

**San Jose State University  
Department of Special Education  
Clear Induction Program Candidate Evaluation**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Credential Program: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_ School Phone Number: \_\_\_\_\_

First Semester of EDSE 217D: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Second Semester of EDE 217D: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

School Principal: \_\_\_\_\_ Support Provider: \_\_\_\_\_

This Evaluation completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**The candidates are assessed by the six California Standards for the Teaching Profession (CSTP) :**

**Total Points:** \_\_\_\_\_ out of 152 **Percentage:** \_\_\_\_\_ **80% needed to earn credit in this course.**

**Please put a large X on the rating for the element for each of the six standards.**

**Rating Scale:**

4 = Exemplary; 3 = Proficient; 2 = Developing; 1 = Unacceptable

**Comments:**

| <b>STANDARD 1</b>   |   | <b>~ ENGAGING AND SUPPORTING STUDENTS IN LEARNING ~</b>   |   |  |  |
|---|---|---|---|--|--|
| <b>Element</b>  | <b>1. Unacceptable</b>  | <b>2. Developing</b>  | <b>3. Proficient</b>  | <b>4. Exemplary</b>  |  |
| 1.1 Using knowledge of students to engage them in learning  | The teacher fails to make observable connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during the lesson.   | The teacher makes one or two observable 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 three to four observable connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.  | The teacher facilitates as students' connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.                              |  |
| 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests                    | The teacher uses instructional strategies, resources and/or technology, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. Adjustments are not made to respond to students' needs and diverse learning styles, an not connected to prior knowledge and experience.. | The teacher uses a selection of instructional strategies, resources and/or technology, that are appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs and diverse learning styles, while connecting to prior knowledge and experience. | The teacher uses a variety of instructional strategies, resources and/or technology, that are appropriate to the students and the instructional goals. The teacher carries these strategies out, making some adjustments to respond to students' needs and diverse learning styles, while connecting to prior knowledge and experience. | The teacher makes skillful use of a wide repertoire of instructional strategies, resources and/or technology, to engage students in learning, making adjustments while teaching to respond to students' needs and diverse learning styles, while connecting to prior knowledge and experience. |  |
| 1.3 Connecting subject matter to meaningful, real-life contexts   | Learning experiences are directed by the teacher, without permitting 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.   | Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice.  |  |
| 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs | Learning opportunities for students to engage in problem solving, analysis, or inquiry within or across subject matter areas are not provided.  | A few learning opportunities are provided for students to engage in problem solving within subject matter areas; 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.   | Learning opportunities are provided that extend student thinking, and engage and support students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.  |  |
| 1.5 Promoting critical thinking through inquiry, problem solving, and reflection                                      | Opportunities for students to initiate their own learning or to monitor their own work are not provided.  | Students' learning is directed and monitored by the teacher, and few opportunities are provided for students to individually reflect on their work.   | 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.   | Teacher facilitates as students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.  |  |
| 1.6 Monitoring student learning and adjusting instruction while teaching  | Teacher does not monitor (i.e., provides evidence of) student learning for goals and other new skills and does not adjust or revise instruction based on the data and that leads towards independence and generalization of the new skill.  | Teacher monitors (i.e., provides evidence of) student learning for some goals and other new skills, but provides little adjustment or revision of instruction based on the data and that leads towards independence and generalization of the new skill.  | Teacher monitors (i.e., provides evidence of) student learning for some goals and other new skills and adjusts or revises instruction based on the data and that leads towards independence and generalization of the new skill.  | Teacher monitors (i.e., provides evidence of) student learning for all goals and other new skills and adjusts or revises instruction based on the data and that leads towards independence and generalization of the new skill.  |  |

| <b>STANDARD 2</b>   |  |   |   |   |
|---|--|---|---|---|
| <b>~ CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING ~</b>   |  |   |   |   |
| <b>Element</b>  | <b>1. Unacceptable</b>   | <b>2. Developing</b>  | <b>3. Proficient</b>  | <b>4. Exemplary</b>   |
| <b>2.1</b> promoting social development and responsibility within a caring community where each student is treated fairly and respectfully  | Social competencies are not addressed in lessons or classroom activities. Responsible actions are addressed only as a result of a student transgression. Responses to student transgressions may fail to consider all factors and may result in loss of student dignity and confidentiality.   | Social competencies are sometimes addressed in lessons or classroom activities but may reflect reactive rather than proactive planning. Caring classroom environment is evident with positive expectations for student behavior and responsibility for actions, with supports provided for students who need them so that most students are acquiring age appropriate social competencies. Student transgressions are treated fairly and with respect for dignity and confidentiality of the individuals. | Social competencies are addressed in all lessons and activities with supports provided to those who need them so that most students can acquire age-appropriate social competencies. Classroom environment is warm and caring with teacher engaging students in responsible actions with supports provided to students who need them. Student transgressions are treated fairly and respectfully, consider multiple factors, and are responded to in a manner that maintains individual dignity and confidentiality at all times. | Social competencies are actively addressed within lessons and activities with individualized supports provided so that all students can acquire age-appropriate social competencies. Classroom environment exudes warmth and caring at all times with teacher actively engaging students in responsible actions and providing individualized supports to students who need them so that all students acquire age appropriate social competencies. Student transgressions are treated fairly and respectfully, consider all factors related to the transgression, and responded to in a manner that maintains individual dignity and confidentiality at all times. |
| <b>2.2</b> Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students | Classroom and lesson materials reflect only one segment of the population with little consideration of non-majority individuals and cultures. Few opportunities are provided for student-to-student interaction with classroom spaces organized almost entirely on whole group lecture format instruction. Diverse groups and diverse points of view are not addressed. Supports are lacking to allow all students to engage in productive interactions. | Most classroom and lesson materials reflect a diverse population of individuals though some materials or activities are still centered on the majority culture. Classroom is organized to support small group activities as well as large group activities. Opportunities for student-to-student interaction are provided as a part of most lessons, but not all students are well supported in these interactions. Diverse groups and diverse points of view are occasionally addressed.                 | Classroom and lesson materials routinely reflect a diverse population of individuals. Frequent opportunities are provided for small group activities and student-to-student interaction. Supports are provided for students who need them so that almost all students can engage in productive interactions. Diverse groups and diverse points of view are addressed in a positive and productive manner.   | Classroom and lesson materials routinely reflect a diverse population of individuals. Classroom is organized with flexible learning spaces to support small group activities and student-to-student interaction. Routines and procedures are used consistently to maintain positive and constructive interactions that include respect for diverse points of view. Individualized supports are in place so that all students can engage in productive interactions.   |
| <b>2.3</b> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe   | Classroom is dirty or cluttered, unsafe materials, and/or personal belongings are present in areas that are accessed by students. Teacher and/or staff convey negative attitudes toward students or other adults. Students inquiry or initiating own learning is not supported.  | Classroom is clean and organized for the most part, although there may be some areas that need attention. Unsafe materials are not present in learning environment, but some personal belongings may be present in areas accessed by students. Teacher and staff display positive attitudes, respond to student questions, and support student initiation of own learning.  | Classroom is well organized with materials well marked and in close proximity to the designated area for the activity. Unsafe materials and staff personal belongings are placed outside the learning environment. Teacher and staff engage students with positive attitude and encourage student inquiry and initiation of own learning.   | Classroom is exceptionally well organized with materials, clearly identified, and in close proximity to learning activities. Environment provides flexible learning spaces to support differentiated instruction. Teacher and staff actively engage students with positive attitude and actively encourage student inquiry and initiation of own learning.  |

| Element  | 1. Unacceptable  | 2. Developing   | 3. Proficient  | 4. Exemplary  |
|--|--|---|--|---|
| <p><b>2.4</b> Creating a rigorous learning environment with high expectations and appropriate support for all students.</p>                              | <p>Lessons only minimally aligned to standards with no organized progression of skills across lessons. Minimal supports in place for students to access lesson content. Lesson content almost entirely focused on basic recall.</p>  | <p>Lessons aligned to content standards with clear progression of skills appropriate to content area. Supports in place so that most students are able to access lesson content. Lessons require students to both understand and apply knowledge (i.e. support with use of visuals and hands-on materials).</p>   | <p>Lessons clearly aligned to cross content standards with progression of skills appropriate to more than one content area. Thorough and comprehensive lessons support all learners to access content incorporating higher level thinking skills. Appropriate supports are provided for students who need them to acquire higher level content (i.e. support with use of word banks, cloze sentences, graphic organizers).</p>                                     | <p>Lessons clearly aligned to cross content standards with clear progression of skills appropriate to more than one content area. Higher Order Thinking Skills incorporated throughout lesson with scaffolding provided so that all learners can attain content standards. Lesson is differentiated and individualized supports are in place for students who need them to access higher level content. Learning strategies taught and used in lesson (i.e. word mapping, paraphrasing, graphic organizers, LINC'S, etc. plus highlighting for individual students, adapted content, etc.).</p> |
| <p><b>2.5</b> Developing, communicating, and maintaining high standards for individual and group behavior</p>  | <p>Standards for individual and group behavior are only minimally communicated and maintained, resulting in frequent disruptions to student learning (i.e. no identifiable behavior system in place).</p>  | <p>Basic standards and expectations for individual and group behavior are communicated to most students. Teacher demonstrates ability to maintain appropriate student behavior such that most students can learn (i.e. poster of behavior expectations on wall that teacher and students reference).</p>  | <p>High standards and expectations for individual and group behavior are communicated to all students with teacher demonstrating ability to maintain high level of appropriate student behavior while providing additional support to students who need it, ensuring that all students are engaged in learning (i.e. classroom behavior systems in place, such as marble jar or table points).</p>   | <p>High standards and expectations for individual and group behavior are communicated to all students with teacher demonstrating ability to maintain high level of appropriate student behavior while providing individualized and differentiated support to students who need it, ensuring that all students are maximally engaged in learning (i.e. individualized behavior support systems in place).</p>  |
| <p><b>2.6</b> Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn</p> | <p>Classroom routines and procedures are only minimally identifiable with few supports established to promote positive behavior or acceptable norms, resulting in frequent disruptions to student learning (i.e. routines not evident, students do not understand procedures).</p> | <p>Basic classroom routines and procedures are established with most students understanding what to do. Positive behavior norms are posted in the class and reviewed by the teacher, creating a climate in which most students can learn (i.e. basic routines in place such as lining up, turning in homework, etc.).</p>   | <p>Classroom routines and procedures are established and effectively employed, allowing most students to engage with the learning content. Positive behavior norms are posted and reviewed by all students while additional supports are provided for students who need them, creating a climate in which all students can learn (i.e. students participate in managing routines and procedures, use of planners, strategies for completing work early, etc.).</p> | <p>Classroom routines and procedures are effectively employed with individual supports provided for students who need them, allowing all students to engage with the learning content. Positive behavior norms are posted and reviewed by all students with individualized supports provided for students who need them, creating a climate in which all students can learn (i.e. individualized supports such as visual schedules, visual timers, checklists, binder systems, etc.).</p>   |
| <p><b>2.7</b> Using instructional time to optimize learning</p>  | <p>Learning activities are often rushed or too long, transitions are confusing with no clear direction between activities, resulting in significant loss of learning time (i.e. students sit and wait or teacher hurries through lesson).</p>                                      | <p>Instructional time is paced appropriately for the most part as most students are able to complete the activities with little down time. Transitions and routines to move students from one activity to the next are generally effective and implemented without significant loss of learning time (i.e. activities planned and paced according to clock or length of class period, signals provided to indicate transition).</p> | <p>Instructional time is effectively planned and implemented to allow most students to engage effectively with the content across large and small group instruction. Students are able to complete activities with minimal down time. Transitions are smooth and well understood by most students with minimal loss of instruction time (i.e. lessons are paced using informal assessment such as thumbs up/thumbs down).</p>                                      | <p>Instructional time is effectively planned and implemented to allow all students to engage with the content across a variety of activities and allowing for differentiation of instruction to meet the needs of various learners. Transitions are smooth and well understood by all learners resulting in minimal to no loss of instructional time (i.e. lessons differentiated based on student need, lesson is paced using informal assessment, and allowing for flexible grouping).</p>  |

| <b>STANDARD 3 ~ UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING ~</b>   |  |   |   |  |
|--|--|---|---|--|
| <b>Element</b>   | <b>1. Unacceptable</b>   | <b>2. Developing</b>  | <b>3. Proficient</b>  | <b>4. Exemplary</b>  |
| <b>3.1</b> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks  | The teacher’s working knowledge of subject matter and academic content standards and curriculum frameworks is not current, and not based in evidence and does not reflect a range of learner styles and diverse backgrounds. | The teacher’s working knowledge of subject matter and academic content standards and curriculum frameworks is not completely current or based in evidence and does not reflect a range of learner styles and diverse backgrounds. | The teacher’s working knowledge of subject matter and academic content standards and curriculum frameworks is current, somewhat based in evidence and reflects a range of learner styles and diverse backgrounds. | The teacher’s working knowledge of subject matter and academic content standards and curriculum frameworks is current, based in evidence and reflects a range of learner styles and diverse backgrounds.   |
| <b>3.2</b> Applying knowledge of student development and proficiencies to ensure student understanding of subject matter   | Subject matter content is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students’ understanding of subject matter.                          | Subject matter content is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of subject matter for some students.     | Subject matter content is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of subject matter.                         | Subject matter content is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that students develop a deep understanding of subject matter. |
| <b>3.3</b> Organizing curriculum to facilitate student understanding of the subject matter   | 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 identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning and students’ understanding.  | The teacher identifies and integrates key concepts and information with the curriculum, relates content to students’ lives, and uses previous learning to extend students’ understanding.                         | The teacher facilitates students as they identify and integrate concepts and information with and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.  |
| <b>3.4</b> Utilizing instructional strategies that are appropriate to the subject matter   | Instructional strategies are not appropriately matched to subject matter content and do not encourage students to think critically or to extend their knowledge.   | The teacher uses a few strategies to make the content accessible to students, and may encourage students to think critically or to extend their knowledge of subject matter.  | The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.                             | A repertoire of instructional strategies is used to make content accessible to students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.  |
| <b>3.5</b> Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students | Instructional materials, resources and technologies are either not used or used inappropriately. Materials may not accurately reflect diverse perspectives.  | Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.   | Instructional materials, resources, and technologies support the curriculum and promote students’ understanding of content and concepts. Materials may reflect diverse perspectives.                              | A range of appropriate instructional materials, resources, and technologies are integrated into the curriculum to extend students’ understanding of content and concepts. A range of materials reflect diverse perspectives.   |
| <b>3.6</b> Addressing the needs of English learners and students with special needs to provide equitable access to the content   | The teacher does not demonstrate the ability to address English Learners and students with special needs and does not provide equitable access to the content.   | The teacher demonstrates little ability to address English Learners and students with special needs and inconsistently provides equitable access to the content.  | The teacher demonstrates some ability to address English Learners and students with special needs and provides equitable access to the content.   | The teacher demonstrates the ability to address English Learners and students with special needs and provides equitable access to the content.   |

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

| <b>STANDARD 5</b>  | <b>~ ASSESSING STUDENTS FOR LEARNING ~</b>  |  |  |   |
|--|---|--|--|---|
| <b>Element</b>   | <b>1. Unacceptable</b>  | <b>2. Developing</b>   | <b>3. Proficient</b>   | <b>4. Exemplary</b>   |
| <b>5.1</b> Applying knowledge of the purposes, characteristics, and uses of different types of assessments           | Few learning goals are established. Learning goals are not revised or clearly communicated to students without revision.  | Learning goals are established to meet school and district expectations. Goals are communicated to students without revision.  | Learning goals are established and meet district and state expectations. Goals are adequately communicated to students and are revised as needed.  | Learning goals are established and meet district and state expectations. Goals are optimally communicated to students and are revised as needed.  |
| <b>5.2</b> Collecting and analyzing assessment data from a variety of sources to inform instruction                  | The teacher uses inappropriate sources of information to assess student learning and/or uses assessment strategies that are not appropriate to student learning.                      | The teacher consistently uses one or two appropriate sources of information to assess student learning and one or two assessment strategies to understand student progress.  | The teacher consistently uses a variety of appropriate sources to collect information about student learning and several appropriate assessment strategies to understand student progress.   | The teacher consistently uses a variety of appropriate sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.  |
| <b>5.3</b> Reviewing data, both individually and with colleagues, to monitor student learning                        | The teacher does not encourage students to reflect on or assess their own work, or guide them in so doing. Nor does she/he model skills and assessment.                               | Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers. Student reflection and self-assessment are included in learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers. | Student reflection and self-assessment are included in many 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 continually.  |
| <b>5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction      | Information about student learning is inappropriate or not used by the teacher to plan, guide or adjust instruction.  | Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.  | Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual students needs and achievement. Assessments are sometimes 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 frequently used to adjust instruction while teaching in response to student needs. |
| <b>5.5</b> Involving all students in self-assessment, goal setting, and monitoring progress                          | The teacher rarely provides information about student learning, to students, families and support personnel, but the information is incomplete, unclear or untimely.                  | The teacher sometimes provides timely information about student learning to students, families and support personnel to promote understanding and academic progress. The information is occasionally incomplete or unclear.  | The teacher regularly exchanges information about student learning with students, families and support personnel in a timely manner, and in ways that improve understanding and encourage academic progress. The information is mostly complete and clear. | The teacher frequently includes students in the exchange of information about their learning with families and support personnel in ways that improve understanding, are timely, and encourage academic progress. The information is always complete and clear.         |
| <b>5.6</b> Using available technologies to assist in assessment, analysis, and communication of student learning     | The teacher does not use available technologies in the assessment, analysis and communication of student learning.  | The teacher uses some of the available technologies to assist in the assessment of student learning, but does not use technologies for analysis and communication of student learning.   | The teacher uses some of the available technologies to assist in the assessment, analysis and communication of student learning.   | The teacher uses available technologies to assist in the assessment, analysis and communication of student learning.  |
| <b>5.7</b> Using assessment information to share timely and comprehensible feedback with students and their families | The teacher does not share the assessment data and report with the students and families in a timely manner and is not clear or positive in the written feedback and recommendations. | The teacher shares the assessment data and report with the students and families in a timely manner, but the written feedback and recommendations are unclear and/or not positive or constructive.   | The teacher shares the assessment data and report with the students and families in a timely manner and with somewhat clear and somewhat positively written feedback and recommendations.  | The teacher shares the assessment data and report with the students and families in a timely manner and with clear and positively written feedback and recommendations.   |

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

