

## Standard I

### *Engaging and supporting all students in learning.*

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Connecting students' prior knowledge, life experience, and interests with learning goals.</b>	<ul style="list-style-type: none"> <li>Does not connect what students know with new materials</li> <li>Does not connect classroom learning to life experiences, linguistic skills, and cultural understandings</li> <li>Fails to design lesson plans or units to capture student attention and interest</li> <li>Does not modify or adjust teaching based on students' interests and questions</li> </ul>	<ul style="list-style-type: none"> <li>Makes limited connections between what students already know and the new materials</li> <li>Makes some attempts to connect classroom learning to life experiences, linguistic skills, and cultural understandings</li> <li>Occasionally designs lesson plans or units to capture student attention and interest</li> <li>Makes limited modifications and adjustments to teaching based on students' interests and questions</li> </ul>	<ul style="list-style-type: none"> <li>Helps students to see the connections between what they already know and the new material</li> <li>Helps students to connect classroom learning to their life experiences, linguistic skills, and cultural understandings</li> <li>Plans lessons or units to capture student attention and interest</li> <li>Modifies and adjusts teaching based on students' interests and questions</li> </ul>	
<b>Element 2: Using a variety of instructional strategies and resources to respond to students' diverse needs.</b>	<ul style="list-style-type: none"> <li>Does not engage students in a variety of learning experiences that accommodate the different ways that they learn</li> <li>Does not use a variety of strategies to introduce, explain, and restate subject matter concepts and process so that students understand and are actively engaged</li> <li>Does not choose strategies that make the complexity and depth of subject matter understandable to most students</li> <li>Does not modify materials and resources to support each student's fullest participation</li> </ul>	<ul style="list-style-type: none"> <li>Engages some students in a variety of learning experiences that accommodate the different ways they learn</li> <li>Uses few strategies to introduce, explain, and restate subject matter concepts and process so that students understand and are actively engaged</li> <li>Occasionally chooses strategies that make the complexity and depth of subject matter understandable to all students</li> <li>Modifies a limited amount of materials and resources to support students' fullest participation</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in a variety of learning experiences that accommodate the different ways they learn</li> <li>Uses a variety of strategies to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged</li> <li>Chooses strategies that make the complexity and depth of subject matter understandable to all students</li> <li>Modifies materials and resources to support each student's fullest participation</li> </ul>	
<b>Element 3: Facilitating learning experiences that promote autonomy, interaction, and choice.</b>	<ul style="list-style-type: none"> <li>Classroom environment is not used to provide opportunities for independent and collaborative learning</li> <li>Participation in and promotion of positive interactions between all students limited</li> <li>Student decisions about managing learning, time, and materials are not supported and monitored</li> </ul>	<ul style="list-style-type: none"> <li>Some use of the classroom environment to provide opportunities for independent and collaborative learning</li> <li>Some participation in and promotion of positive interactions between all students</li> <li>Inconsistent support on an monitoring of student decisions about managing learning, time, and materials</li> </ul>	<ul style="list-style-type: none"> <li>Uses the classroom environment to provide opportunities for independent and collaborative learning</li> <li>Participates in and promote positive interactions between all students</li> <li>Supports and monitor student decisions about managing learning, time, and materials</li> </ul>	
<b>Element 4: Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.</b>	<ul style="list-style-type: none"> <li>Does not engage students in problem solving nor encourage them to use multiple approaches and solutions</li> <li>Encourages few students to ask critical questions nor to consider diverse perspectives about subject matter</li> <li>Does not give students help to analyze and draw valid conclusions about content being learned</li> </ul>	<ul style="list-style-type: none"> <li>Minimally engages all students in problem solving activities and encourages some approaches and solutions</li> <li>Encourages some students to ask critical questions and to occasionally consider diverse perspectives about subject matter</li> <li>At times helps students help to analyze and draw valid conclusions about content being learned</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in problem solving activities and encourage multiple approaches and solutions</li> <li>Encourages all students to ask critical questions and consider diverse perspectives about subject matter</li> <li>Helps all students to analyze and draw valid conclusions about content being learned</li> </ul>	
<b>Element 5: Promoting self-directed, reflective learning for all students.</b>	<ul style="list-style-type: none"> <li>Does not motivate students to initiate their own learning nor to strive for challenging learning goals</li> <li>Does not engage students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers</li> <li>Rarely helps students to develop and use strategies to access knowledge and information</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently motivates students to initiate their own learning nor to strive for challenging learning goals</li> <li>Generally engages students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers</li> <li>Occasionally helps students develop and use strategies to access knowledge and information</li> </ul>	<ul style="list-style-type: none"> <li>Motivates all students to initiate their own learning and strive for challenging learning goals</li> <li>Engages all students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers</li> <li>Consistently helps students develop and use strategies to access knowledge and information</li> </ul>	

‡ "All," in this context, means the student subgroups found in a classroom, i.e., GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

## Standard II

### *Creating and maintaining effective environments for student learning.*

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Creating a physical environment that engages all students.</b>	<ul style="list-style-type: none"> <li>• Uses seating arrangement without regard to learning activities, student interaction or well being of students</li> <li>• Does not make materials, supplies, and technology accessible to students</li> <li>• Structures room with no attention to physical and emotional well-being of students and staff</li> <li>• Displays outdated student work or it's not in evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses seating arrangement to accommodate some individual and group work</li> <li>• Makes materials, supplies, and technology available to students</li> <li>• Structures room to meet safety code but not emotional well-being of students and staff</li> <li>• Displays some student work</li> </ul>	<ul style="list-style-type: none"> <li>• Uses seating arrangement to allow for collaborative as well as individual work</li> <li>• Makes materials, supplies, and appropriate technology readily accessible for all students</li> <li>• Structures room to promote physical and emotional well-being of students and staff</li> <li>• Displays current student work</li> </ul>	
<b>Element 2: Establishing a climate that promotes fairness and respect.</b>	<ul style="list-style-type: none"> <li>• Does not model fairness, equity, caring, and respect in the classroom</li> <li>• Is unaware of impolite and disrespectful behavior</li> <li>• Allows inappropriate attitudes and behaviors among students</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently models fairness, equality, caring and respect</li> <li>• Recognizes polite and respectful student interaction</li> <li>• Responds to inappropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Models and promotes fairness, equity, caring, and respect in the classroom</li> <li>• Promotes and expects polite and respectful student interaction</li> <li>• Understands and responds to inappropriate behaviors in a fair, equitable way</li> </ul>	
<b>Element 3: Promoting social development and group responsibility.</b>	<ul style="list-style-type: none"> <li>• Recognizes student diversity but does not promote acceptance or respect</li> <li>• Allows little communication and collaboration</li> <li>• Group structures are not in evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view</li> <li>• Allows communication and some collaboration</li> <li>• Uses group activities in limited ways</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view</li> <li>• Facilitates communication and collaboration</li> <li>• Provides effective group structures with opportunities to assume varied roles</li> </ul>	
<b>Element 4: Establishing and maintaining standards for student behavior.</b>	<ul style="list-style-type: none"> <li>• Does not establish and maintain appropriate guidelines for student behavior</li> <li>• Discourages students from participating in classroom decision making</li> <li>• Does not make families aware of standards for student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes guidelines for student behavior but inconsistently maintains them</li> <li>• Occasionally involves students in classroom decision making, problem solving, and conflict resolution</li> <li>• Informs families concerning guidelines for student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains appropriate guidelines for student behavior</li> <li>• Involves students in classroom decision making, problem solving, and conflict resolution</li> <li>• Involves families in maintaining guidelines for student behavior</li> </ul>	
<b>Element 5: Planning and implementing classroom procedures and routines that support student learning.</b>	<ul style="list-style-type: none"> <li>• Does not develop, communicate, or maintain daily schedule, timelines, classroom routines, and classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules</li> </ul>	
<b>Element 6: Using instructional time effectively.</b>	<ul style="list-style-type: none"> <li>• Uses instructional time ineffectively</li> <li>• Is ineffective in use of pacing and transition time</li> <li>• Does not have materials prepared in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Engages some students through pacing and adjustment of instructional time</li> <li>• Is inconsistently effective in use of transition time</li> <li>• Inconsistently prepares materials in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students in learning through pacing, adjustment of instructional time, and redirection</li> <li>• Implements smooth transitions</li> <li>• Prepares materials in a timely fashion</li> </ul>	

### Standard III

#### *Understanding and organizing subject matter for student learning.*

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Demonstrating knowledge of subject matter content and student development.</b>	<ul style="list-style-type: none"> <li>Makes no attempt to keep subject matter knowledge current and sufficient to support student learning</li> <li>Rarely ensures that knowledge of the subject matter incorporates different perspectives</li> <li>Lacks understanding of students' social, emotional and physical development as it relates to subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Some effort to keep subject matter knowledge current and sufficient to support student learning</li> <li>Inconsistently ensures that knowledge of the subject matter incorporates different perspectives</li> <li>Has limited understanding of students' social, emotional and physical development as it relates to subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Continues to keep subject matter knowledge current and sufficient to support student learning</li> <li>Ensures that knowledge of the subject matter incorporates different perspectives</li> <li>Understands students' social, emotional and physical development as it relates to subject matter</li> </ul>	
<b>Element 2: Organizing curriculum to support student understanding of subject matter.</b>	<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of student development and subject matter to organize and sequence the curriculum</li> <li>Organizes subject matter ineffectively to value diverse perspectives</li> <li>Rarely incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some evidence of knowledge of student development and subject matter to organize and sequence the curriculum</li> <li>Inconsistently organizes subject matter effectively to value diverse perspectives</li> <li>Incorporates some subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of student development and subject matter to organize and sequence the curriculum</li> <li>Organizes subject matter effectively to value diverse perspectives</li> <li>Incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter</li> </ul>	
<b>Element 3: Interrelating ideas and information within and across subject matter areas.</b>	<ul style="list-style-type: none"> <li>Helps few students to relate subject matter concepts to previous learning and their own lives</li> <li>Helps few students to see the relationships and connections across subject matter areas and to solve problems</li> <li>Rarely implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas</li> </ul>	<ul style="list-style-type: none"> <li>Helps some students to relate subject matter concepts to previous learning and their own lives</li> <li>Helps some students to see the relationships and connections across subject matter areas and to solve problems</li> <li>Inconsistently implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas</li> </ul>	<ul style="list-style-type: none"> <li>Helps all students to relate subject matter concepts to previous learning and their own lives</li> <li>Helps all students to see the relationships and connections across subject matter areas and to solve problems</li> <li>Implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas</li> </ul>	
<b>Element 4: Developing student understanding through instructional strategies that are appropriate to the subject matter.</b>	<ul style="list-style-type: none"> <li>Rarely uses knowledge of subject matter to help students construct their own knowledge</li> <li>Does not support students to think critically in each subject area</li> <li>Does not build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them</li> <li>Does not use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses knowledge of subject matter to help students construct their own knowledge</li> <li>Encourages some students to think critically in each subject area</li> <li>Inconsistently builds on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them</li> <li>Uses a limited variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of subject matter to help students construct their own knowledge</li> <li>Challenges all students to think critically in each subject area</li> <li>Builds on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them</li> <li>Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas</li> </ul>	
<b>Element 5: Using materials, resources, and technologies to make subject matter accessible to students.</b>	<ul style="list-style-type: none"> <li>Does not use instructional materials and resources that include technologies that promote students' understanding of subject matter and reflect diversity of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Infrequently selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom</li> </ul>	

## Standard IV

### *Planning instruction and designing learning experiences for all students.*

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Drawing on and valuing students' backgrounds, interests, and developmental learning needs.</b>	<ul style="list-style-type: none"> <li>Inadequately supports students' knowledge and experience in curriculum and instructional planning</li> <li>Neglects to incorporate student diversity as an integral part of planning</li> <li>Does not design lessons that promote subject matter knowledge for all students</li> <li>Demonstrates little knowledge about cognitive and linguistic development to plan instruction that supports student learning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently incorporates students' knowledge and experience in curriculum and instructional planning</li> <li>Minimally incorporates student diversity as an integral part of planning</li> <li>Inconsistently designs lessons that promote subject matter knowledge for all students</li> <li>Demonstrates some knowledge about cognitive and linguistic development to plan instruction that supports student learning</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates students' knowledge and experience in curriculum and instructional planning</li> <li>Recognizes and incorporates student diversity as an integral part of planning</li> <li>Designs lessons that promote subject matter knowledge for all students</li> <li>Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning</li> </ul>	
<b>Element 2: Establishing and articulating goals for student learning.</b>	<ul style="list-style-type: none"> <li>Rarely establishes short term and long term goals for student learning</li> <li>Does not use instructional activities that are related to learning goals</li> <li>Does not establish high expectations for learning</li> <li>Inadequately designs instructional activities so that all students participate in setting and achieving learning goals</li> <li>Does not set goals for student learning promote critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently establishes short term and long term goals for student learning</li> <li>Inconsistently uses instructional activities that are related to learning goals</li> <li>Seldom establishes high expectations for learning</li> <li>Minimally designs instructional activities so that all students participate in setting and achieving learning goals</li> <li>Inconsistently sets goals for student learning to promote critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Establishes short term and long term goals for student learning</li> <li>Ensures that each instructional activity is related to learning goals</li> <li>Establishes high expectations for learning</li> <li>Designs instructional activities so that all students participate in setting and achieving learning goals</li> <li>Ensures that goals for student learning promote critical thinking and problem solving</li> </ul>	
<b>Element 3: Developing and sequencing instructional activities and materials for student learning.</b>	<ul style="list-style-type: none"> <li>Inadequately uses formal and informal student assessment in long and short term planning</li> <li>Does not plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs</li> <li>Does not select and sequence instruction to promote understanding for all students</li> <li>Neglects to choose and adapt instructional materials to make subject matter relevant to students' experience and interests</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses formal and informal student assessment in long and short term planning</li> <li>Minimally plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs</li> <li>Rarely selects and sequences instruction to promote understanding for all students</li> <li>Inconsistently chooses and adapts instructional materials to make subject matter relevant to students' experience and interests</li> </ul>	<ul style="list-style-type: none"> <li>Uses formal and informal student assessment in long and short term planning</li> <li>Plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs</li> <li>Selects and sequences instruction to promote understanding for all students</li> <li>Chooses and adapts instructional materials to make subject matter relevant to students' experience and interests</li> </ul>	
<b>Element 4: Designing short-term and long-term plans to foster student learning.</b>	<ul style="list-style-type: none"> <li>Rarely develops long and short term plans that build on and extend students' understanding of subject matter</li> <li>Ineffectively organizes curriculum to allow enough time for student learning, review, and assessment</li> <li>Demonstrates little knowledge of subject matter and students to plan and pace instructional activities over time</li> <li>Does not plan to ensure access to challenging, diverse, academic content for all students</li> <li>Neglects to provide opportunities for all students to learn at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently develops long and short term plans that build on and extend students' understanding of subject matter</li> <li>Rarely organizes curriculum to allow enough time for student learning, review, and assessment</li> <li>Demonstrates some knowledge of subject matter and students to plan and pace instructional activities over time</li> <li>Minimally plans to ensure access to challenging, diverse, academic content for all students</li> <li>Provides few opportunities for students to learn at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>Develops long and short term plans that build on and extend students' understanding of subject matter</li> <li>Organizes curriculum to allow enough time for student learning, review, and assessment</li> <li>Uses knowledge of subject matter and students to plan and pace instructional activities over time</li> <li>Plans to ensure access to challenging, diverse, academic content for all students</li> <li>Provides opportunities for all students to learn at their own pace</li> </ul>	
<b>Element 5: Modifying instructional plans to adjust for student needs.</b>	<ul style="list-style-type: none"> <li>Does not revise plans based on formal and informal student assessment</li> <li>Does not modify plans to ensure opportunities for all students to learn and synthesize information</li> <li>Does not reflect on teaching to refine long and short term planning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently revises plans based on formal and informal student assessment</li> <li>Minimally revises plans to ensure opportunities for all students to learn and synthesize information</li> <li>Inconsistently reflects on teaching to refine long and short term planning</li> </ul>	<ul style="list-style-type: none"> <li>Revises plans based on formal and informal student assessment</li> <li>Modifies plans to ensure opportunities for all students to learn and synthesize information</li> <li>Reflects on teaching to refine long and short term planning</li> </ul>	

## Standard V

### *Assessing student learning.*

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Establishing and communicating learning goals for all students.</b>	<ul style="list-style-type: none"> <li>Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications</li> <li>Students are unaware of learning goals</li> <li>Does not use grading system that reflects goals for student learning</li> <li>Does not work with other educators</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses adopted materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications</li> <li>Some students are aware of learning goals</li> <li>May use grading system that may reflect goals for students learning</li> <li>Minimally works with other educators to establish and revise learning goals and assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications</li> <li>Reviews and revises learning goals with every student</li> <li>Ensures that grading system reflects goals for students learning</li> <li>Works with other educators to establish and revise learning goals and assessment tools that promote student learning</li> </ul>	
<b>Element 2: Collecting and using multiple sources of information to assess student learning.</b>	<ul style="list-style-type: none"> <li>Rarely assesses student learning</li> <li>Bases student evaluation on inadequate sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assesses student learning using tools that match instructional goals</li> <li>Bases some student evaluation on multiple sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Assesses student learning using tools that match instructional goals</li> <li>Bases student evaluation on multiple sources of information</li> </ul>	
<b>Element 3: Involving and guiding all students in assessing their own learning.</b>	<ul style="list-style-type: none"> <li>Neglects to make assessment integral to the learning process</li> <li>Does not help students reflect upon, assess, and communicate with others about their learning</li> <li>Does not help students use assessment to monitor their own learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently makes assessment integral to the learning process</li> <li>Minimally helps students reflect upon, assess, and communicate with others about their learning</li> <li>Inconsistently helps students to use assessment to monitor their own learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Makes assessment integral to the learning process</li> <li>Helps students reflect upon, assess, and communicate with others about their learning</li> <li>Helps all students to use assessment to monitor their own learning goals</li> </ul>	
<b>Element 4: Using the results of assessments to guide instruction.</b>	<ul style="list-style-type: none"> <li>Does not use informal assessments of student learning to adjust instruction while teaching</li> <li>Does not use assessment data to plan, re-teach or adjust to students' individual needs</li> <li>Does not revisit content</li> <li>Does not use assessment data to meet students' individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Minimally uses informal assessments of student learning to adjust instruction while teaching</li> <li>Occasionally uses assessment data to plan effective ways of teaching subject matter concepts and skills</li> <li>Occasionally uses assessment information to determine when and how to revisit content</li> <li>Occasionally uses assessment data to meet students' individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal assessments of student learning to adjust instruction while teaching</li> <li>Uses assessment data to plan more effective ways of teaching subject matter concepts and skills</li> <li>Uses assessment information to determine when and how to revisit content</li> <li>Uses assessment data to meet students' individual needs</li> </ul>	
<b>Element 5: Communicating with students, families, and other audiences about student progress.</b>	<ul style="list-style-type: none"> <li>Does not provide students with feedback</li> <li>Does not communicate learning goals and information about student progress to students, families, and other audiences</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides students with timely feedback</li> <li>Inconsistently communicates learning goals and information about student progress to students, families, and other audiences</li> </ul>	<ul style="list-style-type: none"> <li>Provides all students with timely feedback as they engage in learning activities</li> <li>Communicates learning goals and information about student progress to students, families, and other audiences</li> </ul>	

## Standard VI

### *Developing as a professional educator.*

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>Element 1: Reflecting on teaching practice and planning professional development.</b>	<ul style="list-style-type: none"> <li>Minimally assesses professional growth over time</li> <li>Minimally reflects on instructional practices</li> <li>Formulates professional development plans with minimal reflection and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Assesses professional growth over time in limited fashion</li> <li>Inconsistently reflects on instructional practice to improve student learning</li> <li>Formulates professional development plans that are based on inconsistent analyses</li> </ul>	<ul style="list-style-type: none"> <li>Assesses professional growth over time</li> <li>Reflects on instructional practice to improve student learning</li> <li>Formulates professional development plans that are based on reflection and analysis</li> </ul>	
<b>Element 2: Establishing professional goals and pursuing opportunities to grow professionally.</b>	<ul style="list-style-type: none"> <li>Develops superficial goals, with little thought or action in seeking out professional development activities</li> <li>Rarely uses professional literature and development opportunities to improve teaching and learning</li> <li>Rarely seeks out and refines approaches that make the curriculum accessible to every student</li> </ul>	<ul style="list-style-type: none"> <li>Develops inconsistent goals and gives little thought to professional growth activities</li> <li>Occasionally uses professional literature and development opportunities to improve teaching and learning</li> <li>Occasionally seeks out and refines approaches that make the curriculum accessible to every student</li> </ul>	<ul style="list-style-type: none"> <li>Establishes goals and seeks out opportunities for professional growth and development</li> <li>Uses professional literature and development opportunities to improve teaching and learning</li> <li>Continues to seek out and refine approaches that make the curriculum accessible to every student</li> </ul>	
<b>Element 3: Working with communities to improve professional practice.</b>	<ul style="list-style-type: none"> <li>Neglects to use the knowledge of the students' communities and cultures to improve practice</li> <li>Does not actively promote collaboration between school and community</li> <li>Seldom identifies and uses school, district, and local community resources to benefit students and their families</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses the knowledge of the students' communities and cultures to improve practice</li> <li>Minimally promotes collaboration between school and community</li> <li>May identify and use school, district, and local community resources to benefit students and their families</li> </ul>	<ul style="list-style-type: none"> <li>Uses the knowledge of the students' communities and cultures to improve practice</li> <li>Promotes collaboration between school and community</li> <li>Identifies and uses school, district, and local community resources to benefit students and their families</li> </ul>	
<b>Element 4: Working with families to improve professional practice.</b>	<ul style="list-style-type: none"> <li>Ignores families' racial, cultural, linguistic and socioeconomic backgrounds</li> <li>Rarely engages families as sources of knowledge about students' linguistic and social backgrounds</li> <li>Inadequately dialogues with all families and responds to their concerns about student progress</li> <li>Does not use available resources to communicate with all students and families</li> <li>Provides limited opportunities for all families to participate in the classroom and school community</li> </ul>	<ul style="list-style-type: none"> <li>Has some understanding of families' racial, cultural, linguistic and socioeconomic backgrounds</li> <li>Occasionally engages families as sources of knowledge about students' linguistic and social backgrounds</li> <li>Inconsistently dialogues with all families and responds to their concerns about student progress</li> <li>At times, uses available resources to communicate with all students and families</li> <li>Provides few opportunities for all families to participate in the classroom and school community</li> </ul>	<ul style="list-style-type: none"> <li>Develops an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds</li> <li>Engages families as sources of knowledge about students' linguistic and social backgrounds</li> <li>Promotes dialogue with all families and responds to their concerns about student progress</li> <li>Uses available resources to communicate with all students and families</li> <li>Provides opportunities for all families to participate in the classroom and school community</li> </ul>	
<b>Element 5: Working with colleagues to improve professional practice.</b>	<ul style="list-style-type: none"> <li>Rarely collaborates with teachers, administrators, education specialists, and paraprofessionals to meet all students' learning needs</li> <li>Dialogues and reflects minimally with colleagues to improve practice</li> <li>Rarely participates in making and implementing school-wide decisions</li> <li>Seldom contributes to school-wide events and learning activities</li> <li>Does not establish and maintain professional relationships with other school staff</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally collaborates with teachers, administrators, education specialists, and paraprofessionals to meet all students' learning needs</li> <li>Dialogues in a limited fashion with colleagues to improve practice</li> <li>Occasionally participates in making and implementing school-wide decisions</li> <li>May contribute to school-wide events and learning activities</li> <li>Tries to establish and maintain professional relationships with other school staff</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with teachers, administrators, education specialists, and paraprofessionals to meet all students' learning needs</li> <li>Engages in dialogue and reflection with colleagues to improve practice</li> <li>Participates in making and implementing school-wide decisions</li> <li>Contributes to school-wide events and learning activities</li> <li>Establishes and maintains professional relationships with other school staff</li> </ul>	
<b>Element 6: Balancing professional responsibilities and maintaining motivation.</b>	<ul style="list-style-type: none"> <li>Fails to fulfill professional responsibilities</li> <li>Acts unprofessionally</li> <li>Does not stay current about professional and legal responsibilities for students' learning, behavior and safety</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to fulfill professional responsibilities</li> <li>Demonstrates inconsistent professional conduct and integrity in the classroom and school community</li> <li>Is usually current about professional and legal responsibilities for students' learning, behavior and safety</li> </ul>	<ul style="list-style-type: none"> <li>Fulfills professional responsibilities</li> <li>Demonstrates professional conduct and integrity in the classroom and school community</li> <li>Keeps current about professional and legal responsibilities for students' learning, behavior and safety</li> </ul>	