

CSTP Domain 1: 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.

	As the Teacher Develops he/she	What the Classroom Looks Like
1.1 Connecting student's prior knowledge, life experience, and interests with learning goals	<ul style="list-style-type: none"> • Arranges the room to facilitate positive classroom interactions • Arranges and adapts classroom seating to accommodate individual and group learning needs • Manages student and teacher access to materials, technology, and resources to promote learning • Creates a classroom environment that reflects and promotes student learning • Makes the classroom environment safe and accessible for all students 	<ul style="list-style-type: none"> • Teacher Engages and facilitates students' understanding by connecting students' previous knowledge, life experiences, and interests with current learning goals • Use of real world applications • Students have some choice in learning activities • Lessons are extended based on students' comment, questions and interest broaden their understanding • Use of pictures, realia, models, diagrams, hands-on activities to build vocabulary and conceptual understanding
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	<ul style="list-style-type: none"> • Structures time with students to support their learning • Helps students move from one instructional activity to the next • Paces and adjusts instructional time so that students remain engaged • Redirects student behavior in the most productive and time effective way • Ensures that adequate time is provided for students to complete learning activities • Provides time for students to reflect on their learning and process of instruction • Structures time for day to day 	<ul style="list-style-type: none"> • Use of a variety of instructional materials and activities • Reflection on the learning goals and objectives • Reflection on students' developmental needs • Lessons that reflect students' individual strengths and cultural norms • Encouragement of students to participate • A variety of strategies used that provides students with multiple ways to approach and demonstrate learning • Activities and materials that are at developmentally appropriate

	managerial and administrative tasks	levels <ul style="list-style-type: none"> • Modifications are made for students who have specific physical, emotional, behavioral, language, or learning differences
1.3 Facilitating learning experiences that promote autonomy, interaction and choice	<ul style="list-style-type: none"> • Develops a daily schedule, timelines, classroom procedures and rules • Involves all students in the development of classroom procedures and routines • Supports students to internalize classroom rules, routines that promote and maintain a climate of fairness and respect • Makes decisions about modifying procedures and rules to support student learning 	<ul style="list-style-type: none"> • Teacher working with individual students or small groups • Involvement of students in inventing routines, structures, classroom rules • Provides a variety of accessible materials and/or activities • Works to develop each student's willingness and ability to work independently and with others • Opportunities for students to develop and explore his/her own ideas and experiences • Opportunities for students to develop and internalize criteria by which they make decisions about their own learning • Students allowed to take turns, and build on each other's ideas • Constructive interaction modeled • Norms and structures provided • Appropriate numbers of opportunities for students to make choices • A structured process of choosing so that students have opportunities to exercise informed judgment and to build their sense of efficacy and independence • Goals and structures aimed at helping students manage time, materials, and ideas to complete learning activities
1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful	<ul style="list-style-type: none"> • Helps all students become respectful of others who may be different from them • Models and promotes fairness, equity, and respect in the classroom • Encourages, supports, and 	<ul style="list-style-type: none"> • Encouragement of students to develop and have confidence in their own ability to think independently and with others • Learning builds on basic knowledge and skills to enable students to apply thinking to

	<p>recognizes the achievements and contributions of all students</p> <ul style="list-style-type: none"> • Encourages students to take risks and be creative • Understands and responds to inappropriate behavior in a fair, equitable way 	<p>solve problems</p> <ul style="list-style-type: none"> • Open ended questions are asked and answered • Adequate time is provided for students to think about their answers • Opportunities to collect and interpret data • Activities assigned that include more than one method of approaching and completing work
<p>1.5 Promoting self-directed, reflective learning for all students</p>	<ul style="list-style-type: none"> • Helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view • Groups students to promote social development and learning • Facilitates the development of each student's self esteem • Creates opportunities for students to communicate and work with one another • Teaches leadership skills and provides opportunities for all students to use them • Uses classroom rules to support all students in assuming responsibility for themselves and one another • Creates opportunities for all students to become self-directed learners 	<ul style="list-style-type: none"> • Students learn to critique their work and direct their own learning • Students become familiar with their current level of knowledge and skills • Use of rubrics to promote independent learning • Time is made for students to present and critique their own work • Learning activities allow students to choose individual topics, projects, or activities • Students discuss, review or reflect on work and activities done during the day • Students manage their work on long-term assignments or projects • Teacher watches and understands signs of student growth • Ability to use knowledge of student growth to better help students critique their work and that of others
<p>1.6 Establishing and maintaining standards for student behavior</p>	<ul style="list-style-type: none"> • Understands the reasons for student behavior • Establishes and consistently maintains standards for behavior that reflects students' developmental and personal needs • Intervenes when student 	<ul style="list-style-type: none"> • Students working and involved in the assignment, discussion or activity • Teacher monitors all student to ensure learning • Developmentally appropriate directions used to maintain classroom order

	<p>behavior does not meet agreed-upon classroom standards</p> <ul style="list-style-type: none">• Facilitates student participation in classroom decision-making• Helps all students learn to solve problems and resolve conflicts• Supports students as they develop responsibility for their own behavior• Works collaboratively with families to maintain standards for student behavior	<ul style="list-style-type: none">• Students provided with opportunities to engage in decision-making, problem solving and conflict resolution• Students engaged in activities that provide opportunities to be responsible• Open communication is maintained with students and their families
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CSTP Domain 2 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.

	As the Teacher Develops he/she	What the Classroom Looks Like -
2.1 Creating a physical environment that engages all students	<ul style="list-style-type: none"> • Arranges the room to facilitate positive classroom in interaction • Arranges and adapts classroom seating to accommodate individual and group learning needs • Manages student and teacher access to materials, technology, and resources to promote learning • Creates a classroom environment that reflects and promotes student learning • Makes the classroom environment safe and accessible for all students 	<ul style="list-style-type: none"> • Arranged in a way to support and facilitate student learning • Environment is designed to accommodate each student in learning • Students and teacher have necessary materials and resources including technology for teaching and learning • Routines are established and transitions are made smoothly • Rules, procedures and expectations are communicated to students and posted in the room • Working environment is safe; safety codes and rules for use of materials and equipment are observed
2.2 Establishes a climate that promotes fairness and respect	<ul style="list-style-type: none"> • Helps all students become respectful of others who may be different from them • Models and promotes fairness, equity, and respect in the classroom • Encourages, supports, and recognizes that achievements and contributions of all students • Encourages student to take risks and be creative • Understands and responds to inappropriate behaviors in a fair, equitable way 	<ul style="list-style-type: none"> • Teacher models fairness and respect • Student responses and ideas are valued • Teacher respects and is aware of cultural diversity make-up of the class • Teacher models constructive ways to agree and disagree • Teacher provides opportunity for all students to participate in activities and discussions • Students feel safe to take risks and be creative

		<ul style="list-style-type: none"> • Teacher consistently responds to inappropriate behavior
2.3 Promoting social development and responsibility	<ul style="list-style-type: none"> • Helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view • Groups students to promote social development and learning • Facilitates the development of each students' self-esteem • Creates opportunities for students to communicate and work with one another • Teaches leadership skills and provides opportunities for all students to use them • Uses classroom rules to support all students in assuming responsibility for themselves and one another • Creates opportunities for all students to become self-directed learners. 	<ul style="list-style-type: none"> • Students to take on leadership roles • Ideas and concepts are viewed from multiple viewpoints • Rules and procedures are established and students understand what is expected of them • Teacher models what is expected for students • Teacher fosters self esteem and monitors student behaviors including social interaction and academic performance
2.4 Establishing and maintaining standards for student behavior	<ul style="list-style-type: none"> • Understands the reasons for student behavior • Establishes and consistently maintains standards for behavior that reflects students' developmental and personal needs • Intervenes when student behavior does not meet agreed-upon classroom standards • Facilitates student participation in classroom decision-making • Helps all students learn to solve problems and resolve conflicts • Supports students as they develop responsibility for their own behavior • Works collaboratively with families to maintain standards for student behavior 	<ul style="list-style-type: none"> • Rules are posted and students are informed of the consequences for breaking the rules • Teacher continually reminds students of expected behaviors • Teacher anticipates problems uses signals to alert students • Students are held responsible for following rules and maintaining order • Use of proximity to help maintain order • Teacher creates and maintains a sense of community and group responsibility in the classroom
2.5 Planning and implementing classroom	<ul style="list-style-type: none"> • Develops a daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> • Teacher reviews classroom rules and procedures with students • Rules are posted and referred to

<p>procedures and routines that support student learning</p>	<ul style="list-style-type: none"> • Involves all students in the development of classroom procedures and routines • Supports students to internalize classroom rules, routines, and procedures to become self-directed learners • Develops classroom procedures and routines that promote and maintain a climate of fairness and respect • Makes decisions about modifying procedures and rules to support student learning 	<p>as necessary</p> <ul style="list-style-type: none"> • Teacher regularly reviews classroom objectives, learning goals and instructional standards with students • Students are assigned jobs within the classroom • Daily schedule is posted and timelines are reviewed • Students practice routine and maintain procedures • Classroom is orderly and materials are in assigned areas
<p>2.6 Using instructional time effectively</p>	<ul style="list-style-type: none"> • Structures time with students to support learning • Helps students move from one instructional activity to the next • Paces and adjusts instructional times so that students remain engaged • Redirects student behavior in the most productive way • Ensures that adequate time is provided for students to complete learning activities • Provides time for students to reflect on learning and process of instruction • Structures time for day-to-day managerial and administrative tasks 	<ul style="list-style-type: none"> • Appropriate pacing of instruction • Maintain focus on learning objectives • Extension activities are provided to support learning during remaining or extra instructional time • Students are productively engage • Time spent on non-instructional processes is minimal, i.e. taking roll, lining up, collecting or distributing work, etc. • Classroom procedures and routines allow for smooth transitions • Extension activities are provided for fast paced learners • Scaffolding strategies provided for EL or special needs students

CSTP Domain 3: 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.

	As the Teacher Develops he/she -	What the Classroom Looks Like -
3.1 Demonstrating Knowledge of Subject Matter Content and Student Development	<ul style="list-style-type: none"> • Identifies and understands the key concepts and underlying themes and relationships in the subject area(s) to be taught • Ensures that knowledge of subject matters incorporates different perspectives • Continues to keep current on subject matter knowledge • Ensures that subject matter knowledge is sufficient to support student learning • Builds understanding of students' cognitive and linguistic development • Builds understanding of students' social, emotional, and physical development 	<ul style="list-style-type: none"> • Historical events and literature are reinterpreted based on the social understanding of the time • Content is not static; it changes • Content relates to students' development • Content and current findings are interpreted for student's learning level • Subject matter is presented in depth as needed • Connection is made between the curriculum and students' prior experiences • Supports all students' learning
3.2 Organizing Curriculum to support student understanding of the subject matter	<ul style="list-style-type: none"> • Uses knowledge of development to organize and sequence the curriculum to increase student understanding • Uses subject matter knowledge to organize and sequence the curriculum to increase student understanding • Uses knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships • Organizes subject matter 	<ul style="list-style-type: none"> • Content is presented to match students' learning modalities • Concepts and content are designed with an understanding of students' prior knowledge and skills • Different types of knowledge is presented in order for students to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development

	<p>effectively to reveal and value different cultural perspectives</p> <ul style="list-style-type: none"> • Incorporates subject or grade level expectations and curriculum frameworks in organizing subject matter • Organizes curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area 	<ul style="list-style-type: none"> • Organized subject matter to promote and support student learning • Use of the text to deal with concepts students need to master • Optimal pedagogical organization of subject matter • Shares test taking strategies
<p>3.3 Interrelating ideas and information within and across subject matter areas</p>	<ul style="list-style-type: none"> • Identifies and integrates key concepts and relationships across subject matter areas • Helps all students to relate subject matter concepts to previous lessons and their own lives • Helps all students see the relationships and connections across subject matter areas • Helps all students to apply learning from different curricular areas to solve problems • Develops units and lessons that highlight themes within and across subject matter areas 	<ul style="list-style-type: none"> • Integration between and among disciplines when planning and presenting curriculum • Instruction that helps students understand that disciplines rarely exist in isolation with integrated lessons or examples • Appropriate integration of different disciplines • Coordination and integration of different subject matter • A familiarity with the curriculum, available materials, and resources
<p>3.4 Developing student understanding through instructional strategies that are appropriate to subject matter</p>	<ul style="list-style-type: none"> • Develops and uses a repertoire of instructional strategies well suited to teaching a particular subject matter • Uses knowledge of subject matter to help students construct their own knowledge • Challenges all students to think critically in each subject area • Builds on student life experience, prior knowledge, and interests to make the content relevant and meaningful to students • Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas 	<ul style="list-style-type: none"> • Use of instructional strategies that enable students to engage with subject matter • Teacher blends subject matter to fit with the students being taught • Students are engaged in content in a way that allows for choice • Emphasizes depth rather than breadth • Varied strategies are used in order to teach all students • Instructional strategies reflect current pedagogical research and engages students in constructing their understanding

	<ul style="list-style-type: none"> • Helps all students develop enthusiasm for and a deep knowledge of the subject matter 	
<p>3.5 Using materials, resources, and technologies to make subject matter accessible to students</p>	<ul style="list-style-type: none"> • Uses subject matter resources, materials, and technologies to organize the curriculum • Selects and uses instructional materials and resources that promote students' understanding of subject matter • Uses technologies to convey key concepts in the subject matter area • Helps all students gain access to useful materials, resources, and technologies to support their learning of subject matter 	<ul style="list-style-type: none"> • Instructional materials, resources, and technologies are suitable to the students needs • Instructional materials are appropriate to the subject • Instructional materials have clear value in enhancing student understanding of content • Students have access to the use of computers, calculators, internet, and other materials to enhance learning

CSTP Domain 4: Planning Instruction and Designing Learning Experiences for All Learning

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.

	As the Teacher Develops he/she -	What the Classroom Look Likes -
<p>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</p>	<ul style="list-style-type: none"> • Incorporates students' knowledge and experiences in the curriculum and instructional planning • Uses knowledge about students' lives and their families and communities to inform planning of curriculum and instruction • Recognizes and incorporates student diversity as an integral part of the planning • Plans lessons and units that promote access to academic content for all students • Designs lessons that promote subject matter knowledge and language development for second language learners • Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning 	<ul style="list-style-type: none"> • Teacher Conferences with parents, makes home visits to become familiar with and sensitive to the backgrounds of each student's different ethnic, language, socio-economic, and exceptionality groups • Use of students' interests, developmental levels and cultural resources as motivation • Teachers conferences and consults with colleagues and communities members • Teacher observes students in and out of school • Instruction that draws upon students' backgrounds, interests and developmental needs • Scaffolds instruction enable all students to build on their previous learning • Employs a variety of strategies for learning about students' backgrounds and experiences • Use of student background knowledge and experiences in instruction • Teacher takes notice of the range of development exhibited by students • Colleagues are consulted to learn additional grouping and instructional strategies to meet

		<p>the needs of all students</p> <ul style="list-style-type: none"> Adapted activities and materials engage students in learning the content and skills in the curriculum through familiar context that include students' background knowledge, interests and personal strengths Repertoire of instructional activities and materials are used to meet the needs of all students
<p>4.2 Establishing and articulating goals for student learning</p>	<ul style="list-style-type: none"> Establishes short-term and long-term goals for student learning Ensures that each instructional activity is related to learning goals Builds on the strengths, interests, and needs of all students to establish high expectations for learning Establishes learning goals that address all students' language, experience, and home and school expectations Designs instructional activities so that all students participate in setting and achieving learning goals Ensures that goals for student learning promotes critical thinking and problem solving 	<ul style="list-style-type: none"> Students are informed of the "Learning Goals" are the desired learning outcomes or objectives for each lesson Translation of important content into specific learning goals Clearly linking the connection between activities and learning goals Values, thinking skills, performance skills and behavioral objectives are incorporated with the learning goals Articulates how the students' actions, attitudes, knowledge, and/or skills will be enhanced through participation in the learning activities Expectations for students are consistently high Goals challenge students, yet are within their grasp Short-term goals support long-term goals Provides explanation of the appropriateness of the goals for particular students or groups of students Modifications or adjustments are made to expected outcomes to meet the needs of particular students Specific goals reflect students'

		language, prior knowledge, home and school experiences
<p>4.3 Developing and sequencing instructional activities and materials for student learning</p>	<ul style="list-style-type: none"> • Sequences subject matter concepts to support student learning • Uses formal and informal student assessment in short-term and long-term planning • Plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs • Selects and sequences curriculum to promote understanding and critical thinking for all students • Sequences instruction to help students see relationships and connections across subject matter areas • Chooses and adapts instructional materials to make subject matter relevant to students' experience and interests • Develops and sequences instruction that supports students' second language learning and subject matter knowledge 	<ul style="list-style-type: none"> • Learning activities structured to help students achieve specific learning goals • Selects and creates instructional activities and materials that follow each other • New information is connected to previous activities to help students achieve the intended learning goals • Offers a variety of materials or options within activities that reflects multiple modalities • Provides each students opportunities to engage with the content in a way that they can understand • Materials and activities are structured in a way that is accessible for English learners given their current level of language development • Activities are purposefully linked to students' interests and prior knowledge • Sequence of activities and materials reflects learning goals that specify knowledge, skills, and abilities students are to acquire • All students have the knowledge and skills needed to complete a learning activity, e.g., vocabulary, concepts, procedures, reading, writing, measuring, language, etc. • Comprehensively explains to students how the content of a particular lesson or learning activity fits with what came before and what will follow • Identifies and explains the connection between activities, materials, and learning goals • Appropriately sequences

		<p>activities and materials</p> <ul style="list-style-type: none"> • Directions for open-ended tasks are provided • Opportunities to work on tasks individually or in small and large groups • Anecdotal records or individual written descriptions are kept of what happened and what was learned • Teacher examines learning goals and determining the knowledge, skills and abilities required to meet the goal • A series of activities designed to help students acquire what they need to successfully achieve learning goals
<p>4.4 Designing short-term and long-term plans to foster student learning</p>	<ul style="list-style-type: none"> • Develops short-term and long-term plans that build on and extend students' understanding of subject matter • Makes decisions about organizing curriculum to allow enough time for student learning, review, and assessment • Thinks ahead toward long-term goals for student learning • Uses knowledge of subject matter and students to plan and pace instructional activities over time • Plans to ensure access to challenging, diverse, academic content for all students • Provides opportunities for all students to learn at their own pace in daily, weekly, and unit plans • Incorporates diverse subject matter perspectives in my planning 	<ul style="list-style-type: none"> • Content is divided into a set of short-term and long-term learning goals for students • A structure of discipline is maintained • Knowledge and skills are divided into ability levels and logically sequencing learning goals • Teacher knows the content of textbooks • Use of the district adopted curriculum, grade level expectations and state standards • Draws upon student interests, experiences and prior knowledge • Specific learning activities, instructional materials and assessments are appropriate for students knowledge, interests and background • A course syllabus sequences content and learning goals across the year • Materials and procedures are prescribed • Students are progressively allowed to assume more

		<p>responsibility for designing and conducting experiments</p> <ul style="list-style-type: none"> • Activities correlate with learning objectives • Provides learning opportunities in activities “teachable moments” • Teacher understands district curriculum and the concepts, knowledge, and skills that students are expected to master by the end of the school year • Draws upon knowledge of subject matter to identify where the current lesson or learning activities fit within the prescribed curriculum • Specific knowledge, skills and abilities students are expected to learn • Plans includes major categories of knowledge, skills and abilities that students are expected to accomplish throughout the year
<p>4.5 Modifying instructional plans to adjust for student needs</p>	<ul style="list-style-type: none"> • Adjusts the lesson plan to make content relevant and accessible to each student • Revises plans based on formal and informal student assessment • Adjusts plans to allow enough time for student learning • Modifies plans to ensure opportunities for all students to learn and synthesize information • Reflects on teaching to inform short-term and long-term planning 	<ul style="list-style-type: none"> • Teacher determines before, during and after a lesson, whether students are making progress towards the learning goals • Instructional plans are modified if students are not making progress • Monitors students understanding of content through a variety of means • Changes are made to plans in response to observed difficulties that students are having with instructional materials, the learning activities or content • Teacher is engaged in long-term monitoring of students’ understanding through reflection on lessons, or series of lessons in light of student work or patterns of student responses over time • Reflection focuses on the extent

		<p>to which students were able to meet the learning goals</p> <ul style="list-style-type: none">• Reflection on how specific instructional methods, learning activities, and materials might have facilitated or hindered student understanding• When students are not meeting the learning goals re-teaching occurs• Modifications are made to instructional plans to allow for re-teaching when students miss concepts, methods, or skills
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CSTP Domain 5: 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.

	As the Teacher Develops he/she -	What the Classroom will Look Like -
5.1 Establishing and Communicating Learning Goals for all Students	<ul style="list-style-type: none">• Uses subject matter standards from district, state, and other sources to establish learning goals for each student• Involves all students and families in establishing goals for learning• Reviews and revises learning goals with every student over time• Ensures that student learning goals reflect the key subject matter concepts, skills, and applications	<ul style="list-style-type: none">• Teacher selects learning goals appropriate for all students• Ensures that students and their families understand the learning goals• Reflects on the district curriculum and student expectations as well as levels of knowledge• Differentiated learning goals are set for individual students and /or groups of students• Short term goals are periodically examined in light of student progress• Learning goals are modified as needed• Modifications include focusing on specific knowledge and skills students need to attain or expand the goals to reflect more complete understandings• Activities reflect students' interests that emerge during learning• Teacher models the methods students use to explore and find answers to questions• Teacher establishes multiple learning goals that reflect the complete range of knowledge, skills, and abilities that learn

		<ul style="list-style-type: none"> • Teacher communicates and makes learning goals explicit at the beginning of the lesson. • Students show evidence of understanding the learning goals before, during, and after the lesson • Teacher communicates learning goals to families using a variety of methods <p>Teacher recognizes the need to revise learning goals to support and extend learning depending on students progress</p>
<p>5.2 Collecting and using multiple sources of information to assess student learning</p>	<ul style="list-style-type: none"> • Uses a variety of assessments to determine what students know and are able to do • Selects, designs, and uses assessment tools appropriate to what is being assessed • Know that the assessment tools used are matched to and support my goals for student learning • Collects, selects, and reflects upon evidence of student learning • Works with families to gather information about all students and their learning • Ensures that grades are based on multiple sources of information • Assesses students to support student learning goals, district standards, and family expectations • Uses standardized tests, diagnostic tools, and developmental assessments to understand student progress • Uses a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals) 	<ul style="list-style-type: none"> • Teacher identifies and uses multiple sources of information to understand student progress toward meeting learning goals • Teacher observes and documents student progress through a variety of activities • English learners are provided with various methods to demonstrate learning • Use of concepts learned to derive new information, connects to previously learned concepts, solves real-world problems, and recognizes the concepts in different settings • Use of a variety of sources to collect information about student learning • Collects multiple sources of information for learners who are not yet fluent speakers, readers, or writers • Takes into account student who may have limited backgrounds due to limited exposure to oral and written standard English • Collects information on English learners or special needs students progress in achieving literacy in different content areas

		<ul style="list-style-type: none"> • Collects information about students' abilities to demonstrate and use specific content knowledge and content specific skills • Information is collected to specifically focus on knowledge and skills the students have acquired through the learning activities • Multiple sources of data are used to identify critical gaps in student understanding and skills • Assessment is imbedded in instruction • A wide range of appropriate assessment strategies used to understand student progress
<p>5.3 Involving and Guiding all Students in assessing their own learning</p>	<ul style="list-style-type: none"> • Makes assessment integral to the learning process • Models assessment strategies for all students • Develops and use tools and guidelines that help all students assess their own work • Helps all students to build skills in self-reflection • Provides opportunities for all students to engage in peer discussion of their work • Helps all students to understand and monitor their own learning goals • Provides opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom 	<ul style="list-style-type: none"> • Teacher routinely provides opportunities for students to develop the skills and strategies to examine, reflect, and revise their own work • Teacher clearly communicates learning and performance goal • Teacher models and provides opportunities for students to learn a variety of methods for assessing work • Students have opportunities to revise their work in response to self-critique and self assess across content areas • Students create performance criteria and are able to relate their work to criteria provided by the teacher • Students understand targets for learning through regular use of performance criteria such as, rubrics and samples • Students have ongoing opportunities for reflection and self assessment integrated into learning activities • Students apply strategies for

		<p>evaluating communication learned in English/language arts to assess written work and understanding of text</p> <ul style="list-style-type: none"> • Students solicit feedback from others including peers • Students are provided with substantial support when they are learning the strategies for self-assessment in the form of graphic organizers, rubrics, specific procedures, and question • Students have the opportunity to complete the process of revising and reassessing their work • Students have tools necessary to understand what they did well and what needs improvement
<p>5.4 Using the results of assessments to guide instructions</p>	<ul style="list-style-type: none"> • Uses assessment to guide planning • Uses informal assessments of student learning to adjust instruction while teaching • Uses assessment data to plan more effective ways of teaching subject matter concepts and processes • Uses assessment information to determine when and how to revisit content that has been taught • Uses assessment data to meet students' individual needs • Uses assessment results to plan instruction to support students' individual educational plans 	<ul style="list-style-type: none"> • Teacher is prepared to adjust lessons to students understanding level or skill • Teacher uses level of student understanding to improve use of instructional methods, materials, and learning activities • Uses student learning to plan instruction to meet the needs of all student • Works on enhancing, strengthening, and further improving the understanding and skills of students • Takes into account all of the students in the class when monitoring, adjusting, and providing feedback • Analyzes teaching of a lesson in terms of success and improvement needed • Consciously reflects on lesson and analyzes strengths and weaknesses to improve teaching skills • Demonstrates skills by constructively critiquing their

		<p>own performance</p> <ul style="list-style-type: none"> • Assigns specific tasks designed to ensure that each student assumes responsibility for a critical piece of group work • Assessments are used to adjust instruction while teaching in response to student needs • Information from a variety of ongoing assessments is used to modify, plan, and support student achievement
<p>5.5 Communicating with students, families and other audiences about student progress</p>	<ul style="list-style-type: none"> • Provides all students with information about their progress as they engage in learning activities • Provides opportunities for all students to share their progress with others • Communicates the results of assessments with students and families • Involves families as partners in the assessment process 	<ul style="list-style-type: none"> • Student learning is communicated to inform families, support teacher decision and improve student learning • Progress of student learning is communicated through multiple methods including grades, test score and conference, etc. • Use of portfolios to illustrate student learning over time • Use of notes, phone calls, email, and conferences to communicate student progress • Communication with families is respectful of the student, family and culture. • Students are taught how to identify and communicate progress in learning • Students participate with the teacher to exchange information about their learning to encourage academic progress.

CSTP Domain 6: 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.

	As the Teacher Develops he/she	The Professional Educator
6.1 Reflecting on teaching practice and planning professional development	<ul style="list-style-type: none"> • Assesses growth as a teacher over time • Learns about teaching through observation and interaction with students • Reflects on instructional successes and dilemmas to move practice forward • Analyze teaching to understand what contributes to student learning • Formulates professional development plans that are based on reflection and analysis 	<ul style="list-style-type: none"> • Has professional books, magazines, and other materials to support growth of teacher • Maintains a focus on instructional goals • Questions and reflects after a lesson <ul style="list-style-type: none"> -Were student productively engaged? -Did students learn what was intended? -Could the class run more smoothly? -Were all students treated fairly and with respect? -Were students ready for the lesson? -Were activities and work appropriate -Did the assessment match the learning goals or objectives • Has Professional conversations among colleagues • Reflects on practice and considers alternative approaches • Reflection leads directly to improved planning and enhanced student learning • Assesses teaching to learn strengths as well as areas to target for development • Collaborates with colleagues or draws upon areas of strength, to support teaching
6.2 Establishes professional goals and	<ul style="list-style-type: none"> • Maintains an attitude of lifelong learning 	<ul style="list-style-type: none"> • Engages in professional actives to develop skills in teaching

<p>pursuing opportunities to grow professionally</p>	<ul style="list-style-type: none"> • Learns more about professional roles and responsibilities • Establishes goals and seeks out opportunities for professional growth and development • Uses professional literature, school district, and other professional development opportunities to increase understanding of teaching and learning • Continues to seek out and refine approaches that make the curriculum accessible to every student • Expands knowledge of new instructional methods and technologies • Benefits from and contributes to professional organizations to improve teaching 	<ul style="list-style-type: none"> • Designs activities that are goal directed, arise from identified needs, and reflect areas of priority of the teacher, school, or district • Participates in and contributes to the professional community • Serves on school or district curriculum committee • Tutors students in after-school program • Is involved in learning groups • Engages in professional development activities beyond those required by the district • Seeks out or tracks for professional growth activities through courses, conferences, workshops, study groups, journal articles, conversations with colleagues, and seminars
<p>6.3 Working with communities to improve professional practice</p>	<ul style="list-style-type: none"> • Values and respects the student's community and appreciates its role in student learning • Increases understanding of the cultures and dynamics of my students' communities • Promotes collaboration between school and community • Identifies and uses school, district, and local community social services resources to benefit students and families • Seeks out and uses resources from the local community and businesses to support student learning • Provides students with community-based experiences that support learning • Interacts with students in activities outside the classroom 	<ul style="list-style-type: none"> • Interacts with students' community to enhance student learning • Acquires a deep understanding of students' cultures • Takes advantage of community resources to enhance learning experiences to gain knowledge about community agencies • Locates resources for students who may need certain resources or information from community facilities • Promotes collaboration between school and community • Considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand content • Makes a concerted effort to become aware of local resources and appreciates value to the curriculum • Supports students' with

		<p>experiences derived from the community to support learning</p>
<p>6.4 Working with families to improve professional practice Values and respects students' families and appreciates role in student learning</p>	<ul style="list-style-type: none"> • Values and respects students' families and appreciates their role in student learning • Develops and understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds • Promotes positive dialogue and interaction with all families and responds to the about student progress • Ensures that communication with all students and their families is understood • Provides opportunities for all families to participate in the classroom and school community • Presents the educational to all families 	<ul style="list-style-type: none"> • Uses connection with families to enhance learning experiences for students • Makes an effort to understand students' family backgrounds, communicating with families regarding students learning, and engaging families, as appropriate, in the instructional program • Uses a number of techniques to keep families informed about the instructional program and each child's progress in the curriculum • Uses a number of techniques to keep families informed about events such as open house, back-to-school nights, or student-initiated parent evenings • Keeps families informed of child's progress in the curriculum by complying with the school policy in narrative summaries, student portfolios, student-led conferences, report cards, and parent conferences
<p>6.5 Working with colleagues to improve professional practice</p>	<ul style="list-style-type: none"> • Creates opportunities to collaborate with colleagues • Collaborates with leaders, administrators, educational specialists, and paraprofessional to ensure that all students' diverse learning needs are met • Engages in thoughtful dialogues and reflection with colleagues to solve teaching-related problems • Participates in making and implementing school-wide events and learning activities • Establishes and maintains relationships with other school staff to become visible and valued member of the school community • Uses observation of colleagues 	<ul style="list-style-type: none"> • Collaborates with colleagues for the benefit of the entire instructional program • Works with specialist, school committees, curriculum projects, or paraprofessional, and other educators • Knows what instructional approaches are being used by specialists working with students in their classroom and keeps in close communications • Is familiar with staff and specialized expertise • Develops and shares expertise • Works with veteran teachers to effectively implement strategies in the instructional program • Collaborates with colleagues that

	<p>to improve teaching</p> <ul style="list-style-type: none"> • Prevents and resolves personal and professional conflicts with colleagues • Contributes to the learning of other educators 	<p>directly benefit students</p> <ul style="list-style-type: none"> • Gains experience and develops confidence in personal skills
<p>6.6 Balancing professional responsibilities and maintaining motivation</p>	<ul style="list-style-type: none"> • Reduces stress and maintains a positive attitude with students and colleagues • Continues to grow intellectually and creatively throughout careers • Deals with the isolation of teaching • Finds support to balance professional responsibilities with personal needs • Demonstrates professional conduct and integrity in the classroom and school community • Extends my knowledge about the professional and legal responsibilities for students' learning, behavior and safety 	<ul style="list-style-type: none"> • Embraces the idea of being a 'life long learner' • Seeks out colleagues to avoid the feeling of isolation • Takes time for family and personal life • Remembers that as a teacher you are a role model to students and the community