# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| STANDARD 1 | ~ ENGAGING AND SUPPORTING STUDENTS IN LEARNING ~ | | | | |
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| **Element** | **1. PRACTICE NOT CONSISTENT** | **2. PRACTICE DEVELOPING** | **3. PRACTICE CONSISTENT** | **4. PRACTICE DISTINGUISHED** | **Notes for (Teacher Name)** |
| | P1.1　　F1.1 | P1.1　　F1.1 | P1.1　　F1.1 | P1.1　　F1.1 | P1.1　　F1.1 |
| **1.1 Using knowledge of students to engage them in learning** | The teacher fails to collect and/or use knowledge of students (student data) to engage them in learning opportunities. | The teacher has collected yet does not use knowledge of students (student data) to engage them in learning opportunities. | The teacher has collected yet does not consistently use knowledge of students (student data) to engage them in learning opportunities. | The teacher has collected and consistently use knowledge of students (student data) to engage them in learning opportunities. | |
| | P1.2　　F1.2 | P1.2　　F1.2 | P1.2　　F1.2 | P1.2　　F1.2 | P1.2　　F1.2 |
| **1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests** | The teacher fails to make observable connections between the learning goals and the students' prior knowledge, life experiences and interests. | The teacher makes a few observable connections between the learning goals and the students' prior knowledge, life experiences and interests. | The teacher makes several observable connections between the learning goals and the students' prior knowledge, life experiences, and interests. | The teacher facilitates as students' connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. | |
| | P1.3　　F1.3 | P1.3　　F1.3 | P1.3　　F1.3 | P1.3　　F1.3 | P1.3　　F1.3 |
| **1.3 Connecting subject matter to meaningful, real-life contexts** | The teacher does not elicit student questions or comments during the lesson to make subject matter meaningful by connecting to real-life contexts. | The teacher elicits some questions from students during a lesson to make subject matter meaningful by connecting to real-life contexts. | The teacher elicits and uses students' questions and comments during a lesson to make subject matter meaningful by connecting to real-life contexts. | The teacher builds on students' questions and comments during lessons to make subject matter meaningful by connecting to real-life contexts. | |
| | P1.4　　F1.4 | P1.4　　F1.4 | P1.4　　F1.4 | P1.4　　F1.4 | P1.4　　F1.4 |
| **1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs** | The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. Adjustments are not made to respond to students' needs. | The teacher uses a selection of instructional strategies that are appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs. | The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out, making some adjustments to respond to students' needs. | The teacher makes skillful use of a wide repertoire of instructional strategies to engage students in learning, making adjustments while teaching to respond to students' needs. | |
| | P1.5　　F1.5 | P1.5　　F1.5 | P1.5　　F1.5 | P1.5　　F1.5 | P1.5　　F1.5 |
| **1.5 Promoting critical thinking through inquiry, problem solving, and reflection** | Learning opportunities for students to engage in critical thinking through inquiry, problem solving, and reflection within or across subject matter areas are not provided. | A few learning opportunities are provided for students to engage in critical thinking through inquiry, problem solving, and reflection; little support is given to develop necessary skills. | Learning opportunities and support are provided for students to engage in critical thinking through inquiry, problem solving, and reflection. | Learning opportunities are provided that extend student critical thinking, and engage and support students in problem posing, problem solving, inquiry, reflection about their learning, and analysis of subject matter concepts. | |
| | P1.6　　F1.6 | P1.6　　F1.6 | P1.6　　F1.6 | P1.6　　F1.6 | P1.6　　F1.6 |
| **1.6 Monitoring student learning and adjusting instruction while teaching** | Monitoring student learning and adjusting instruction while teaching are not evident. | Students' learning is directed and monitored by the teacher, however few adjustments are made while teaching. | Students are supported in developing the skills needed to monitor their own learning during activities. Teacher makes adjustments during teaching based on student feedback. | Teacher facilitates as students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers. Teacher consistently shows adjustments being made during instruction to meet student needs based on student feedback. | |

# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| STANDARD 2 | ~ CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING ~ | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P2.1 | F2.1 | P2.1 | F2.1 | P2.1 | F2.1 | P2.1 | F2.1 | P2.1 | F2.1 |
| **2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully** | The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwillingly to take risks. | | A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to | | A climate of fairness, caring and respect is maintained by the teacher, and students are encouraged to take risks and be creative. Teacher responses to misbehavior are | | Teacher maintains an environment in which students take responsibility so that a climate of equity, caring and respect is maintained in the classroom, and students are | | | |
| | P2.2 | F2.2 | P2.2 | F2.2 | P2.2 | F2.2 | P2.2 | F2.2 | P2.2 | F2.2 |
| **2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among** | The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed. | | The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning. | | The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities. | | The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for students in learning activities. | | | |
| | P2.3 | F2.3 | P2.3 | F2.3 | P2.3 | F2.3 | P2.3 | F2.3 | P2.3 | F2.3 |
| **2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe** | Teacher does not establish and maintain learning environments that are physically, intellectually, and emotionally safe. | | Teacher has established a general learning environment that at times are physically, intellectually, and emotionally safe. | | Teacher has established and mostly maintains learning environments that are physically, intellectually, and emotionally safe for most students. | | Teacher consistently maintains learning environments that are physically, intellectually, and emotionally safe fro all students. | | | |
| | P2.4 | F2.4 | P2.4 | F2.4 | P2.4 | F2.4 | P2.4 | F2.4 | P2.4 | F2.4 |
| **2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students** | Standards for behavior appear not to have been established, or students are confused about what the standards are. | | Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate. | | Standards for behavior are established, are clear to students, and are maintained by the teacher. The teacher's response to student behavior is appropriate. | | Student and teacher develop standards for behavior together. Standards of conduct are clear to students. Students are responsible for helping each other maintain standards. | | | |
| | P2.5 | F2.5 | P2.5 | F2.5 | P2.5 | F2.5 | P2.5 | F2.5 | P2.5 | F2.5 |
| **2.5 Developing, communicating, and maintaining high standards for individual and group behavior** | Students' social development, self-esteem and diversity are not support4ed by the teacher. Students have little sense of responsibility for each other. | | Teacher encourages students' respect of each other's differences. Students work together moderately well. The teacher provides opportunities for students to assume responsibility. | | Teacher encourages environment in which students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers. | | Teacher maintains an environment in which students work independently and collaboratively and maintain a classroom community in which they respect each differences, assume leadership, and we are responsible for themselves and their peers. | | | |
| | P2.6 | F2.6 | P2.6 | F2.6 | P2.6 | F2.6 | P2.6 | F2.6 | P2.6 | F2.6 |
| **2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn** | Classroom procedures and routines have not been established or are not being enforced. | | Procedures and routines have been established and work moderately well with little loss of instructional time. | | Procedures and routines work smoothly with no loss of instructional time. | | Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently | | | |
| | P2.7 | F2.7 | P2.7 | F2.7 | P2.7 | F2.7 | P2.7 | F2.7 | P2.7 | F2.7 |
| **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 of instructional time. | | Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective. | | Pacing of the instructional time is appropriate to the activities and enables most students to engage successfully with the content. Transitions are smooth, resulting in minimal loss of instructional time. | | Pacing of instructional time is adjusted as needed to ensure the engagement of students in learning activities. Transitions are seamless. | | | |

# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| STANDARD 3 | ~ UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING ~ | | | | |
|---|---|---|---|---|---|
| **ELEMENT** | **1. PRACTICE NOT CONSISTENT** | **2. PRACTICE DEVELOPING** | **3. PRACTICE CONSISTENT** | **4. PRACTICE DISTINGUISHED** | **Notes for (Teacher Name)** |
| | P3.1    F3.1 | P3.1    F3.1 | P3.1    F3.1 | P3.1    F3.1 | P3.1    F3.1 |
| **3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks** | The teacher's working knowledge of subject matter and student development is not current, is inconsistently evident, and does not adequately support students' learning or cultural heritage. | The teacher's working knowledge of subject matter and basic principles of student development is current, reflects a perspective, supports some students' learning, and cultural heritage. | The teacher's working knowledge of subject matter and basic principles of student development is current, incorporates different perspectives, and supports students' learning and cultural heritage. | The teacher's working knowledge of subject matter and individual students' development is current and incorporates a broad range of perspectives, strongly supports students' cultural heritage. | |
| | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 |
| **3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content** | The teacher does not apply knowledge of student development and proficiencies to ensure student understanding of content. | The teacher shows some knowledge of student development and proficiencies and attempts to facilitate student understanding of content. | Teacher applies knowledge of student development and proficiencies, which facilitates understanding of content for most students. | Teacher consistently applies knowledge of student development and proficiencies to ensure student understanding of content. | |
| | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 | P3.1    F3.2 |
| **3.3 Organizing curriculum to facilitate student understanding of the subject matter** | The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of subject matter. | The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of subject matter for some students. | The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of subject matter. | The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that students develop a understanding of subject. | |
| | P3.4    F3.4 | P3.4    F3.4 | P3.4    F3.4 | P3.4    F3.4 | P3.4    F3.4 |
| **3.4 Utilizing instructional strategies that are appropriate to the subject matter** | Instructional strategies are not appropriately matched to subject matter content and do not encourage students to think critically or to extend their knowledge. | The teacher uses a few strategies to make the content accessible to students, and may encourage students to think critically or to extend their knowledge of subject matter. | The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter. | A repertoire of instructional strategies is used to make content accessible to students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter. | |
| | P3.5    F3.5 | P3.5    F3.5 | P3.5    F3.5 | P3.5    F3.5 | P3.5    F3.5 |
| **3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students** | Instructional materials, resources and technologies are either not used or used inappropriately. Materials may not accurately reflect diverse perspectives. | Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives. | Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials may reflect diverse perspectives. | A range of appropriate instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. The range of materials reflect diverse perspectives. | |
| | P3.6    F3.6 | P3.6    F3.6 | P3.6    F3.6 | P3.6    F3.6 | P3.6    F3.6 |
| **3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content** | Teacher does not address the needs of English learners and students with special needs to provide equitable access to the content. | Teacher is aware of but does not consistently address the needs of English learners and students with special needs to provide equitable access to the content. | Teacher addresses the some of the needs of English learners and students with special needs to provide equitable access to the content. | Teacher consistently addresses the needs of English learners and students with special needs to provide equitable access to the content. | |

# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| STANDARD 4 | ~ PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS ~ | | | | |
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| **ELEMENT** | **1. PRACTICE NOT CONSISTENT** | **2. PRACTICE DEVELOPING** | **3. PRACTICE CONSISTENT** | **4. PRACTICE DISTINGUISHED** | **Notes for (Teacher Name)** |
| | P4.1    F4.1 | P4.1    F4.1 | P4.1    F4.1 | P4.1    F4.1 | P4.1    F4.1 |
| **4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan** | Instructional plans may not match or reflect students' collective backgrounds, and developmental needs, and may not support students' learning. | Instructional plans are partially drawn from information about students' collective backgrounds and developmental needs to support students' learning. | Instructional plans reflect students' collective backgrounds and developmental needs to support students' learning. | Instructional plans build on students' collective backgrounds and developmental needs to support students' learning. | |
| | P4.2    F4.2 | P4.2    F4.2 | P4.2    F4.2 | P4.2    F4.2 | P4.2    F4.2 |
| **4.2 Establishing and articulating goals for student learning** | Instructional goals are not established. Expectations for students are not appropriate. | Some instructional goals are appropriate. Expectations for students may be inconsistent. | Short-term and long-term instructional goals are standards based. Goals are appropriately challenging for most students. Expectations for students are generally appropriate to learning requirements. | Short-term and long-term instructional goals are set by teacher and students. Goals are appropriately challenging for students and represent valuable learning. Expectations for students are consistently high. | |
| | P4.3    F4.3 | P4.3    F4.3 | P4.3    F4.3 | P4.3    F4.3 | P4.3    F4.3 |
| **4.3 Developing and sequencing long-term and short-term instructional plans to support student learning** | Individual lesson plans have little relation to long and short-term goals, or a unit plan has little recognizable structure. | Long and short-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding. | Long and short-term plans have a coherent structure, with learning activities in individual lessons well sequenced to promote understanding of concepts. | Long and short-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts. | |
| | P4.4    F4.4 | P4.4    F4.4 | P4.4    F4.4 | P4.4    F4.4 | P4.4    F4.4 |
| **4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students** | Teacher plans instruction but does not incorporate appropriate strategies to meet the learning needs of all students | Teacher plans instruction that incorporates some strategies and are somewhat appropriate to meet the learning needs of some students. | Teacher plans instruction that incorporates appropriate strategies to meet the learning needs of most students. | Teacher plans instruction that incorporates appropriate strategies to meet the learning needs of all students. | |
| | P4.5    F4.5 | P4.5    F4.5 | P4.5    F4.5 | P4.5    F4.5 | P4.5    F4.5 |
| **4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students** | Instructional plans are not modified, in spite of evidence that modifications would improve student learning. | Modifications to instructional plans address only limited aspects of the lesson. | Instructional plans are modified as needed to enhance student learning based on formal and informal assessment. | Instructional plans are modified as needed, based on formal and informal assessment, to promote deeper conceptual understanding by students. | |

# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| STANDARD 5 | ~ ASSESSING STUDENT LEARNING ~ | | | | |
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| **ELEMENT** | **1. PRACTICE NOT CONSISTENT** | **2. PRACTICE DEVELOPING** | **3. PRACTICE CONSISTENT** | **4. PRACTICE DISTINGUISHED** | **Notes for (Teacher Name)** |
| | P5.1   F5.1 | P5.1   F5.1 | P5.1   F5.1 | P5.1   F5.1 | P5.1   F5.1 |
| **5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments** | Teacher does not demonstrate use of different types of assessments. Teacher does not use accommodations or modifications necessary for students of special needs or English learners. | Teacher demonstrates some use of different formative and summative assessments. Teacher makes some accommodations or modifications necessary for students of special needs or English learners. | Teacher selects pre and post assessments based on a clear understanding of the purposes and characteristics and possible bias of assessments to support student learning. Teacher uses appropriate and legal accommodations and modifications for assessments. | Teacher demonstrates purposeful use of a variety of assessments to support differentiated student learning needs and allows students to demonstrate what they know without bias. Teacher adapts accommodations and modifications for state and local assessments based on individual student's learning | |
| | P5.2   F5.2 | P5.2   F5.2 | P5.2   F5.2 | P5.2   F5.2 | P5.2   F5.2 |
| **5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction** | The teacher uses inappropriate sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning. | The teacher consistently uses one or two appropriate sources of information to assess student learning and one or two assessment strategies to understand student progress. | The teacher consistently uses a variety of appropriate sources to collect information about student learning and several appropriate assessment strategies to understand student progress. | The teacher consistently uses a variety of appropriate sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress. | |
| | P5.3   F5.3 | P5.3   F5.3 | P5.3   F5.3 | P5.3   F5.3 | P5.3   F5.3 |
| **5.3 Reviewing data, both individually and with colleagues, to monitor student learning** | The teacher does not review data to monitor student learning. | The teacher is reviews data either individually or with colleagues to monitor student learning. | The teacher consistently reviews basic student data both individually and with colleagues to monitor student learning. | The teacher consistently reviews a variety of student data both individually and with colleagues to monitor student learning. | |
| | P5.4   F5.4 | P5.4   F5.4 | P5.4   F5.4 | P5.4   F5.4 | P5.4   F5.4 |
| **5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction** | Information about student learning is inappropriate or not used by the teacher to plan guide or adjust instruction. | Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching. | Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual students needs and achievement. Assessments are used to adjust instruction while teaching. | Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs. | |
| | P5.5   F5.5 | P5.5   F5.5 | P5.5   F5.5 | P5.5   F5.5 | P5.5   F5.5 |
| **5.5 Involving all students in self-assessment, goal setting, and monitoring progress** | The teacher does not encourage students to reflect on or assess their own work. | Student reflection is encouraged and guided by the teacher during some activities. Student reflection and self-assessment are sometimes included in learning activities. | Student reflection and self-assessment are included in learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers. | Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers. | |
| | P5.6   F5.6 | P5.6   F5.6 | P5.6   F5.6 | P5.6   F5.6 | P5.6   F5.6 |
| **5.6 Using available technologies to assist in assessment, analysis, and communication of student learning** | The teacher does not use available technologies to assist in assessment, analysis, and communication of student learning. | The teacher is developing a use of available technologies to assist in assessment, analysis, and communication of student learning but is not consistent. | Teacher regularly uses available technologies to assist in assessment, analysis, or communication of student learning. | Teacher uses a variety of available technologies to assist in assessment, analysis, and communication of student learning. | |
| | P5.7   F5.7 | P5.7   F5.7 | P5.7   F5.7 | P5.7   F5.7 | P5.7   F5.7 |
| **5.7 Using assessment information to share timely and comprehensible feedback with students and their families** | The teacher provides some information about student learning, to students, families and support personnel, but the information is incomplete, unclear or untimely. | The teacher provides timely information about student learning to students, families and support personnel to promote understanding and academic progress. | The teacher regularly exchanges information about student learning with students, families and support personnel in a timely manner, and in ways that improve understanding and encourage academic progress. | Teacher includes students in the exchange of information about their learning with families and support personnel in ways that improve understanding, are timely, and encourage academic progress. | |

**T4 (2005)** *(amended/updated to new CSTP language 10/13/15)*        **[ERUSD - CSTP RUBRIC]**

# EL RANCHO UNIFIED SCHOOL DISTRICT RUBRIC SUPPORTING THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

| Standard 6 | ~ DEVELOPING AS A PROFESSIONAL EDUCATOR ~ | | | | |
|---|---|---|---|---|---|
| **ELEMENT** | **1. PRACTICE NOT CONSISTENT** | **2. PRACTICE DEVELOPING** | **3. PRACTICE CONSISTENT** | **4. PRACTICE DISTINGUISHED** | **Notes for (Teacher Name)** |
| | P6.1   F6.1 | P6.1   F6.1 | P6.1   F6.1 | P6.1   F6.1 | P6.1   F6.1 |
| **6.1 Reflecting on teaching practice is support of student learning** | The teacher may reflect on specific problems or areas of concern in his or her teaching practice; reflection to assess growth over time or to plan professional development is not evident. | The teacher reflects on areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and uses reflection to plan professional development. | The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and uses reflection to plan and participate in the professional community. | The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, and asses growth over time. The teacher plans, participates and applies professional development based on reflection. | |
| | P6.2   F6.2 | P6.2   F6.2 | P6.2   F6.2 | P6.2   F6.2 | P6.2   F6.2 |
| **6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development** | Professional goals are not established to guide practice. The teacher fails to pursue opportunities to develop new knowledge or skills, or to participate in the professional community. | Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills but does not contribute to professional community. | Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community. | Professional goals are on going and the teacher actively seeks opportunities to expand knowledge and skills, and participates in and contributes to the professional community. | |
| | P6.3   F6.3 | P6.3   F6.3 | P6.3   F6.3 | P6.3   F6.3 | P6.3   F6.3 |
| **6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning** | The teacher has limited understanding of the importance of district and community resources or how to access them to provide learning experiences for students or to promote collaboration with the school. | The teacher understands the importance of the district and community resources but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school. | The teacher values district and community resources and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community. | The teacher values the district and community resources and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community. | |
| | P6.4   F6.4 | P6.4   F6.4 | P6.4   F6.4 | P6.4   F6.4 | P6.4   F6.4 |
| **6.4 Working with families to support student learning** | The teacher has limited communication with families, and fails to provide opportunities for participation in the classroom or school community. | The teacher initiates communication with students and families, works to develop an understanding of their diverse backgrounds, and may provide limited opportunities for families to participate in the classroom or school community. | The teacher acknowledges students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community. | The teacher acknowledges students and their diverse backgrounds, maintains ongoing positive interactions with their families, and provides multiple opportunities for meaningful participation of families in the classroom or school community. | |
| | P6.5   F6.5 | P6.5   F6.5 | P6.5   F6.5 | P6.5   F6.5 | P6.5   F6.5 |
| **6.5 Engaging local communities in support of the instructional program** | The teacher fails to engage in professional dialogue with colleagues, to seek out other staff to meet student needs, or to participate in school or district events or learning activities. | The teacher engages in professional dialogue with some colleagues to help meet students' needs, and participates in some school-wide events. | The teacher engages in professional dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events. | The teacher engages in professional dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making, events, and professional development. | |
| | P6.6   F6.6 | P6.6   F6.6 | P6.6   F6.6 | P6.6   F6.6 | P6.6   F6.6 |
| **6.6 Managing professional responsibilities to maintain motivation and commitment to all students** | The teacher does not meet basic professional expectations to follow procedures or participate in required teacher activities. | The teacher participates in required teacher activities, meets basic expectations, and follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations. | The teacher participates in school-wide activities, follows policies and procedures, meets professional expectations including accurate reflection of student progress, and actively supports school expectations for students and staff. | The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs. | |
| | P6.7   F6.7 | P6.7   F6.7 | P6.7   F6.7 | P6.7   F6.7 | P6.7   F6.7 |
| **6.7 Demonstrating professional responsibility, integrity, and ethical conduct** | The teacher does not demonstrate professional responsibility, integrity, and ethical conduct. | The teacher at times demonstrates professional responsibility, integrity, and ethical conduct. | The teacher regularly demonstrates professional responsibility, integrity, and ethical conduct. | The teacher is well known by colleagues and community members for demonstrating professional responsibility, integrity, and ethical conduct. | |