San Leandro Unified School District

Human Resources Department

Certificated Evaluation Handbook

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TABLE OF CONTENTS

REFERENCES:

NOTE: Observation and Evaluation Forms are in a Separate Shared Document.

San Leandro Unified School District
Certificated Evaluation Conference
Initial Evaluation Conference Checklist

Please review all of the following areas during your initial evaluation conference with the certificated employees you will be evaluating this school year. As you review each area, check the box on this checklist verifying that you have covered the topic. All page numbers refer to pages in the Certificated Teacher Evaluation Handbook.

Once you have completed the conference, please do the following: 1) sign this form; 2) attach a copy of the Initial Evaluation Conference sign in sheet; and 3) send the form to the Human Resources Department.

Areas to Review with Certificated Employees:

☐   Purpose of Evaluation System -   -   -   -   pg. 2

☐   Timelines   -   -   -   -   -   -   -   pg. 4

☐   Observation Process   -   -   -   -   -   pg. 7

☐   Interim and Final Evaluations   -   -   -   pg. 9

☐   Evaluation Article 12   -   -   -   -   -   pg. 14

☐   California Standards for the Teaching Profession -   pg. 26

☐   Evaluation Forms – In Separate Shared Document

School:_____   Date of Meeting:_____

Signature of Principal:_____   Date:_____

Please attach the Initial Evaluation Conference sign in sheet and send this checklist to the Human Resources Department.

PURPOSE OF THE EVALUATION SYSTEM

Purpose of the Evaluation System

The purpose of the evaluation system is described in Article XII, Sections A and B of the agreement between the SLTA and the SLUSD. Sections A states:

The intent, the spirit and the purpose of this evaluation system is to promote individual staff growth and renewal. As a result of this growth, it is hoped the students of the San Leandro Unified School District will enjoy a more effective, relevant educational program.

The District is committed to providing certificated personnel with the tools, information and services identified as necessary to effectively implement the evaluation system."

Section B of this Article adds that the purpose of the system is to evaluate and assess certificated employee competency as it reasonably relates to the California Standards for the Teaching Profession.

The objectives of the evaluation process are described in Section D of Article XII and are as follows:

1. To emphasize evaluation as improvement of instruction.

2. To improve the quality of learning for each student.

3. To aid in the growth and development of the school program.

4. To promote skills in assessing students, and achieving goals.

5. To promote self-evaluation.

6. To strengthen and clarify roles and responsibilities.

7. To support the teacher in his/her assignment.

8. To improve job satisfaction.

TIMELINES

San Leandro Unified School District
Certificated Evaluation Timelines

STEP 1	**By October 1:** Notify Evaluatee in Writing of His/Her Evaluator by October 1.
STEP 2	**By October 15:** Meet with All Evaluatees to Review Evaluation Process (See Pg. 1)
STEP 3	Conduct Pre-Observation Conference
STEP 4	Conduct Formal Observations (Minimum of One)

STEP 5	**UNSATISFACTORY** If in danger of receiving an Unsatisfactory Evaluation: **By January 25** 1. Conduct and Interim Evaluation 2. Complete Written Improvement Plan	**SATISFACTORY** If not in danger of receiving an Unsatisfactory Evaluation: 1. Conduct One More Observation 2. Proceed to Step #7

STEP 6	If Evaluatee Had an Interim Evaluation, Conduct Two(2) Additional Formal Observations
STEP 7	Complete Formal Written Evaluation 30 Working Days Prior to the Last Day of School. Final Evaluation Conference Must be Completed One Month Prior to the Last Day of School.
STEP 8	If the permanent evaluatee receives an unsatisfactory evaluation, the evaluatee must be notified that he/she will be re-evaluated on the final evaluation. The evaluatee will be evaluated annually until the employee achieves a satisfactory evaluation or is separated from the district.
STEP 9	**By June 1:** Submit Final Evaluations to the Human Resources Department.

ACTION	Temporary or Prob 1 Bargaining Unit Member	Prob 2 Bargaining Unit Member	Permanent Bargaining Unit Member	Fall Semester (Jobshare, LOA)	Spring Semester for Permanent Employee (Jobshare, LOA, or new hires))	Spring Semester for Temp, Prob 1 or 2 Employee (Jobshare, LOA,or new hires)
Notification of his/her Evaluator	October 1	October 1	October 1	October 1	February 20	10 school day of 2nd semester
Review evaluation process and establish time line for observations	October 15	October 15	October 15	October 15	March 1	20th school day of 2nd semester
Notification of Interim Evaluation, with written reasons	January 25	January 25	January 25	N/A	N/A	N/A
Interim Evaluation Meeting	January 25	January 25	January 25	N/A	N/A	N/A
Notice of re-evaluation (permanent) or release (others)	30 working days before the last day of school	March 15	30 working days before the last day of school	January 20	30 working days before the last day of school	30 working days before the last day (March 15th for Prob 2)
Final Written Evaluation to Evaluatee	30 working days before the last day of school	30 working days before the last day of school	30 working days before the last day of school	January 20	30 working days before the last day of school	30 working days before the last day of school
Final Evaluation Meeting	One month prior to the last school day	One month prior to the last school day	One month prior to the last school day	January 27	One month prior to the last school day	One month prior to the last school day
Final Evaluation to Superintendent	June 1	June 1	June 1	February 1	June 1	June 1

OBSERVATION PROCESS

Observation Process

The observation process is described in Article XII, Sections G,2,b, of the agreement between the SLTA and the SLUSD. This section states:

During the course of the evaluation year, two to five formal classroom observations will occur. The observation process will include the following:

a. Pre-observation Conference

   (i) Occurs for each observation at least 3 days prior to observation, or otherwise by written mutual agreement.

   (ii) Discusses the lesson to be observed

   (iii) Sets a mutually agreed upon time for observation

b. Observation

   (i) Will last at least 30 minutes.

   (ii) Includes a written summary of the lesson taken by evaluator using the Observation form and rating each element.

c. Post Observation Conference

   (i) Will occur within 7 working days after the observation, or otherwise by written mutual agreement.

   (ii) Evaluator and evaluatee discuss the lesson observed using the Observation Form and element ratings in relation to the CFASST rubric.

   (iii) If there is a need, as described in Section C, the evaluatee will be informed that an interim evaluation will be conducted including in writing the reasons for the interim evaluation. This notification will occur no later than the last full working day of December and may be made a part of the Observation Form. Moreover, the listing of reasons shall not limit the scope of the interim or final evaluation.

INTERIM AND FINAL EVALUATIONS

Interim and Final Evaluations

The interim and final evaluation process is described in Article XII, Sections G,3-4, of the agreement between the SLTA and the SLUSD. This section states:

Interim Evaluation

a. All Bargaining Unit Members at risk of receiving an unsatisfactory evaluation shall participate in an Interim Evaluation. The Interim Evaluation Conference must be held no later than January 25.

b. If a Bargaining Unit Member is deemed at risk of receiving an unsatisfactory evaluation, the following process is as follows:

(i) Standards that are deemed as potentially unsatisfactory must be identified in writing and discussed.

(ii) A written Improvement Plan with a timeline shall be developed, including identification of support tools. The evaluator and the evaluatee shall mutually agree upon the plan. However, absent agreement, final approval of a reasonable plan shall be the responsibility of the evaluator. Any reasonably necessary and available resources shall be provided to the bargaining unit member by the district.

(iii) All documentation at the Interim Conference shall be kept on site and is only sent to the personnel file if the teacher receives a final unsatisfactory evaluation.

(iv) Bargaining Unit Members at risk of receiving an unsatisfactory final evaluation shall be observed at least twice more between the Interim Evaluation and the Final Evaluation.

Final Evaluation Phase

a. A final meeting to discuss the evaluation will occur at least one calendar month prior to the final school day.

b. When the evaluation process has been completed, the following forms will become part of the employee's permanent record:

(i) The Evaluation Form for Permanent Employees.

(ii) Observation and Evaluation forms for non-permanent Employees.

10

(iii) Observation, interim and final evaluation forms for employees receiving unsatisfactory evaluations.

d. If the permanent evaluatee receives an unsatisfactory evaluation, the evaluator will conduct a re-evaluation annually until the employee achieves a satisfactory evaluation or is separated from the district, and the evaluatee shall be referred to PAR as outlined in the PAR side letter, should PAR be funded. There shall be a maximum of five formal observations during the re-evaluation in the subsequent year(s).

d. Notification of such re-evaluation will be made in writing no later than thirty (30) days prior to the last school day scheduled. Reasons for such re-evaluation caused by the evaluatee may be, but are not limited to, any of the following:

(i) Failure to meet deadlines with the exception of a an emergency

(ii) Failure to follow evaluation guidelines

(iii) In order to receive an overall unsatisfactory evaluation, a teacher must receive a minimum of three (3) unsatisfactory rating in the six (6) California Standards for the Teaching Profession.

e. The written notification will include an Improvement Plan with a timeline which addresses the area(s) of unsatisfactory performance. The area(s) will be central to the re-evaluation.

f. Any evaluation containing an unsatisfactory rating shall include the requirement that the certificated employee participate in the PAR program, if funded. A PAR assistance plan will be designed by the Joint Committee with input from the certificated employee to improve appropriate areas of the employee's performance and further pupil achievement and the instructional objectives of the District.

g. If PAR is not funded, a written improvement plan with a timeline shall be developed, including identification of support tools. The evaluator and the evaluatee shall mutually agree upon the plan. However, absent agreement, final approval of a reasonable plan shall be the responsibility of the evaluator. Any reasonably necessary and available resources shall be provided to the bargaining unit member by the district.

h.   All information of a derogatory nature that could be used in evaluating a Unit Member's performance shall not be entered or filed in the personnel files of the Unit Member unless and until the Unit Member is given written notice and an opportunity to review and comment thereon within 15 working days. A Unit Member shall have the right to enter and have attached to any such derogatory statement his/her own comments thereon. The person who writes such information shall sign and date it. No such derogatory information shall be filed if it contains undocumented or unsubstantiated information.

i.   A Unit Member shall be permitted to examine and/or obtain copies of evaluation materials in his/her personnel file. With the written authorization of the teacher, a copy of evaluation materials will be provided to a person of the Unit Member's choice.

REFERENCES

Article XII: Evaluation

ARTICLE XII– EVALUATION

SLTA and SLUSD will form an evaluation committee with a maximum of six members, half from SLTA and half from the District, to make recommendations of possible changes to the evaluation article. SLTA committee members shall be chosen by the SLTA President.

A. **PREAMBLE TO THE SAN LEANDRO EVALUATION SYSTEM**

The intent, the spirit and the purpose of this evaluation system is to promote individual staff growth and renewal. As a result of this growth, it is hoped the students of the San Leandro Unified School District will enjoy a more effective, relevant educational program.

The District is committed to providing certificated personnel with the tools, information and services identified as necessary to effectively implement the evaluation system.

B. **PURPOSE OF THE EVALUATION SYSTEM**

To evaluate and assess certificated employee competency as it reasonably relates to:

1. **The California Standards for the Teaching Profession**

   a. Engaging and Supporting All Students in Learning

   b. Creating and Maintaining Effective Environments for Student Learning

   c. Understanding and Organizing Subject Matter for Student Learning

   d. Planning Instruction and Designing Learning Experiences for All Students

   e. Assessing Student Learning

   f. Developing as a Professional Educator

2. **Required Duties and Responsibilities:**

   a. The teacher communicates effectively, verbally and in writing.

   b. The teacher keeps appropriate records, makes reports as required, and meets required deadlines.

15

c. The teacher assists in the supervision of classified staff, e.g., Instructional Assistants.

d. The teacher participates in appropriate in-service activities, meetings and staff conferences.

e. The teacher holds parent conferences when required, requested or appropriate.

f. The teacher participates effectively in Student Study or IEP Teams, as required.

g. The teacher is available and responsive in dealing with staff and parent requests and concerns.

C. DEFINITIONS

1. Evaluatee: Any certificated employee designated as a unit member.

2. Evaluator: Any administrator who meets certificated staff evaluation policy requirements as established by the Board of Education.

3. State Curriculum Standards: Standards of expected pupil achievement at each grade level as identified by expectations, curriculum or course outlines.

4. Element Ratings: A rating for each element of the Standards for the Teaching Profession used on the observation and evaluation forms, using the California Formative Assessment and Support System for Teachers (CFASST) rubric.

> M = Meets or exceeds Standards: the SLTA bargaining unit member demonstrates consistent use of CSTP or demonstrates experienced practice that exemplifies the standard.
> A = Approaching Standards: the SLTA bargaining unit member demonstrates developing practice of the CSTP.
>
> D = Does Not Meet Standards: the SLTA bargaining unit member demonstrates practice that is not consistent with standard expectations
>
> N = No Evidence of Standards: this rating is only to be used on an observation form, not on an interim or final evaluation, when there is no evidence of the standard being applied
>
> N/A = Not applicable to this position: generally used if the SLTA bargaining unit member is not teaching in a regular classroom setting.

5. The CFAAST rubric is intended to be used as a guide to facilitate professional growth and consistency.

6. Overall Standard Rating: Satisfactory or Unsatisfactory. This is only to be used on the interim or final evaluation form.

7. Unsatisfactory Evaluation Rating: This is only to be used on the interim or final evaluation form, and can only be given if three or more of the Standards are rated unsatisfactory.

8. Five Year Evaluation Cycle: Qualification for this cycle requires permanent status, completion of at least 10 years in the district, being currently rated highly qualified as defined in federal law (20 U.S.C. Sec. 7801), having previous evaluations rated as meeting or exceeding standards, and the agreement of the evaluator and the certificated employee (which can be withdrawn during the five year evaluation cycle). It is intended that participation in the five year evaluation cycle will be established and maintained as provided for in the Education Code (the terms of which have been summarized above).

D. <u>OBJECTIVES OF EVALUATION PROCESS</u>

1. To emphasize evaluation as improvement of instruction.

2. To improve the quality of learning for each student.

3. To aid in the growth and development of the school program.

4. To promote skills in assessing students, and achieving goals.

5. To promote self-evaluation.

6. To strengthen and clarify roles and responsibilities.

7. To support the teacher in his/her assignment.

8. To improve job satisfaction.

E. <u>RESPONSIBILITIES OF THE EVALUATEE</u>

1. To help create a personalized evaluation program and procedure that will ensure a growing experience for the evaluatee.

2. To accept evaluation as an integral part of growth and development.
3. To use the results of the evaluation in an effective and constructive manner.

4. To participate cooperatively in all aspects of the evaluation process.

F.   RESPONSIBILITIES OF THE EVALUATOR

1.   To help facilitate a personalized evaluation program and procedure that will ensure a professional growth experience for the evaluatee.

2.   To facilitate the evaluation process which follows the standard observation or the five year legislation. In the standard observation model, the evaluator will conduct two to five formal classroom observations relating to the California Standards for the Teaching Profession (CSTP) using the pre-conference, observation and post-conference format, and provide copies of completed observation forms to employee.

3.   To notify all evaluatees who are at risk of an unsatisfactory evaluation and to develop a Professional Development Improvement Plan with the evaluatee.

4.   To conduct an interim evaluation for evaluatees at risk of an unsatisfactory evaluation.

5.   To review and observe teacher's adherence to the California Standards for the Teaching Profession (CSTP).

6.   To use the results of the evaluation in an effective and constructive manner.

7.   To be objective.

8.   To ensure that all calendar dates are met.

9.   To maintain a file of all reports, materials and other data that have been gathered during the evaluation process.

10.   To provide copies of all documentation associated with the evaluation process:

      a.   Observation form
      b.   Evaluation form
      c.   CFASST rubric
      d.   Chart of evaluation timeline

G. **EVALUATION PROCEDURES**

1. **Planning Phase:**

    a. On or before October 1* in the year in which a Bargaining Unit Member is to be evaluated, the District shall notify the Unit Member of the name of the evaluator.

    b. All evaluatees will have met with their evaluators in the Initial Planning Conference on or before October 15th. The evaluator shall provide the evaluatee with an overall summary of the evaluation process and all evaluation instruments at the Initial Planning Conference. At that time, a calendar will be determined which may include a time line for classroom observations and establish other dates of importance. Initial Planning Conferences may be held individually or in groups.

2. **Evaluation Phase:**

    During the course of the evaluation year, two to five formal classroom observations will occur. The observation process will include the following:

    a. Pre-observation Conference

        (i)   Occurs for each observation at least 3 days prior to observation, or otherwise by written mutual agreement.

        (ii) Discusses the lesson to be observed

        (iii) Sets a mutually agreed upon time for observation

    b. Observation

        (i)   Will last at least 30 minutes.

        (ii) Includes a written summary of the lesson taken by evaluator using the Observation form and rating each element.

    c. Post Observation Conference

        (i)   Will occur within 7 working days after the observation, or otherwise by written mutual agreement.

        (ii) Evaluator and evaluatee discuss the lesson observed using the Observation Form and element ratings in relation to the CFASST rubric.

(iii)   If there is a need, as described in Section C, the evaluatee will be informed that an interim evaluation will be conducted including in writing the reasons for the interim evaluation. This notification will occur no later than January 25 and may be made a part of the Observation Form. Moreover, the listing of reasons shall not limit the scope of the interim or final evaluation.

3.   Interim Evaluation

a.   Effective the 2014-15 school year, if an interim evaluation is necessary, an Interim Evaluation Conference must be held no later than the 25th of January. .

b.   If a Bargaining Unit Member is deemed at risk of receiving an unsatisfactory evaluation, the following process is as follows:

(i)   Standards that are deemed as potentially unsatisfactory must be identified in writing and discussed.

(ii)   A written Improvement Plan with a timeline shall be developed, including identification of support tools. The evaluator and the evaluatee shall mutually agree upon the plan. However, absent agreement, final approval of a reasonable plan shall be the responsibility of the evaluator. Any reasonably necessary and available resources shall be provided to the bargaining unit member by the district.

(iii)   All documentation at the Interim Conference shall be kept on site and is only sent to the personnel file if the teacher receives a final unsatisfactory evaluation.

(iv)   Bargaining Unit Members at risk of receiving an unsatisfactory final evaluation shall be observed at least twice more between the Interim Evaluation and the Final Evaluation.

4.   Final Evaluation Phase

a.   A final meeting to discuss the evaluation will occur at least one calendar month prior to the final school day.

b.   When the evaluation process has been completed, the following forms will become part of the employee's permanent record:

(i)   The Evaluation Form for Permanent Employees.

(ii)   Observation and Evaluation forms for non–permanent Employees.

        (iii)   Observation, interim and final evaluation forms for employees receiving unsatisfactory evaluations.

c.   If the permanent evaluatee receives an unsatisfactory evaluation, the evaluator will conduct a re-evaluation annually until the employee achieves a satisfactory evaluation or is separated from the district, and the evaluatee shall be referred to PAR as outlined in the PAR side letter, should PAR be funded. There shall be a maximum of five formal observations during the re-evaluation in the subsequent year(s).

d.   Notification of such re-evaluation will be made in writing no later than thirty (30) days prior to the last school day scheduled. Reasons for such re-evaluation caused by the evaluatee may be, but are not limited to, any of the following:

    (i)   Failure to meet deadlines with the exception of a an emergency

    (ii)   Failure to follow evaluation guidelines

    (iii)   In order to receive an overall unsatisfactory evaluation, a teacher must receive a minimum of three (3) unsatisfactory rating in the six (6) California Standards for the Teaching Profession.

e.   The written notification will include an Improvement Plan with a timeline which addresses the area(s) of unsatisfactory performance. The area(s) will be central to the re-evaluation.

f.   Any evaluation containing an unsatisfactory rating shall include the requirement that the certificated employee participate in the PAR program, if funded. A PAR assistance plan will be designed by the Joint Committee with input from the certificated employee to improve appropriate areas of the employee's performance and further pupil achievement and the instructional objectives of the District.

g.   If PAR is not funded, a written improvement plan with a timeline shall be developed, including identification of support tools. The evaluator and the evaluatee shall mutually agree upon the plan. However, absent agreement, final approval of a reasonable plan shall be the responsibility of the evaluator. Any reasonably necessary and available resources shall be provided to the bargaining unit member by the district.

h.   All information of a derogatory nature that could be used in evaluating a Unit Member's performance shall not be entered or filed in the personnel files of the Unit Member unless and until

the Unit Member is given written notice and an opportunity to review and comment thereon within 15 working days. A Unit Member shall have the right to enter and have attached to any such derogatory statement his/her own comments thereon. The person who writes such information shall sign and date it. No such derogatory information shall be filed if it contains undocumented or unsubstantiated information.

   i. A Unit Member shall be permitted to examine and/or obtain copies of evaluation materials in his/her personnel file. With the written authorization of the teacher, a copy of evaluation materials will be provided to a person of the Unit Member's choice.

5. <u>Miscellaneous</u>

   a. All permanent certificated personnel will be evaluated every other year or shall have the option to participate in the 5-year evaluation cycle, effective in the 2005 – 2006 school year.

   b. All temporary and probationary certificated personnel will be evaluated every year.

   c. Any Unit Member may request additional observations or evaluations.

   d. In the event of a final unsatisfactory evaluation, a Unit Member may request a different evaluator for the following year. However, a unit member may, in a timely manner, withdraw this request and remain with the original evaluator.

6. <u>Limits on Negative Evaluation</u>

   a. In the event a parent or community complaint is received which may affect the unit member's evaluation, and would not otherwise be includable in the evaluation, the complaint shall follow the Board approved complaint process before it can be included in the evaluation.

   b. The signature of the evaluatee shall not imply either agreement or disagreement with the evaluation report. If the evaluatee disagrees with the content of the report, he/she shall have an opportunity to respond in writing within 15 working days, and such response shall become a permanent part of the evaluation summary and shall be attached thereto in the District file. Final evaluation reports, once completed and signed by the evaluator and the evaluatee, shall not be modified without agreement of both parties.

c. A unit member's lawful personal or political activity outside of employment shall not result in negative evaluation and/or disciplinary action unless it affects the unit member's performance of his/her professional duties.

d. Unit members shall not be negatively evaluated because of the subject matter of instructional materials, provided such materials are current and have been approved in accord with board policy.

H. CALENDAR

1. By October 1*, the evaluatee will be notified in writing of his/her evaluator.

2. By October 15th*, all evaluatees will have met with their evaluators and together they will have reviewed the evaluation process.

3. By January 25, Bargaining Unit Members receiving an Interim Evaluation shall be notified in writing and will have an Interim Evaluation Conference.

4. Not later than thirty (30) days prior to the last school day scheduled, the written evaluation must have been transmitted to the evaluatee.

   a. Exceptions:

      (i) Dates will be adjusted as appropriate for year-round schools, late hires, midyear returning LOAs, and other special circumstances.

      (ii) Certificated personnel being considered for dismissal for unsatisfactory performance under the evaluation process must be notified by March 15.

      (iii) First year probationary Bargaining Unit Members not being rehired must be given 30 days written notice by the Superintendent or designee. If requested, the Bargaining Unit Member shall be provided with written reasons for his/her release.

      (iv) A second year probationary Bargaining Unit Members not being rehired must be given his/her notice not later than March 15th. If requested, the Bargaining Unit Member shall be provided with written reasons for his/her release.

5. By June 1, the final written evaluation will be submitted to the Superintendent.

6. If any date identified in this document falls on a weekend or holiday, the next working day is applicable.

ACTION	Temporary or Prob 1 Bargaining Unit Member	Prob 2 Bargaining Unit Member	Permanent Bargaining Unit Member	Fall Semester (Jobshare, LOA)	Spring Semester for Permanent Employee (Jobshare, LOA, or new hires))	Spring Semester for Temp, Prob 1 or 2 Employee (Jobshare, LOA, or new hires)
Notification of his/her Evaluator	October 1	October 1	October 1	October 1	February 20	10 school day of 2nd semester
Review evaluation process and establish time line for observations	October 15	October 15	October 15	October 15	March 1	20th school day of 2nd semester
Notification of Interim Evaluation, with written reasons	January 25	January 25	January 25	N/A	N/A	N/A
Interim Evaluation Meeting	January 25	January 25	January 25	N/A	N/A	N/A
Notice of re-evaluation (permanent) or release (others)	30 working days before the last day of school	March 15	30 working days before the last day of school	January 20	30 working days before the last day of school	30 working days before the last day (March 15th for Prob 2)
Final Written Evaluation to Evaluatee	30 working days before the last day of school	30 working days before the last day of school	30 working days before the last day of school	January 20	30 working days before the last day of school	30 working days before the last day of school
Final Evaluation Meeting	One month prior to the last school day	One month prior to the last school day	One month prior to the last school day	January 27	One month prior to the last school day	One month prior to the last school day
Final Evaluation to Superintendent	June 1	June 1	June 1	February 1	June 1	June 1

EVALUATION ARTICLE AMENDED 06/08/05

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION RUBRIC

1 DESCRIPTION OF PRACTICE FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEEDS STANDARDS
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher makes no connections between the learning goals and the students' prior knowledge, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to extend their understanding.
1.2 Using a variety of instructional strategies to respond to students' diverse needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher makes adjustments while teaching, making adjustments while teaching to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.
1.5 Promoting self-directed, reflective learning for all students.	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.

Standard 1

DESCRIPTION OF PRACTICE FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEEDS STANDARDS	
2.1 Creating a physical environment that engages all students.	The physical environment does not support students 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 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 all students in learning activities.
2.2 Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	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 encourage them. For the most part the teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
2.3 Promoting social development and group responsibilities	Students' social development, self-esteem, and diversity are not supported and students have no sense of responsibility for each other.	Standards for behavior have been established by the teacher, and teacher's response to student behavior is generally appropriate.	Students respect each other's differences and work independently and collaboratively, taking responsibilities for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
2.4 Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior are established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
2.5 Planning and implementing classroom procedures and routines	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.
2.6 Using instructional time effectively	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 lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

3 DESCRIPTION OF PRACTICE FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEEDS STANDARDS
3.1 Demonstrating knowledge of subject matter and student development.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and individual student development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
3.2 Organizing curriculum to support student understanding of 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 core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of core concepts for some students.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and value different perspectives; and supports an understanding of core concepts for all students.
3.3 Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher's working knowledge of subject matter and basic principles of the curriculum, relates content to different perspectives, supports all students' lives, and uses previous learning to extend students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relate content to curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and value different perspectives; and supports an understanding of core concepts for all students.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for 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.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
3.5 Using materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.
		Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	

28

4 DESCRIPTION OF PRACTICE FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEED STANDARDS
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.
4.2 Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations, experiences, or home and school expectations. Goals are appropriately represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are based on students' language, and integrate students' language, experiences, and home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are consistently high.
4.3 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are highly coherent. Learning sequences are responsive to the needs of individual students and developmental students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
4.4 Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to the needs of individual students and promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
4.5 Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial 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 and students' suggestions, to ensure deeper conceptual understanding by all students.

5 — DESCRIPTION OF PRACTICE FOR ASSESSING STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEEDS STANDARDS	
5.1 Establishing and communicating learning goals for all students.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
5.2 Collecting and using multiple sources of information to assess student learning.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
5.3 Involving and guiding all students in assessing their own learning.	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. Opportunities are provided for student to discuss work with peers.	Student reflection and self-assessment are included in most 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.
5.4 Using the results of assessment to guide instruction.	Information about student learning is inappropriately 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 student needs and achievement. Assessments are occasionally 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.
5.5 Communicating with students, families, and other audiences about student progress.	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The teacher provides 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 ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

6

DESCRIPTION OF PRACTICE FOR DEVELOPING AS A PROFESSIONAL EDUCATOR

ELEMENT	DOES NOT MEET STANDARDS	APPROACHING STANDARDS	MEETS OR EXCEEDS STANDARDS
6.1 Reflecting on teaching practice and planning professional development-	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use 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 may use reflection to plan professional development based on reflection.
6.2 Establishing professional goals and pursing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues 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 infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in and contributes to the professional community.
6.3 Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	The teacher understands the importance of students' communities, 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 students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school and community.
6.4 Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community.	The teacher respects students' families, understands their diverse communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.

(additional "Meets or Exceeds Standards" continuations)

6.1: The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.

6.2: Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.

6.3: The teacher values students' communities 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.

6.4: The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.

6.5: The teacher engages in 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.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

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FOR THE

TEACHING PROFESSION

California
Commission on
Teacher Credentialing

California
Department of
Education

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Table of Contents

California Standards for the Teaching Profession

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. First-year and second-year teachers need intensive learning activities that build on their preservice preparation and lead to lifelong professional development. The State's efforts revealed a need for a common language and a new vision of the scope and complexity of teaching that would enable teachers to define and develop their practice. The *California Standards for the Teaching Profession* address these needs. The *Standards* are designed to be used by teachers to:

- prompt reflection about student learning and teaching practice;

- formulate professional goals to improve teaching practice; and

- guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

The *Standards* address the diversity of students and teachers in California schools today, and they reflect a holistic, developmental view of teaching.

Diversity of Teaching in California

Professional educators in the State of California are serving the most diverse population of students in the history of education. This diversity among students can greatly enrich and enliven the educational experience. There is a critical need for teachers who are responsive to the diverse cultural, linguistic and socio-economic backgrounds of all students. The *California Standards for the Teaching Profession* support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. The *Standards* reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

The *Standards* also value the diversity of teachers' backgrounds, perspectives, skills, knowledge and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners. Although the *Standards* articulate a common vision of excellence in teaching, different teachers have different ways to fulfill the *Standards* effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enliven the education of diverse students.

A Holistic Vision of Teaching

A holistic view of teaching recognizes that teaching and learning are complex processes that are interdependent, occur in a variety of contexts, and are affected by many factors that are intrinsic and external to the classroom. A vision of teaching in California must therefore emphasize relationships between the various aspects of teaching and learning. A teacher's knowledge of students, of subject matter and curriculum, and of instructional methods, strategies and styles are ultimately linked to how the teacher plans instruction and creates and assesses opportunities for student learning.

Teaching is more than methodology. Philosophical and theoretical understandings of teaching and learning empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning. A teacher's practice cannot be viewed or evaluated separately from her or his professional ideas and understandings; all aspects of teaching are interdependent. The *Standards* are broad and interdependent because the professional practice of teaching needs to be seen comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together as a seamless fabric.

A Developmental View of Teaching

Teachers' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge and perspectives throughout their careers.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Individual teachers enter the profession at varied levels of experience and expertise. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas as a result of varied life experiences and perspectives. Support, mentoring, and assessment during the early years of teaching are essential to a beginning teacher's development and success in the profession.

The policies and practices of teacher education programs, certification bodies, and schools must be guided by clear and realistic standards regarding professional performance. The *California Standards for the Teaching Profession* incorporate and inform a developmental view of teaching, and are an integral part of the State's efforts to foster excellence in teaching and learning.

Organization of the *California Standards*

The *California Standards for the Teaching Profession* are based on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students in California.

In the following pages, each standard is introduced in a *narrative description* of best practice that portrays an accomplished level of teaching. Following the narrative description, each standard is organized in *elements* that identify key areas within that domain of teaching. Each element is further specified with *questions* that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stem, "How do I . . ." The questions can also be phrased as "Why do I . . ," which encourages teachers to examine the rationale for key aspects of their teaching.

Within each element, the questions address only a sample of the important facets of teaching, and do not represent all the possible issues or aspects of teaching. Therefore, the questions should not be used as checklists, but rather as probing issues to promote reflection and professional development throughout one's career.

Teachers using the *California Standards* will recognize that there are some overlaps between and among the six standards, elements, and questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six *Standards*.

The *California Standards* and Performance-Based Assessments

The California Commission on Teacher Credentialing and the Department of Education are pursuing ways to make the *California Standards* as valuable and useful as possible for teachers. The two agencies are sponsoring the preparation of Developmental Scales that will make it possible for teachers to obtain accurate, reliable information about their developmental levels in relation to each standard. Future publications of the *California Standards* will include the anticipated Developmental Scales.

The Department and the Commission are also using the *California Standards* to guide the design of Formative Assessments that support teachers' professional growth during the "induction period" and throughout the teaching career. The holistic, developmental perspective of teaching promotes the use of performance-based assessments such as portfolios and observation criteria like those being piloted in the Beginning Teacher Support and Assessment (BTSA) Program. Once the Developmental Scales and Formative Assessments are completed, teachers will, in their pursuit of excellence in teaching practice and student learning, be able to derive maximum benefit from the *California Standards for the Teaching Profession*.

STANDARD FOR
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.

Key Element: Connecting students' prior knowledge, life experience, and interests with learning goals.

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

- help students to see the connections between what they already know and the new material?

- help students to connect classroom learning to their life experiences and cultural understandings?

- support all students to use first and second language skills to achieve learning goals?

- open a lesson or unit to capture student attention and interest?

- build on students' comments and questions during a lesson to extend their understanding?

- make "on the spot" changes in my teaching based on students' interests and questions?

Key Element: Using a variety of instructional strategies and resources to respond to students' diverse needs.

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

- engage all students in a variety of learning experiences that accommodate the different ways they learn?

- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?

- choose strategies that make the complexity and depth of subject matter understandable to all students?

- use strategies that support subject matter learning for second language learners?

- modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation?

- use technology to enhance student learning?

- vary my instructional strategies to increase students' active participation in learning?

- ask questions or facilitate discussion to clarify or extend students' thinking?

- make use of unexpected events to augment student learning?

- recognize when a lesson is falling apart and what do I do about it?

Key Element: Facilitating learning experiences that promote autonomy, interaction, and choice.

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

- use the classroom environment to provide opportunities for independent and collaborative learning?

- provide a variety of grouping structures to promote student interactions and learning?

- participate in and promote positive interactions between all students?

- support and monitor student autonomy and choice during learning experiences?

- support and monitor student collaboration during learning activities?

- help students make decisions about managing time and materials during learning activities?

Key Element: Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.

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

- provide opportunities for all students to think, discuss, interact, reflect and evaluate content?

- help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures?

- support all students in critically investigating subject matter concepts and questions?

- engage all students in problem solving activities and encourage multiple approaches and solutions?

- encourage all students to ask critical questions and consider diverse perspectives about subject matter?

- provide opportunities for all students to learn and practice skills in meaningful contexts?

- help all students to analyze and draw valid conclusions about content being learned?

Key Element: *Promoting self-directed, reflective learning for all students.*

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

- motivate all students to initiate their own learning and to strive for challenging learning goals?

- encourage all students to describe their own learning processes and progress?

- explain clear learning goals for all students of each activity or lesson?

- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?

- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?

- help all students to develop and use strategies for accessing knowledge and information?

STANDARD FOR
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.

Key Element: Creating a physical environment that engages all students.

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

- arrange the room to facilitate positive classroom interactions?

- arrange and adapt classroom seating to accommodate individual and group learning needs?

- manage student and teacher access to materials, technology, and resources to promote learning?

- create a classroom environment that reflects and promotes student learning?

- make the classroom environment safe and accessible for all students?

Key Element: Establishing a climate that promotes fairness and respect.

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

- help all students become respectful of others who may be different from them?

- model and promote fairness, equity, and respect in the classroom?

- encourage, support, and recognize the achievements and contributions of all students?

- encourage students to take risks and be creative?

- understand and respond to inappropriate behaviors in a fair, equitable way?

Key Element: *Promoting social development and group responsibility.*

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

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?

- group students to promote social development and learning?

- facilitate the development of each student's self esteem?

- create opportunities for all students to communicate and work with one another?

- teach leadership skills and provide opportunities for all students to use them?

- use classroom rules to support all students in assuming responsibility for themselves and one another?

- create opportunities for all students to become self-directed learners?

Key Element: *Establishing and maintaining standards for student behavior.*

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

- understand the reasons for student behavior?

- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?

- intervene when student behavior does not meet agreed-upon classroom standards?

- facilitate student participation in classroom decision-making?

- help all students learn to solve problems and resolve conflicts?

- support all students as they develop responsibility for their own behavior?

- work collaboratively with families to maintain standards for student behavior?

Key Element: Planning and implementing classroom procedures and routines that support student learning.

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

- develop a daily schedule, timelines, classroom routines, and classroom rules?

- involve all students in the development of classroom procedures and routines?

- support students to internalize classroom rules, routines, and procedures and to become self-directed learners?

- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?

- make decisions about modifying procedures and rules to support student learning?

Key Element: Using instructional time effectively.

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

- structure time with students to support their learning?

- help students move from one instructional activity to the next?

- pace and adjust instructional time so that all students remain engaged?

- redirect student behavior in the most productive and time effective way?

- ensure that adequate time is provided for all students to complete learning activities?

- provide time for all students to reflect on their learning and process of instruction?

- structure time for day to day managerial and administrative tasks?

**STANDARD FOR
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.

Key Element: Demonstrating knowledge of subject matter content and student development.

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

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?

- ensure that my knowledge of the subject matter incorporates different perspectives?

- continue to keep my subject matter knowledge current ?

- ensure that my subject matter knowledge is sufficient to support student learning?

- build understanding of my students' cognitive and linguistic development?

- build understanding of my students' social, emotional, and physical development?

Key Element: Organizing curriculum to support student understanding of subject matter.

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

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?

- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?

- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?

- organize subject matter effectively to reveal and value different cultural perspectives?

- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?

- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

Key Element: *Interrelating ideas and information within and across subject matter areas.*

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

- identify and integrate key concepts and relationships across subject matter areas?

- help all students to relate subject matter concepts to previous lessons and their own lives?

- help all students to see the relationships and connections across subject matter areas?

- help all students to apply learning from different curricular areas to solve problems?

- develop units and lessons that highlight themes within and across subject matter areas?

Key Element: *Developing student understanding through instructional strategies that are appropriate to the subject matter.*

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

- develop and use a repertoire of instructional strategies well suited to teaching a particular subject matter?

- use my knowledge of subject matter to help students construct their own knowledge?

- challenge all students to think critically in each subject area?

- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?

- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?

- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Key Element: Using materials, resources, and technologies to make subject matter accessible to students.

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

- use subject matter resources, materials, and technologies to organize the curriculum?

- select and use instructional materials and resources that promote students' understanding of subject matter?

- select and use learning materials and resources that reflect the diversity in my classroom?

- use technologies to convey key concepts in the subject matter area?

- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

STANDARD FOR
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.

Key Element: Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

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

- incorporate students' knowledge and experience in my curriculum and instructional planning?

- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?

- recognize and incorporate student diversity as an integral part of my planning?

- plan lessons and units that promote access to academic content for all students?

- design lessons that promote subject matter knowledge and language development for second language learners?

- use what I know about cognitive and linguistic development to plan instruction that supports student learning?

- use what I know about physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs?

- design lessons that challenge students at their own developmental levels?

Key Element: *Establishing and articulating goals for student learning.*

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

- establish short-term and long-term goals for student learning?

- ensure that each instructional activity is related to learning goals?

- build on the strengths, interests, and needs of all students to establish high expectations for learning?

- establish learning goals that address all students' language, experience, and home and school expectations?

- design instructional activities so that all students participate in setting and achieving learning goals?

- ensure that goals for student learning promote critical thinking and problem solving?

Key Element: *Developing and sequencing instructional activities and materials for student learning.*

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

- sequence subject matter concepts to support student learning?

- use formal and informal student assessment in short-term and long-term planning?

- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?

- select and sequence curriculum to promote understanding and critical thinking for all students?

- sequence instruction to help students see relationships and connections across subject matter areas?

- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?

- develop and sequence instruction that supports students' second language learning and subject matter knowledge?

Key Element: Designing short-term and long-term plans to foster student learning.

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

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?

- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?

- think ahead toward long-term goals for student learning?

- use my knowledge of subject matter and my students to plan and pace instructional activities over time?

- plan to ensure access to challenging, diverse, academic content for all students?

- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?

- incorporate diverse subject matter perspectives in my planning?

Key Element: Modifying instructional plans to adjust for student needs.

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

- adjust the lesson plan to make content relevant and accessible to each student?

- revise plans based on formal and informal student assessment?

- adjust my plans to allow enough time for student learning?

- modify my plans to ensure opportunities for all students to learn and synthesize information?

- reflect on my teaching to inform short-term and long-term planning?

STANDARD FOR 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.

Key Element: Establishing and communicating learning goals for all students.

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

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?

- involve all students and families in establishing goals for learning?

- review and revise learning goals with every student over time?

- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?

- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?

- ensure that my grading system reflects goals for student learning?

- work with other educators to establish learning goals and assessment tools that promote student learning?

Key Element: Collecting and using multiple sources of information to assess student learning.

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

- use a variety of assessments to determine what students know and are able to do?

- select, design, and use assessment tools appropriate to what is being assessed?

- know that the assessment tools I use are matched to and support my goals for student learning?

- collect, select, and reflect upon evidence of student learning?

- work with families to gather information about all students and their learning?

- ensure that my grades are based on multiple sources of information?

- assess my students to support student learning goals, district standards, and family expectations?

- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?

- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Key Element: Involving and guiding all students in assessing their own learning.

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

- make assessment integral to the learning process?

- model assessment strategies for all students?

- develop and use tools and guidelines that help all students assess their own work?

- help all students to build their skills in self-reflection?

- provide opportunities for all students to engage in peer discussion of their work?

- help all students to understand and monitor their own learning goals?

- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Key Element: *Using the results of assessments to guide instruction.*

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

- use assessment to guide my planning?

- use informal assessments of student learning to adjust instruction while teaching?

- use assessment data to plan more effective ways of teaching subject matter concepts and processes?

- use assessment information to determine when and how to revisit content that has been taught?

- use assessment data to meet students' individual needs?

- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Key Element: *Communicating with students, families, and other audiences about student progress.*

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

- provide all students with information about their progress as they engage in learning activities?

- provide opportunities for all students to share their progress with others?

- communicate learning goals to all students and their families?

- initiate and maintain regular contact with families and resource providers about student progress?

- communicate the results of assessments with my students and their families?

- involve families as partners in the assessment process?

STANDARD FOR 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 com-munities 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.

Key Element: Reflecting on teaching practice and planning professional development.

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

- assess my growth as a teacher over time?

- learn about teaching as I observe and interact with my students?

- reflect on my instructional successes and dilemmas to move my practice forward?

- analyze my teaching to understand what contributes to student learning?

- formulate professional development plans that are based on my reflection and analysis?

Key Element: Establishing professional goals and pursuing opportunities to grow professionally.

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

- maintain an attitude of lifelong learning?

- learn more about my own professional roles and responsibilities?

- establish goals and seek out opportunities for professional growth and development?

- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?

- continue to seek out and refine approaches that make the curriculum accessible to every student?

- expand my knowledge of new instructional methods and technologies?

- benefit from and contribute to professional organizations to improve my teaching?

Key Element: Working with communities to improve professional practice.

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

- value and respect the student's community and appreciate its role in student learning?

- increase my understanding of the cultures and dynamics of my students' communities?

- promote collaboration between school and community ?

- identify and use school, district, and local community social service resources to benefit students and their families?

- seek out and use resources from the local community and businesses to support student learning?

- provide my students with community-based experiences that support their learning?

- interact with students in activities outside the classroom?

Key Element: Working with families to improve professional practice.

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

- value and respect students' families and appreciate their role in student learning?

- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?

- engage families as sources of knowledge about students' linguistic and social backgrounds?

- promote positive dialogue and interactions with all families, and respond to their concerns about student progress?

- ensure that communication with all students and their families is understood?

- provide opportunities for all families to participate in the classroom and school community?

- present the educational program to all families?

Key Element: *Working with colleagues to improve professional practice.*

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

- create opportunities to collaborate with my colleagues?

- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?

- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?

- participate in making and implementing school-wide decisions?

- contribute to school-wide events and learning activities?

- establish and maintain relationships with other school staff to become a visible and valued member of the school community ?

- use observations of colleagues to improve my teaching?

- prevent and resolve personal and professional conflicts with colleagues?

- contribute to the learning of other educators?

Key Element: *Balancing professional responsibilities and maintaining motivation.*

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

- reduce stress and maintain a positive attitude with students and colleagues?

- challenge myself intellectually and creatively throughout my career?

- deal with the isolation of teaching?

- find support to balance professional responsibilities with my personal needs?

- demonstrate professional conduct and integrity in the classroom and school community?

- extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

Six Narratives

Standard for 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.

Standard for 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 common 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.

Standard for 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 academic progress.

Standard for 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 us of instructional time as they implement class procedures and routines.

Standard for 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.

Standard for 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 sequence curriculum and connect with student experiences and activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

The California Standards for the Teaching Profession provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The Standards address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

Connecting students' prior knowledge, life experience, and interests with learning goals.

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

- help students to see the connections between what they already know and the subject matter?
- help students connect classroom learning to their life experiences and cultural understanding?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in my teaching based on students' interests and questions?

Promoting self-directed, reflective learning for all students.

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

- motivate students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

Using a variety of instructional strategies and resources to respond to students' diverse needs

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

- engage students in a variety of learning experiences to address the different ways they learn?
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that ALL students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students, including second language learners?
- vary my instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

Facilitating learning experiences that promote autonomy, interaction, and choice.

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

- use the classroom environment to provide opportunities for independent and collaborative learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Standard for
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.

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

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

- provide opportunities for students to think, discuss, interact, reflect, and evaluate content?
- help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to learn and practice skills in meaningful contexts?
- help students to analyze and draw valid conclusions about content being learned?

Engaging Students in Learning

Creating a physical environment that engages all students.

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

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

Using instructional time effectively.

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

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for students to complete learning activities?
- provide time for students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

Planning and implementing classroom procedures and routines that support student learning.

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

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Establishing a climate that promotes fairness and respect.

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

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and responde to inappropriate behaviors in a fair, equitable way?

Promoting social development and responsibility.

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

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student's self esteem?
- create opportunities for students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Establishing and maintaining standards for student behavior.

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

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

Standard for 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.

Effective Environment

Organizing Subject Matter

Standard for 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.

Demonstrating knowledge of subject matter content and student development.

As teachers develop, they may ask, "How do I..." or "Why do I..."
- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

Organizing curriculum to support student understanding of subject matter.

As teachers develop, they may ask, "How do I... or "Why do I..."
- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

Interrelating ideas and information within and across subject matter areas.

As teachers develop, they may ask, "How do I..." or "Why do I..."
- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Using materials, resources, and technologies to make subject matter accessible to students.

As teachers develop, they may ask, "How do I..." or "Why do I..."
- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

Developing student understanding through instructional strategies that are appropriate to the subject matter.

As teachers develop, they may ask, "How do I..." or "Why do I..."
- develop and use a repertoire of instructional strategies that are well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

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

- incorporate students' knowledge and experience in my curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction that supports student learning?

Modifying instructional plans to adjust for student needs.

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

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

Establishing and articulating goals for student learning.

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

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students' language, experience, and home and school expectations?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?

Developing and sequencing instructional activities and materials for student learning.

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

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop and sequence instruction that supports students' second language learning and subject matter knowledge?

Standard for 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.

Designing short-term and long-term plans to foster student learning.

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

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

Establishing and communicating learning goals for all students.

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

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Collecting and using multiple sources of information to assess student learning.

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

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized test, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Standard for 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.

Involving and guiding all students in assessing their own learning.

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

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

Using the results of assessments to guide instruction.

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

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Communicating with students, families, and other audiences about student progress.

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

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

Assessing Learning

Reflecting on teaching practice and planning professional development.

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

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

Establishing professional goals and pursuing opportunities to grow professionally.

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

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

Working with communities to improve professional practice.

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

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

Working with families to improve professional practice.

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

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Working with colleagues to improve professional practice.

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

- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

Balancing professional responsibilities and maintaining motivation.

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

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

Standard for 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.

Developing as a Professional

Contributors to the Standards, Elements and Questions

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