related to their interests and experiences* | *Students participate in instruction using strategies, resources, and*  *technologies matched to their learning needs.* | *Students actively engage in instruction and make use of a*  *variety of targeted strategies, resources, and technologies to*  *meet their individual learning needs.* |

**Standard 1 CSTP: Engaging and Supporting All Students in Learning**

**Evidence of Practice:**

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| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.5  Promoting critical  thinking through  inquiry, problem  solving, and reflection  ***Evidence:*** | Asks questions that primarily focus on factual knowledge  and comprehension utilizing recall . | Guides students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues  in content. | 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 inquires into  complex problems. |
| *Some students respond to questions regarding facts and comprehension* | *Students respond to varied questions or tasks designed by the teacher to promote comprehension and some critical thinking in a single lesson or a sequence of lessons.* | *Students pose problems and construct questions of their own to support inquiries into content.* | *Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.* |

**Standard 1 CSTP: Engaging and Supporting All Students in Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 1.6  Monitoring student  learning and adjusting  instruction while  teaching  ***Evidence:*** | Implements lessons  following curriculum  guidelines only. Rarely checks for student understanding and does not adjust strategies either immediately or over time. | Seeks to clarify instructions and learning activities and makes  adjustments to instruction  based on observation of  student engagement and checking for understanding. | Adjusts strategies during  instruction based on regular checks for understanding, and  ongoing monitoring of  individual student needs  for assistance, support, or challenge. | Makes adjustments  to extend learning  opportunities and provide assistance to students in mastering the content flexibly and effectively. |
| *Some students do not receive individual assistance during instruction.* | *Students successfully participate and stay*  *engaged in learning activities receiving assistance individually or in small groups during instruction.* | *Students are able to articulate their level*  *of understanding and use teacher guidance to meet their needs*  *during instruction.* | *Students monitor their progress in learning and provide information to teacher*  *that informs adjustments*  *in instruction.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.1  Promoting social  development and  responsibility within  a caring community  where each student  is treated fairly  and respectfully  ***Evidence:*** | Does not consistently model or communicate expectations for fair and respectful  behavior to support social development. Does not demonstrate commitment to  fairness and respect in communications with students about language and behavior. | Models fair and respectful  behavior. Reinforces positive, responsible, and respectful student  interactions in language and behavior. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate. | Develops shared responsibility with students for resolving  conflict and creating and maintaining a caring classroom community. Supports students in  taking leadership in developing a caring community that is  responsive to the diverse cultural norms of identities of all students. | Facilitates student self-reflection and ongoing  improvement of a caring community based on respect, fairness, and the value of all members. |
| *Some students may share in responsibility for the classroom community. Generally, students are not aware of expectations and/or fail to demonstrate appropriate classroom behavior.* | *Students demonstrate efforts to be positive, accepting, and respectful*  *of differences.* | *Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation*  *for differences.* | *Students take leadership*  *in resolving conflict and creating a fair and respectful classroom community where*  *student’s home culture is included and valued. Students communicate with empathy and understanding in*  *interactions with one another.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.2  Creating physical or virtual learning  environments  that promote  student learning,  reflect diversity,  and encourage  constructive and  productive interactions  among students  ***Evidence:*** | Does not create and/or does not demonstrate awareness of the need to create a physical and/or virtual learning environment that supports student learning.  None or few structured student interactions that support student learning are taught. | Develops physical and/ or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction  during learning activities that ensure a focus on and completion of  learning tasks. | Maintains physical and/or virtual learning environments that reflect  student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.  Integrates a variety of structures for interaction that engage students constructively and  productively in learning. | Adapts physical and/  or virtual learning  environments flexibly  to facilitate access to a  wide range of resources  that engage students in  learning. Ensures that  environments enhance  learning and reflect  diversity within and  beyond the classroom.  Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students. |
| *Students are not aware of or do not use resources provided in learning*  *environment and do not interact with each other to understand and complete learning tasks in single*  *lessons or sequence of lessons.* | *Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.* | *Students routinely use a range of resources in learning environments*  *that relate to and enhance instruction and reflect their diversity. Students*  *share in monitoring and assessment of interactions to improve effectiveness*  *and develop a positive culture for learning.* | *Students participate in*  *monitoring and changing*  *the design of learning*  *environments and*  *structures for interactions.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.3  Establishing and  maintaining learning environments  that are physically,  intellectually, and  emotionally safe  ***Evidence:*** | Does not adhere to policies and laws regarding safety  that are required by the site, district, and state. Does not responds to behaviors that impact student safety as they arise. | Recognizes and addresses  safety issues regarding materials, student interactions, and the  organization of the learning environments. | Anticipates and reduces  risks to physical, intellectual, and  emotional safety using multiple strategies that include examining  biases in the learning environment and curriculum.  Engages in reflection on their own language and behavior that contributes to intellectual and  emotional safety in the classroom. | Integrates support for  students to take risks  and offer respectful  opinions about  divergent viewpoints. Shares responsibility  with the students for  the establishment and  maintenance of a safe  physical, intellectual, and emotional environment focused on high quality and rigorous learning. |
| *Students are not aware of required safety procedures or the*  *school and classroom rational for*  *maintaining safety. Lack of safety interferes with student learning* | *Students take risks, offer opinions, and share alternative perspectives Students follow teacher guidance regarding*  *potential safety issues for self or others.*  *.* | *Students develop and practice resiliency skills and strategies to strive for*  *academic achievement, and establish intellectual and emotional safety in the classroom.* | *Students demonstrate*  *resiliency in perseverance*  *for academic achievement.*  *Students maintain*  *intellectual and emotional safety for themselves and others in the classroom.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.4  Creating a rigorous  learning environment  with high expectations  and appropriate  support for all students  ***Evidence:*** | Lack of rigor and high expectations for students impedes the learning environment and does not promote student progress in developing accuracy, understanding, and the importance of meeting targeted learning goals.  . | Develops a rigorous learning environment that includes accuracy, understanding, analysis, problem solving, importance of meeting learning goals and appropriate levels of challenge.  Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps. | Integrates rigor throughout the learning environment that values  accuracy, analysis, and critical reading, writing and thinking.  Integrates strategic scaffolds, differentiation and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. | Facilitates a rigorous  learning environment  in which students take  leadership in learning.  Fosters extended  studies, research,  analysis and purposeful  use of learning. Supports students  to utilize an extensive  repertoire of differentiated strategies to meet high expectations. |
| *Few students ask for teacher support to understand or complete*  *learning tasks. Student progress is minimal.* | *Students engage in a variety of supports and challenges in ways that promote their accuracy, understanding, analysis, and problem solving in learning.* | *Students actively use differentiated supports and challenges to complete critical reading, writing, higher order thinking, and problem solving* | *Students take responsibility to fully utilize teacher and*  *peer support, to achieve consistently high levels of factual and analytical learning.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.5  Developing,  communicating, and  maintaining high  standards for individual  and group behavior  ***Evidence:*** | Does not establish expectations, rules, and/or consequences for individual and group behavior. Rarely refers to standards for behavior and does not consistently apply  consequences as needed. | Communicates, models and explains expectations for individual and group behavior. Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.  Utilizes routine references to standards for behavior prior to and  during individual and group work. | Integrates equitable  expectations, positive  supports, and consequences  for individual and group  behavior within and across learning activities. Guides and supports students to self-assess,  monitor, and set goals for individual and group behavior  and participation. | Facilitates a positive  environment using  systems that ensure  students take an active role in monitoring and maintaining high  standards for individual  and group behaviors. |
| *Students are not aware of classroom rules and*  *consequences or perceive inconsistent application of expectations.* | *Students know expectations for behavior and consequences and respond to guidance in following them. Students accept consequences and increase positive behaviors.* | *Students respond to individual and group behaviors and encourage and support each other to make improvements.* | *Students demonstrate*  *positive behavior, consistent participation and are valued for their unique identities.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.6  Employing classroom  routines, procedures,  norms, and supports  for positive behavior to  ensure a climate  in which all students  can learn  ***Evidence:*** | Has not developed routines, procedures, and norms in single lessons or sequence of lessons with some. Does not proactively seek to promote positive behaviors and does not respond or ineffectively responds to disruptive behavior. | Develops and maintains regular use of routines and procedures that are  culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the  learning climate. | Engages students in monitoring and reflecting on routines,  procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.  Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. | Facilitates student  participating in  developing, monitoring,  and adjusting routines  and procedures focuses on maximizing learning.  Classroom climate  integrates school  standards and culturally  relevant norms. Promotes positive  behaviors and establishes preventions and a positive classroom climate that eliminate  most disruptive behavior. |
| *Students rarely receive effective correction for behavior that interferes with learning, or positive reinforcement in following routines, procedures, and norms.* | *Students participate in routines, procedures, and norms and receive*  *reinforcement for positive behaviors.*  *Students receive timely and effective feedback and consequences for*  *behaviors that interfere with learning.* | *Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.* | *Students share responsibility with teacher for managing*  *and maintaining a positive classroom climate that*  *promotes learning.* |

**Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 2.7  Using instructional time  to optimize learning  ***Evidence:*** | Pace of instruction does not fit with lesson type. No adjustments for sufficient student work time and transitions to optimize learning are evident. Little or no student progress is evident. Board established curriculum is not covered. | Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. Board established curriculum is adequately covered. | Paces instruction to include ongoing assessment of student  learning. Supports students in the monitoring of instructional time. | Paces, adjusts, and fluidly facilitates instruction and daily activities. |
| *Students are not able to complete learning activities and do not receive adjustments of time allotted for tasks or expectations for completion.* | *Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.* | *Students use their instructional time to*  *engage in and complete learning activities and are prepared for the next*  *sequence of instruction.* | *Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection,*  *self-assessment, and goal setting.* |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.1  Demonstrating  knowledge of subject  matter academic  content standards  ***Evidence:*** | Does not demonstrate foundational knowledge of subject matter, related academic language or Board adopted content standards. Students make little or no progress toward achieving mastery of content standards. | Has foundational knowledge of subject matter, related academic  language and Board adopted academic content standards.  Understands and explains the relationship between essential subject matter concepts, academic language, and these content standards. | Uses broad knowledge of inter-relationships of concepts, academic content standards, and  academic language, 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. |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.2  Applying knowledge of  student development  and proficiencies  to ensure student  understanding of  subject matter  ***Evidence:*** | Does not demonstrate knowledge of student development and proficiencies and so does not implement learning activities that address students’ proficiencies or needs. Development of student understanding of subject matter including related academic language is not supported.  Little evidence of explicit teaching of essential content vocabulary and associated academic language. Does not explain academic language, formats, and vocabulary to support student access to subject matter when confusions are identified. | Adapts instruction in response to knowledge of student development  and proficiencies to meet students’ diverse learning needs. Ensures  understanding of subject matter including related academic language.  Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities. | Integrates knowledge of range of students development into  instructional decisions to ensure student understanding of subject  matter including related academic language.  Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to  ensure equitable access and subject matter understanding for the range of student language  levels and abilities. | Utilizes comprehensive  knowledge of students  to guide all students to  develop proficiencies,  understand subject  matter including related  academic language.  Engages students at all levels of vocabulary,  academic language, and proficiency in  self-directed goal  setting, monitoring,  and improvement. Guides all students in using analysis strategies that  provides equitable access and deep understanding of subject matter. |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.3  Organizing curriculum  to facilitate student  understanding of the  subject matter  ***Evidence:*** | Does not understand or is not familiar with Board adopted curriculum. Does not make adjustments to  support understanding  of subject matter. Student progress in understanding of subject matter required by Board adopted standards is hampered. | Uses knowledge of Board adopted curriculum and student readiness to organize and adjust the curriculum to ensure student understanding and progress. | Integrates knowledge of Board adopted curriculum and  resources to organize and adjust instruction within and across  subject matter to extend student understanding. | Uses extensive knowledge of Board adopted curriculum and related resources to flexibly and effectively organize and adjust instruction.  Ensures student  comprehension and  facilitates student  articulation about what they do and don’t understand. |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

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| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.4  Utilizing instructional  strategies that are  appropriate to the  subject matter  ***Evidence:*** | Relies primarily on one or two instructional strategies or only those provided in a textbook or other resource. Does not meet diverse learning needs of students to increase student understanding of academic language appropriate to subject matter. | Selects and adapts a variety of instructional strategies to ensure  student understanding of academic language appropriate to subject matter and that  address students’ diverse learning needs thereby ensuring student progress. | Integrates instructional  strategies appropriate to subject matter to meet students’ diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter. | Uses an extensive  repertoire of  instructional strategies  to develop enthusiasm,  meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter. |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.5  Using and adapting  resources, technologies,  and standards-aligned  instructional  materials, including  adopted materials,  to make subject  matter accessible  to all students  ***Evidence:***  *`* | Does not use available  instructional materials, resources, and technologies to make subject matter accessible to students.  Does not or rarely explores how to make technological resources available to all students. | Selects, adapts, and utilizes appropriate instructional materials,  resources, and technologies  for concept and skill development in subject matter. Resources reflect  the diversity of the classroom and support differentiated learning  of subject matter.  Guides students to use  available print, electronic, and online subject matter resources based on individual needs. | Integrates a wide range of adapted resources, technologies, and instructional materials  to meet identified student needs and make subject matter  accessible to students.  Assists students with equitable access to materials, resources,  and technologies. Seeks outside resources and support. | Engages students in  identifying and adapting resources, technologies, and standards-aligned  instructional materials  to extend student  understanding and  critical thinking about  subject matter.  Ensures that students are able to obtain equitable access to a wide range of  technologies, through  ongoing links to outside resources and support. |

**Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 3.6  Addressing the needs of *English Learners* and students with special needs\* to provide equitable access to the content  ***Evidence:*** | Is not aware of students’  primary language and English language proficiencies. Does not adequately provide adapted materials or differentiated instruction based on literacy or SDAIE strategies.  Does not adequately use multiple measures for assessing English learners’ performance to identify gaps in English language development. Does not adequately scaffold content using visuals, models, and graphic organizers. | Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one  or more components of English language development to support  English learners. Creates and implements scaffolds to support  standards-based instruction using literacy strategies, SDAIE, and  content level English language development in order for students  to improve language proficiencies and understand content. | Integrates knowledge of English language development and English learner’s strengths and  assessed needs into English language and content instruction.  Develops and adapts  instruction to provide a wide range of scaffolded supports for language and content for the range of English learners. | Engages English learners in assessment of their progress in English language development and in meeting content  standards. Supports  students to establish  and monitor language  and content goals. Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners’ proficiencies, knowledge and skills in content. |

***\*The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.***

***Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:***

***Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.***

***Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs***

**Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 4.1  Using knowledge of  students’ academic  readiness, language  proficiency, cultural  background, and  individual development  to plan instruction.  ***Evidence:*** | Lesson planning does not demonstrate use of information about student readiness, language proficiency, cultural background or individual development.  Bias is evident and interferes with student learning and progress. | Plans single lessons or sequence of lessons using additional  assessment information on student academic readiness, language,  cultural background, and  individual development.  Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive  pedagogy in planning. | Plans differentiated instruction based on knowledge of students’ academic readiness, academic  language, diverse cultural backgrounds, and individual  cognitive, social, emotional, and physical development to meet  their individual needs.  Planning addresses bias, stereotyping, and assumptions about cultures and members  of cultures. | Plans differentiated  instruction which is based on broad knowledge of students. Matches resources and specific strategies to students’ diverse learning needs and cultural backgrounds.  Engages students in  the analysis of bias,  stereotyping, and  assumptions. |

**Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 4.2  Establishing and articulating goals for student learning  ***Evidence:*** | Does not establish and/or communicate clear learning objectives for lessons. | Establishes and shares learning goals based on Board adopted content standards for skill development with students in single lessons and sequence of lessons. | Establishes and articulates clear learning goals for content to students that are accessible, challenging, and differentiated to  address students’ diverse  learning needs. | Establishes and articulates  comprehensive short and long-term learning  goals for students. Assists students to articulate and monitor learning goals. |

**Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 4.3  Developing and  sequencing long-term  and short-term  instructional  plans to support  student learning.  ***Evidence:*** | Does not develop and/or sequence long-term and short term instructional plans to support student learning. | Establishes short- and long-term curriculum plans for subject  matter concepts and essential related academic language and  formats that support student learning. | Refines sequence of long-term plans to reflect integration of  curriculum guidelines,  frameworks, and content  standards with assessed  instructional needs to ensure student learning. | Utilizes extensive  knowledge of  the curriculum,  content standards, and assessed learning needs  to design cohesive and comprehensive long- and short-term instructional plans that ensure high  levels of learning. |

**Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Exploring | Applying | Integrating | Innovating |
| 4.4  Planning instruction  that incorporates  appropriate strategies  to meet the learning  needs of all students  ***Evidence:*** | Does not use or plan appropriate strategies to meet the needs of all students.  Is not aware of student  content, learning, and language needs through data provided by the site and district | Selects strategies for single lessons or sequence of lessons that respond to students’ diverse  learning needs.  Seeks to learn about students’ diverse learning and language needs beyond basic data | Incorporates differentiated  instructional strategies into ongoing planning that addresses  culturally responsive pedagogy, students’ diverse language, and learning needs and styles.  Uses assessments of students’ learning and language needs to  inform planning differentiated instruction. Provides appropriate support and challenge for students. | Plans instruction  incorporating a  repertoire of strategies to specifically meet  students’ diverse  language and learning needs and styles to advance learning for all.  Integrates results from a broad range of assessments  into planning to meet  students’ diverse learning and language needs. |

**Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 4.5  Adapting instructional  plans and curricular  materials to meet the  assessed learning  needs of all students.  ***Evidence:***  *`* | Does not adapt lessons and/or curricular materials in order to meet learning needs of all students. Uses only materials and curriculum provided. | Makes adjustments and adaptations to differentiate instructional plans. Uses culturally  responsive pedagogy and additional materials to support  students’ diverse learning needs. | Makes ongoing adjustments to  instructional plans and uses a variety of materials as the  instructional need arises to support student learning. | Anticipates and 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 best meet their  learning needs. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.1  Applying knowledge  of the purposes,  characteristics, and uses of different types  of assessments  ***Evidence:*** | Does not demonstrate knowledge or use of  different types of  pre-assessment, formative  and summative assessments.  Assessment does not effectively measure student progress or mastery of Board adopted content standards. Utilizes limited types of assessment. | Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and  summative assessments.  Selects assessments based on a clear understanding of the purposes and characteristics of  assessments to support student learning and mastering of Board adopted content standards. | Develops and adapts the range of appropriate assessments to address questions about  students’ learning needs and progress in mastering Board adopted content standards..  Integrates a variety of characteristics into assessments to allow students with a range  of learning needs to demonstrate what they know. | Demonstrates purposeful use of a wide range of  assessments to support  differentiated student  learning needs and  reflect progress in mastering Board adopted content standards.  Draws flexibly from a  repertoire of appropriate  assessment options  and characteristics to  maximize student  demonstration of  knowledge. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.2  Collecting and  analyzing assessment  data from a variety  of sources to inform  instruction  ***Evidence:*** | Does not access or analyze available student assessment data. Does not demonstrate use of available data to inform or adjust instructional approaches.  Makes few or no adjustments in planning based on analysis of assessment data. | Collects a variety of formal and informal assessment data on  student learning.  Uses analysis of a variety of data to  inform planning and differentiation of instruction. | Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.  Uses data analysis of a broad range of assessments to provide  Comprehensive information to  guide planning and differentiation of instruction. | Infuses assessments  strategically and  systematically throughout  instruction to collect  ongoing assessment data appropriate for the range of learning needs.  Uses results of ongoing data analysis to plan and differentiate  instruction for maximum academic success. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.3  Reviewing data, both  individually and with  colleagues, to monitor  student learning  ***Evidence:*** | Does not review or monitor assessment data individually or with colleagues to identify learning needs of individual students. | Reviews and monitors a variety of data on student learning  individually and with colleagues to identify trends and patterns  among groups of students. | Reviews and monitors a broad range of data individually and with colleagues to analyze  student thinking and identify underlying causes for trends. | Facilitates collaborative  work and fosters  colleagues ability to  identify and address  underlying causes for  achievement patterns  and trends. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.4  Using assessment data to establish learning goals and to plan, differentiate, and  modify instruction  ***Evidence:*** | Does not use data from available assessments to establish content based learning goals for class and individual students in a single lessons or sequence of lessons.  As a result, significant numbers of students are not making progress in mastering Board adopted curriculum. | Uses a variety of assessment data to set student learning  goals for content and academic language.  Plans adjustments in instruction to address learning needs of  individual students.  As a result, a majority of students are making adequate progress in mastering Board adopted curriculum. | Uses a broad range of data to set learning goals for content and academic language that are  integrated across content  standards for individuals  and groups.  Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments. | 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 adjustments to match the evolving learning needs of individuals and groups. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level | Level II | Level III |
| 5.5  Involving all students  in self-assessment,  goal setting\*, and  monitoring progress  ***Evidence:***  *`* | Does not encourage students to establish learning goals and does not plan goal setting exercises for students. Does not provide students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals. Does not provide students with lesson objectives, outcomes, and/or timely summative assessment results that can be used by students to modify their behavior. | 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. | 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’  meta-cognitive skills  for analyzing progress  and refining goals towards high levels of academic achievement. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.6  Using available  Technologies to assist  in assessment, analysis, and communication  of student learning  ***Evidence:***  *`* | Makes minimal or no use of technology to assist with assessment, analysis and communication of student learning. | 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. | 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. |

**Standard 5 CSTP: Assessing Students for Learning**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 5.7  Using assessment  information to  share timely and  comprehensible  feedback with students  and their families  ***Evidence:***  *`* | Does not or rarely provides students with understandable feedback based on formative assessments from single lessons or sequence of lessons. Provides sporadic and inconsistent feedback in ways that students have difficulty understanding. Grades do not accurately reflect student achievement.  Does not or rarely communicates with  families about student progress, strengths, and needs. Limits feedback and reporting to district specified reporting periods. Does not contact families in a timely fashion as needs arise regarding struggling students or behavior issues. | Provides students with clear and timely information about  strengths, needs, and strategies for improving academic achievement.  Provides opportunities for comprehensible and timely two-way communications with  families to share student  assessments, progress, raise issues and/or concerns, and guide  family support. | Integrates the ongoing sharing of comprehensible feedback to students from formal and informal 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 6.1  Reflecting on teaching  practice in support of  student learning  ***Evidence:*** | Does not or rarely reflects on teaching practice to support  student learning. Rarely interacts with colleagues regarding immediate or long term student learning needs. Does not attend school or district meetings that examine teaching practice. | Engages in reflection individually and with colleagues on the  relationship between making adjustments in teaching practice and impact on the full range  of learners. | 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 6.2  Establishing  professional goals  and engaging  in continuous  and purposeful  professional growth  and development  ***Evidence:*** | Does not develop meaningful goals connected to the *CSTP* or school goals through required processes and local protocols. Infrequently or never attends required  professional development. Does not engage in continuous improvement activities that improve teaching practice. | Sets goals connected to the *CSTP* that are authentic, challenging, and based on self- assessment.  Aligns personal goals with school and district goals, and focuses on improving student learning.  Selects and engages in  professional development  based on needs identified  in professional goals. | Sets and modifies authentic goals connected to the *CSTP* that are intellectually challenging and based on self-assessment and  feedback from a variety  of sources.  Engages in and contributes to professional development targeted on 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 6.3  Collaborating  with colleagues  and the broader  professional  community to  support teacher  and student learning  ***Evidence:*** | Does not attend staff, grade level, department, and other  required meetings and  collaborations or if in attendance, does not positively contribute to collaboration. Fails to implement or seeks to undermine agreements reached in collaboration meetings. Has difficulty building and maintaining effective collaborative relationships with administration and/or peers. | Collaborates effectively with colleagues and administration within his/her department and across the school 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. | Collaborates with Colleagues and administration to expand impact on teacher and student learning within grade or department and  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. | 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unastisfactory | Level I | Level II | Level III |
| 6.4  Working with  families to support  student learning  ***Evidence:*** | Does not acknowledge role of family in student learning. Minimal or no contact with families to build support for student learning. Is frequently not available for family inquiry or meetings during prep periods or scheduled conferences. | Acknowledges the importance of the family’s role in student learning. Seeks information about cultural norms of families represented in the school. Adjusts communications to families based on awareness of these norms and wide range of experiences with schools. Supports families to contribute to the classroom and school. | 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. | 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 6.5  Engaging local  communities in support of the instructional program  ***Evidence:***  *`* | Does not identify, seek or use available neighborhood and community resources. Engages in behaviors or conduct that reflect poorly on the reputation of the school, its staff and its mission.  Rarely includes references or connections to communities in single lessons or sequence of lessons. | Seeks and uses a variety of neighborhood and community resources to support the curriculum and the school. Seeks to build community support for the school, its staff and its programs. Conduct enhances reputation of school in the community.  Includes knowledge of communities when designing and implementing instruction. | Utilizes a broad range of neighborhood and community resources to support the  instructional program, students, families. Actively promotes the school and its programs in the community.  Draws from understanding of  community to improve and enrich the instructional program. | Collaborates with  community members  to increase instructional and learning opportunities for students. Provides opportunities for the community to learn about their schools.  Engages students in  leadership and service in the community. Incorporates community members into the school  learning community. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II | Level III |
| 6.6  Managing professional  responsibilities to maintain motivation  and commitment  to all students  ***Evidence:***  *`* | Does not meet professional responsibilities. Is often not in compliance with assignments, procedures, reporting and attendance requirements. Record keeping is in disarray and practices are inappropriate or not supportive of student learning and progress. Fails to implement or follow 504/IEP requirements. | Anticipates professional  responsibilities and manages time and effort required to meet expectations. Completes required duties and meets all deadlines. Complies with policies and procedures of district, school site and department. Manages time to comply with Negotiated Agreement and effectively participate in collaboration. Pursues ways to support students’ diverse learning needs and maintains belief in students’ capacity for achievement. Implements and follows 504/IEP requirements. | Integrates the full range of professional responsibilities into  advanced 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. |

**Standard 6 CSTP: Developing as a Professional Educator**

**Evidence of Practice:**

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Unsatisfactory | Level I | Level II/III |
| 6.7  Demonstrating  professional  responsibility, integrity,  and ethical conduct  ***Evidence:***  *`* | Violates Code of Ethics for teachers as noted by the California Teachers Association. Does not follow and/or violates state education codes, legal requirements, district and site policies,  contractual agreements, and ethical responsibilities.\*  \* As follows:   * Does not accept responsibility for student academic learning outcomes. * Is not aware of own personal values and biases and does not recognize ways in which these values and biases affect the teaching and learning of students. * Is reluctant or resistant to the requirement to effectively teach the full range of learners in an assigned class, including English learners and students with special needs. * Fails to report suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act. * Permits or facilitates hostile classroom or school environment and does not follow laws and district guidelines for reporting cases of sexual harassment. * Does not understand and/or does not implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. * Does not follow and/or actively undermines school and district policies, guidelines, contractual agreements and/or directives. * Does not report to duty station/meetings as required or is absent or tardy in violation of district policies and agreements. * Violates legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. * Behavior is not appropriate as an example for students, colleagues, and the profession. * Does not exhibit ethical behavior towards students, staff, and/or community members. * Exhibits lapses in professional conduct and integrity in the classroom, in the school and in the community. | Follows all state education codes, legal requirements, district and site policies,  contractual agreements, and ethical responsibilities.\*  \* As follows:   * Takes responsibility for student academic learning outcomes. * Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. * Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. * Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act. * Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. * Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. * Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. * Models appropriate behavior for students, colleagues, and the profession. * Acts in accordance with ethical considerations for students, staff and community members. * Maintains professional conduct and integrity in the classroom, in the school and in the community. | 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. |

**California Standards for the Teaching Profession**

**(Summary of Focus for Each Standard)**

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| --- | --- | --- |
| **STANDARD ONE:** |  | **STANDARD TWO:** |
| **Engaging & Supporting All Students in Learning** |  | **Creating & Maintaining Effective Environments for Student Learning** |
| 1.1 Knowledge of students  1.2 **Prior knowledge**, backgrounds, life experiences, and interests  1.3 Connecting subject matter to **real-life contexts**  1.4 **Variety of instructional strategies**, resource and technologies  1.5 **Critical thinking** through inquiry, problem solving, and reflection  1.6 Monitoring student learning and **adjusting instruction** while teaching |  | 2.1 **Social development and responsibility** within a caring community where each student is treated **fairly and respectfully**  2.2 Promote student learning, **reflect diversity**, and encourage constructive and productive **interactions among students**  2.3 Physically, intellectually, and emotionally **safe**  2.4 **Rigorous -- high expectations** and appropriate support for all students  2.5 **High standards** for individual and group **behavior**  2.6 **Classroom routines**, procedures, norms, and supports for positive behavior  2.7 Using **instructional time** |

|  |  |  |
| --- | --- | --- |
| **STANDARD THREE:** |  | **STANDARD FOUR:** |
| **Understanding & Organizing Subject Matter for Student Learning**  **(Accessible to All)** |  | **Planning Instruction & Designing Learning Experiences for All Students** |
| 3.1 Knowledge of subject matter academic **content standards**  3.2 Knowledge of **student development** and proficiencies  3.3 **Organizing curriculum**  3.4 Utilizing **instructional strategies** that are **appropriate**  3.5 Using **and adapting resources**, technologies, and standards-aligned instructional materials, including adopted materials  3.6 Provide equitable access to the content ***English Learners***and students with **special needs** |  | 4.1 **Knowledge of students’** academic readiness, language proficiency, cultural background, and individual development  4.2 **Goals** for student learning  4.3 **Sequencing** long-term and short-term instructional plans  4.4 Incorporates **appropriate strategies** to meet the learning **needs of all students**  4.5 **Adapting instructional plans and curricular materials** |

|  |  |  |
| --- | --- | --- |
| **STANDARD FIVE:** |  | **STANDARD SIX:** |
| Assessing Students for Learning (it’s all about informing instruction) |  | **Developing as a Professional Educator** |
| 5.1 Uses of **different types of assessments**  5.2 Assessment data from a **variety of sources**  5.3 Reviewing data, both **individually and with colleagues**  5.4 Assessment data used to establish learning goals and to plan, differentiate, and **modify instruction**  5.5 **Involving all students** in self-assessment, goal setting\*, and monitoring progress  5.6 **Technologies** to assist in assessment, analysis, and communication of student learning  5.7 Share timely and comprehensible feedback with **students and their families** |  | 6.1 **Reflecting** on teaching practice  6.2 **Professional goals** and engaging in continuous and purposeful **professional growth** and development  6.3 **Collaborating with colleagues** and the broader professional community  6.4 Working with **families**  6.5 **Engaging local communities** in support of the instructional program  6.6 Managing **professional responsibilities** to maintain motivation and commitment to all students  6.7 **Professional responsibility, integrity, and ethical conduct** |