

Bend Elementary School

California Standards for the Teaching Profession (CSTP) – Standard One
Description of Practice for
Engaging and Supporting All Students in Learning

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
1.1 Using knowledge of students to engage them in learning	Teacher has limited knowledge about students’ backgrounds and experiences, and makes few, if any, connections of this knowledge to student learning. Teacher poorly or inconsistently uses the adopted curriculum with minimal adaptations to address students’ strengths, interests or assessed needs.	Teacher has limited knowledge about students’ backgrounds and experiences, and makes few connections of this knowledge to student learning. Teacher uses the adopted curriculum with minimal adaptations to address students’ strengths, interests or assessed needs.	Teacher has knowledge about students’ backgrounds and experiences, and uses this knowledge to engage students in learning. Teacher adapts some lessons to address the strengths, interests and assessed needs of individual students.	Teacher has actively sought out knowledge about students’ backgrounds and experiences, and uses this knowledge to more fully engage students in learning. Teacher consistently adapts instruction to incorporate the strengths, interests and assessed needs of individual students.
1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences and interests	Teacher poorly presents lessons and units from the adopted curriculum making limited connections to prior knowledge or real-life contexts. Teacher provides limited and/or ineffective academic language support within the content.	Teacher presents lessons and units from the adopted curriculum making limited connections to prior knowledge or real-life contexts. Teacher provides limited academic language support within the content.	Teacher plans lessons and units that build on prior knowledge and connect learning to real-life contexts, modifying instruction to support learning. Teacher provides academic language support to make content more accessible.	Teacher plans lessons and units that build on prior knowledge, life experiences, and interests so that students connect learning goals with real-life contexts. Teacher builds on students’ comments and questions during lessons to modify or extend instruction. Teacher supports students in building academic language skills that make content more accessible and understandable.
1.3 Connecting subject matter to meaningful, real life contexts	Teacher makes few, if any, connections between subject matter content and real-life contexts. Teacher provides few, if any, opportunities for students to practice skills and apply new learning.	Teacher makes some connections between subject matter content and real-life contexts. Teacher provides few opportunities for students to practice skills and apply new learning.	Teacher makes frequent connections between subject matter content and real-life contexts. Teacher includes learning experiences that allow student to practice skills and apply new learning.	Teacher consistently makes explicit connections between subject matter content and real life contexts that systematically embed learning experiences. Teacher provides students with purposeful opportunities to practice skills and apply new learning.

California Standards for the Teaching Profession (CSTP) – **Standard One**
 Description of Practice for *Engaging and Supporting All Students in Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs	Teacher ineffectively and inconsistently plans instruction to meet the general learning needs of students. Few, if any, activities require student participation. Teacher has limited awareness of materials and technologies that could benefit students with special needs. Teacher rarely, if ever, asks students to use technologies to access information.	Teacher plans instruction to meet the general learning needs of students. Few activities require student participation. Teacher has limited awareness of materials and technologies that could benefit students with special needs. Teacher rarely asks students to use technologies to access information.	Teacher plans instruction to meet students' assessed learning needs and to increase active participation in learning. Teacher adapts some materials to accommodate students with special needs. Teacher plans activities that ask students to integrate use of technologies to access information.	Teacher uses differentiated instructional strategies to meet students' assessed learning needs and to ensure active participation in learning for all students. Teacher adapts materials to accommodate students with special needs and uses appropriate adaptive technologies to provide access to the curriculum. Teacher plans activities that ask students to use technologies and other media sources to access information.
1.5 Promoting critical thinking through inquiry, problem solving and reflection	Teacher ineffectively plans lessons that include some opportunities for problem solving and analysis of subject matter. Few, if any, lessons explore more than one perspective about subject matter content.	Teacher plans lessons that include some opportunities for problem solving and analysis of subject matter. Few lessons explore more than one perspective about subject matter content.	Teacher plans lessons that engage students in problem solving and analysis of subject matter concepts. Teacher creates lessons that explore diverse perspectives and ask students to reflect on and share ideas about new learning.	Teacher provides learning opportunities that challenge thinking and engage students in problem solving and analysis of subject matter concepts. Teacher embeds learning activities that ask students to consider and share diverse perspectives and ask reflective questions.

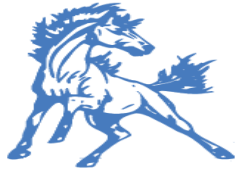
California Standards for the Teaching Profession (CSTP) – **Standard One**
 Description of Practice for *Engaging and Supporting All Students in Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
1.6 Monitoring student learning and adjusting instruction while teaching	Teacher rarely, if ever, checks for understanding and assesses student progress. Teacher seldom, if ever, adjusts and revises plans while teaching to accommodate learners.	Teacher periodically checks for understanding and assesses student progress. Teacher periodically adjusts and revises plans while teaching to accommodate learners.	Teacher consistently uses strategies to check for understanding and assess student progress. Teacher is able to adjust and revise plans while teaching to accommodate most learners.	Teacher consistently incorporates into lessons a variety of strategies and systems to check for understanding and assess student progress, especially regarding English learners and students with special needs. Teacher is able to adjust and revise plans while teaching and pace lessons to accommodate a diverse group of learners.

Beginning Teacher: _____

Entry Level (underlined): _____
 Date

Progress Monitoring (circled): _____
 Date



Bend Elementary School

California Standards for the Teaching Profession (CSTP) – Standard Two
 Description of Practice for *Creating and Maintaining Effective Environments for Student Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Teacher has not established group norms that assist in building a caring community. Teacher is mainly unaware of attitudes that interfere with students treating each other fairly and respectfully. The teacher provides few, if any, opportunities for students to assume responsibility within the classroom.	Teacher establishes some group norms that assist in building a caring community. Teacher is aware of attitudes that interfere with students treating each other fairly and respectfully. The teacher provides limited opportunities for students to assume responsibility within the classroom.	Teacher establishes individual and group norms that foster a caring community, where students are treated fairly and respectfully by the teacher and by most other students. Acceptance and respect for diversity is embedded in the curriculum. Students have opportunities to assume classroom responsibilities and leadership roles.	Teacher discusses and clearly articulates individual and group norms, fostering a caring community where all students are treated fairly and respectfully. Teacher consistently embeds in the curriculum an acceptance and respect for diversity, including such areas as gender, sexual orientation, ethnicity and socioeconomic levels. Students work responsibly in both independent and collaborative settings and are encouraged to assume leadership roles.
2.2 Creating a physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Teacher creates a classroom (or virtual classroom) environment that is engaging for few, if any, students. Few, if any, students are willing to take risks with new learning and ideas. Students struggle to respect each other's different perspectives and tend to work ineffectively in individual settings.	Teacher creates a classroom (or virtual classroom) environment that is engaging for some students. Some students are willing to take risks with new learning and ideas. Students struggle to respect each other's different perspectives and tend to work in individual settings.	Teacher creates a classroom (or virtual classroom) environment that is inclusive and engaging. Most students are willing to take risks with new learning and ideas. Students respect each other's differing perspectives and work effectively together in a variety of settings.	Teacher creates a classroom (or virtual classroom) environment that is inclusive and engaging. Students are eager to take risks with new learning and creative thinking. Students respect each other's differing cultural and experiential perspectives and actively engage one another other in a variety of learning activities and settings.

California Standards for the Teaching Profession (CSTP) – **Standard Two**
 Description of Practice for *Creating and Maintaining Effective Environments for Student Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Teacher ineffectively arranged the physical environment to provide safety and accessibility for most students. The teacher uses ineffective strategies to resolve immediate conflicts and to build an emotionally safe environment.	Teacher arranges the physical environment to provide safety and accessibility for most students. The teacher uses some strategies to resolve immediate conflicts and to build an emotionally safe environment.	Teacher arranges the physical environment to ensure safety and accessibility for all students, and to facilitate intellectual engagement in learning. The teacher uses proactive strategies to resolve conflicts and to ensure an emotionally safe environment.	Teacher arranges the physical environment to ensure safety and accessibility, and to facilitate purposeful intellectual engagement for all students. Both teacher and students engage in proactive strategies to mediate and resolve conflicts and to ensure an emotionally safe environment for learning.
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	Teacher uses instructional strategies that are ineffective in embedding high expectations for most students. Few, if any, lessons demonstrate use of differentiated instructional strategies that support student learning.	Teacher uses instructional strategies that embed high expectations for most students. Some lessons demonstrate use of differentiated instructional strategies that support student learning.	Teacher uses instructional strategies that embed high expectations to maximize individual student learning. Teacher differentiates grade-appropriate materials so that students are supported in learning at appropriate levels of instruction.	Teacher uses instructional strategies that embed high expectations for all students. Students display a strong belief in their ability to succeed, as demonstrated in classroom work and interactions. Teacher has created a rigorous, supportive and challenging learning environment so that students are supported in learning at appropriate levels of instruction.
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	Standards for behavior have been ineffectively established and communicated to students by the teacher. Maintenance of expectations for behavior lack articulation and consistency.	Standards for behavior have been established by the teacher and communicated to students. Maintenance of expectations for behavior lack articulation and consistency.	Standards for behavior have been developed by the teacher and are clearly communicated to students. Maintenance of expectations for behavior is generally consistent for most students.	Students and teacher have developed agreed upon standards for behavior. Both teacher and students are responsible for maintaining high expectations for individual and group behavior.

California Standards for the Teaching Profession (CSTP) – **Standard Two**
 Description of Practice for *Creating and Maintaining Effective Environments for Student Learning*

<i>Element</i>	<i>Progress Not Evident</i>	<i>Progress Evident</i>	<i>Meets Standards 1</i>	<i>Meets Standards 2</i>
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Procedures and routines have been ineffectively established and work poorly. Negative consequences outweigh positive support strategies in creating a classroom climate for student learning.	Procedures and routines have been minimally established and work moderately well. Negative consequences outweigh positive support strategies in creating a classroom climate for student learning.	Procedures and routines are clearly established and work smoothly. Positive behavior norms and support strategies are used to create a climate for student learning with minimal use of negative behavioral consequences.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently. Positive behavior norms and support strategies are used consistently to create a climate in which all students are supported in learning.
2.7 Using instructional time to optimize learning	Instructional time is inconsistently paced with many, if not most students unable to engage fully with the content or complete assigned activities. Transitions used to move students into new activities are non existent or ineffective.	Instructional time is inconsistently paced with some students unable to engage fully with the content or complete assigned activities. Transitions used to move students into new activities are somewhat effective.	Pacing of the lesson is appropriate to the activities and enables most students to engage successfully with the content. Most transitions are smooth allowing for effective use of instruction time.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless and instructional time is used to optimize learning.

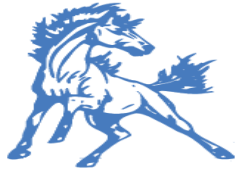
Beginning Teacher: _____

Entry Level (underlined): _____

Progress Monitoring (circled): _____

Date

Date



Bend Elementary School

California Standards for the Teaching Profession (CSTP) – **Standard Three**
Description of Practice for
Understanding and Organizing Subject Matter for Student Learning

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
3.1 Demonstrating knowledge of subject matter academic content standards and curriculum frameworks	Teacher's working knowledge of subject matter is not current in most academic content standard areas and instruction. Teacher seldom identifies key concepts within the content.	Teacher's working knowledge of subject matter is current and incorporates most academic content standards in instruction. Teacher identifies key concepts within the content.	Teacher's working knowledge of subject matter as related to academic content standards and curriculum frameworks is current and supports student learning. Teacher identifies and focuses instruction on key concepts within the content.	Teacher's working knowledge of subject matter as related to academic content standards and curriculum frameworks is current and incorporates a broad range of perspectives that support all students in learning. Teacher identifies and focuses instruction on key concepts and themes within the content and makes explicit connections across subject areas.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Teacher has limited knowledge of student development as it applies to understanding of subject matter. Teacher lacks awareness of proficiency levels of English learners and instructional needs of students with special needs, related to subject matter instruction.	Teacher has some knowledge of student development as it applies to understanding of subject matter. Teacher has limited awareness of proficiency levels of English learners and instructional needs of students with special needs, related to subject matter instruction.	Teacher applies general knowledge of student development to increase student understanding of subject matter. Teacher differentiates some instruction to address proficiency levels of English learners and to meet instructional needs of students with special needs.	Teacher applies knowledge of human development and learning theory to ensure individual student understanding of subject matter. Teacher consistently differentiates instruction to integrate the identified language proficiency levels of English learners and to meet identified instructional needs of students with special needs.
3.3 Organizing curriculum to facilitate student understanding of subject matter	Teacher poorly organizes the curriculum around key concepts, themes and skills. Instruction includes limited varied perspectives, and is poorly organized and core concepts are poorly covered.	Teacher loosely organizes the curriculum around key concepts, themes and skills. Instruction includes some varied perspectives, and is organized to ensure that core concepts are adequately covered.	Teacher organizes and sequences the curriculum around key concepts, themes, and skills. Instruction integrates a range of perspectives, and is organized to assist students in developing a deep understanding of core concepts.	Teacher organizes and sequences the curriculum around standards-based concepts, themes, and skills. Instruction reveals and values a range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts and their interrelationship through the curriculum.

California Standards for the Teaching Profession (CSTP) – **Standard Three**

Description of Practice for *Understanding and Organizing Subject Matter for Student Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Teacher uses ineffective instructional strategies to convey subject matter knowledge and to engage students in understanding subject matter.	Teacher uses a limited range of instructional strategies to convey subject matter knowledge and to engage students in understanding subject matter.	Teacher uses instructional strategies to make content accessible and meaningful to most students. Teacher utilizes strategies that challenge student thinking and help to deepen their understanding of subject matter.	Teacher uses a repertoire of instructional strategies to make content accessible, relevant and meaningful to a diverse range of students. Teacher utilizes strategies that challenge student thinking and help to deepen their knowledge of and enthusiasm for subject matter.
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Teacher ineffectively uses selected elements from the adopted instructional materials to plan instruction. Teacher plans few, if any, lessons that differentiate within the curriculum or includes diverse perspectives.	Teacher uses selected elements from the adopted instructional materials to plan instruction. Teacher plans few lessons that differentiate within the curriculum or includes diverse perspectives.	Teacher uses and adapts instructional materials and resources to differentiate instruction. Teacher integrates materials and activities into subject matter instruction that reflect diverse perspectives and experiences.	Teacher uses and adapts a full range of instructional materials, resources, and technologies to support differentiated, standards-aligned instruction. Teacher consistently integrates materials and activities into subject matter instruction that reflect diverse perspectives and experiences.
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	Teacher demonstrates no awareness of English Language Development (ELD) standards that support English learners within instruction. Teacher demonstrates little to no awareness of Individual Education Plan (IEP) goals and objectives of special needs students that support learning in the general education classroom.	Teacher has limited awareness of English Language Development (ELD) standards that support English learners within instruction. Teacher has limited awareness of Individual Education Plan (IEP) goals and objectives of special needs students that support learning in the general education classroom.	Teacher addresses some English Language Development (ELD) standards as they relate to supporting English learners within instruction. Teacher addresses Individual Education Plan (IEP) goals and objectives to support equitable access to subject area content in the general education classroom.	Teacher consistently addresses English Language Development (ELD) standards as they relate to supporting English learners within the subject area content. Teacher integrates within subject area content Individual Education Plan (IEP) goals and objectives to support equitable access to learning in the general education classroom.

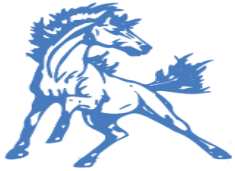
Beginning Teacher: _____

Entry Level (underlined): _____

Progress Monitoring (circled): _____

Date

Date



Bend Elementary School

California Standards for the Teaching Profession (CSTP) – **Standard Four**
 Description of Practice for
Planning Instruction and Designing Learning Experiences for All Students

<i>Element</i>	<i>Progress Not Evident</i>	<i>Progress Evident</i>	<i>Meets Standards 1</i>	<i>Meets Standards 2</i>
4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction	Teacher has limited awareness of the cultural and language backgrounds represented among students. Teacher has not begun to use assessed language levels of students to plan standards-based instruction.	Teacher has some awareness of the cultural and language backgrounds represented among students. Teacher has begun to use assessed language levels of students to plan standards-based instruction.	Teacher has knowledge of students’ cultural and language backgrounds and community experiences and uses this to inform planning and instruction. Teacher uses assessed language levels and developmental readiness of students to plan differentiated, standards-based lessons.	Teacher has knowledge of and demonstrates understanding of students’ diverse cultural, language and community experiences and uses this knowledge to make explicit connections within his/her planning and instruction. Teacher uses assessed language levels and developmental readiness of students to plan differentiated, standards-based lessons that address individual students’ identified academic needs.
4.2 Establishing and articulating goals for student learning	Teacher has not set instructional goals that represent appropriate and achievable expectations for most students. Learning goals do not address subject-area expectations that will help to prepare students for future learning environments. Learning goals are inconsistent and lack clear articulation.	Teacher sets instructional goals that represent achievable expectations for most students. Learning goals address subject-area expectations that will help to prepare students for future learning environments. Learning goals may be inconsistent and lack clear articulation.	Teacher sets short-term and long-term instructional goals that represent high, achievable expectations for most students. Learning goals address school and district expectations and assist most students in preparation for their next learning environment.	Teacher sets short-term and long term instructional goals that are discussed with students and represent consistently high expectations that are clear, challenging and achievable. Standards-based learning goals address school, district and community expectations and prepare students for success in their next learning environment.

California Standards for the Teaching Profession (CSTP) – **Standard Four**

Description of Practice for *Planning Instruction and Designing Learning Experiences for All Students*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	Teacher’s short term instructional goals are not based on student assessment data. Instruction does not include differentiation or sequencing to support individual learning or to build concepts over time. Long-term planning is not evident.	Teacher’s short term instructional goals are based in part on student assessment data. Instruction includes limited differentiation or sequencing to support individual learning or to build concepts over time. Limited long-term planning is in evidence.	Teacher’s short term and long-term instructional goals are based on student assessment data and reflect individual student interests. Instruction supports most students in meaningful, standards-based learning, drawing on varying perspectives. Instruction is differentiated and sequenced to build concepts over time and to promote understanding of subject area topics.	Teacher’s short-term and long-term instructional goals are based on student assessment data and reflect individual student interests and developmental needs. Instruction supports and engages students in meaningful, standards-based learning, which draws on multiple and diverse perspectives. Instruction is differentiated and logically sequenced to build content and concepts over time and to promote understanding and challenge thinking about complex issues.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Teacher develops few, if any, lessons based on subject matter from adopted texts and materials. Teacher incorporates few, if any, teaching strategies to differentiate instruction for some students. Teacher rarely reflects on instructional outcomes when planning new lessons.	Teacher develops most lessons based on subject - matter from adopted texts and materials. Teacher incorporates some teaching strategies to differentiate instruction for some students. Teacher reflects intermittently on instructional outcomes when planning new lessons.	Teacher develops lessons that build on students’ subject-matter knowledge and extend text and related materials. Teacher incorporates teaching strategies that differentiate some aspects of instruction and can adjust content to remediate or redirect instruction. Teacher reflects on instructional outcomes when planning new lessons.	Teacher develops lessons and units that build on students’ prior learning and subject-matter knowledge beyond the text and related materials. Teacher incorporates strategies that differentiate instruction based on identified language and learning needs and can adjust content to remediate or accelerate instruction. Teacher reflects on instructional outcomes and applies new learning to future planning.

California Standards for the Teaching Profession (CSTP) – **Standard Four**

Description of Practice for *Planning Instruction and Designing Learning Experiences for All Students*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	Teacher uses limited assessment data to create instructional plans. Teacher rarely modifies instruction to ensure conceptual understanding by most students. Teacher ineffectively collaborates with colleagues to assist in planning instruction.	Teacher uses some assessment data to create instructional plans. When possible, teacher modifies instruction to ensure conceptual understanding by most students. Teacher collaborates from time to time with colleagues to assist in planning instruction.	Teacher uses some assessment data to reflect on the effectiveness of instructional plans. Teacher modifies instruction to ensure conceptual understanding by most students. Teacher collaborates with colleagues to create plans that include concepts and skills required to meet the needs of most students.	Teacher uses formal and informal assessment data to reflect on the effectiveness of teaching strategies and instructional plans. Teacher modifies and adapts instruction and materials to ensure conceptual understanding by all students, including students with identified language needs and special needs. Teacher collaborates with colleagues to re-examine plans and apply new learning to meet the academic learning needs of all students.

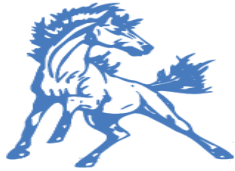
Beginning Teacher: _____

Entry Level (underlined): _____

Date

Progress Monitoring (circled): _____

Date



Bend Elementary School

California Standards for the Teaching Profession (CSTP) – **Standard Five**
 Description of Practice for
Assessing Students for Learning

<i>Element</i>	<i>Progress Not Evident</i>	<i>Progress Evident</i>	<i>Meets Standards 1</i>	<i>Meets Standards 2</i>
5.1 Applying knowledge of the purposes, characteristics and uses of different types of assessment	Teacher has limited knowledge about the varied purposes of assessments and seldom and ineffectively uses assessments from the adopted curriculum to determine learning outcomes. Teacher has limited awareness of issues regarding reliability and validity within assessment tools and is unaware that his/her assessment data used to determine grades might not accurately reflect the skills and abilities of all learners.	Teacher has limited knowledge about the varied purposes of assessments and primarily uses assessments from the adopted curriculum to determine learning outcomes. Teacher has some awareness of issues regarding reliability and validity within assessment tools and is aware that his/her assessment data used to determine grades might not accurately reflect the skills and abilities of all learners.	Teacher is knowledgeable about a variety of assessment tools. Teacher uses assessments from the adopted curriculum and, when possible, selects other assessments that provide data about learning outcomes. Teacher is aware of issues regarding reliability and validity within some assessment tools and, when possible, uses more than one assessment tool to determine grades more accurately reflect the skills and abilities of learners.	Teacher is knowledgeable about the benefits and limitations of a wide range of assessments. Teacher uses multiple assessment sources and formats that provide reliable data about specific learning outcomes including those from the adopted curriculum. Teacher is aware of issues regarding reliability and validity that impact assessment outcomes from a given assessment tool and consistently uses multiple sources of data to determine grades that fairly and accurately reflect the skills and abilities of a wide range of learners.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Teacher inconsistently uses one or two sources of assessment data, as required by the district, to assess student learning. Teacher inconsistently and ineffectively uses one or two assessment formats or strategies to assess progress and to generally plan instruction.	Teacher uses one or two sources of assessment data, as required by the district, to assess student learning. Teacher uses one or two assessment formats or strategies to assess progress and to generally plan instruction.	Teacher collects and records assessment data over time from a variety of sources to determine individual and group progress toward learning goals. Teacher uses varied assessment formats and strategies to assess progress, to reflect on outcomes, and to plan next steps in instruction.	Teacher collects and records assessment data on a continuous basis from a wide variety of sources to determine individual and group progress toward standards-based learning goals. Teacher uses a wide range of assessment formats and strategies to interpret data, to assess progress, to reflect on outcomes and to plan instruction.

California Standards for the Teaching Profession (CSTP) – **Standard Five**
 Description of Practice for *Assessing Students for Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Teacher inconsistently reviews assessment data as time permits and seldom collaborates with colleagues regarding English learners and students with IEP plans.	Teacher reviews assessment data as time permits and collaborates with colleagues when problems arise, especially regarding English learners and students with IEP plans.	Teacher periodically reviews assessment data to monitor student progress. Teacher collaborates with colleagues to plan instruction that supports student learning, including English learners and students with specific IEP goals.	Teacher continuously reviews assessment data to monitor individual and group progress. Teacher collaborates with colleagues to plan instruction that supports all students, including English learners and students with specific IEP goals. Teacher uses assessment data to identify gaps in knowledge and to determine how and when to re-teach specific content.
5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction	Teacher inconsistently uses data from assessments when planning learning activities. Teacher seldom differentiates instruction to meet generalized learning goals. Teacher inconsistently reviews progress toward learning outcomes in the content area.	Teacher uses data from assessments when planning some learning activities. Teacher differentiates instruction to meet generalized learning goals. Teacher periodically reviews progress toward learning outcomes in the content area.	Teacher uses data from formal and informal assessments when planning learning activities. Teacher differentiates instruction to meet learning goals, especially regarding English learners and students with specific IEP goals. Teacher uses assessments to review progress toward learning within key content areas.	Teacher uses data from a variety of ongoing formal and informal assessments to plan, differentiate and modify learning activities that support identified individual and group learning goals, especially regarding English learners and students with specific IEP goals. Teacher consistently uses assessments to review progress on standards-based objectives to ensure learning within key content areas.

California Standards for the Teaching Profession (CSTP) – **Standard Five**
 Description of Practice for *Assessing Students for Learning*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	Teacher inconsistently provides students with assessment data that he/she uses to analyze work. Teacher seldom provides assessment rubrics to assist students in understanding criteria for grades. Students have few, if any, opportunities to interact with peers and reflect on learning. Assessment-criteria are rarely visible to students, making student self-assessment and progress monitoring inconsistent.	Teacher provides students with assessment data that he/she uses to analyze work. Teacher provides some assessment rubrics to assist students in understanding criteria for grades. Students have limited opportunities to interact with peers and reflect on learning. Assessment-criteria are generally not visible to students, making student self-assessment and progress monitoring limited.	Teacher provides students with various types of assessment data to analyze work. Teacher provides some assessment rubrics that assist students in self-assessing work and monitoring progress. Students are provided with some opportunities to interact with peers and reflect on learning. Teacher makes assessment a visible aspect of learning and students are aware of progress toward learning outcomes.	Teacher assists students in understanding and using various types of assessment data to analyze work. Teacher provides tools, criteria and rubrics that assist students in self-assessing and monitoring progress toward learning goals. Students are provided with ongoing opportunities to interact with peers and reflect on learning. Teacher makes assessment a visible, integrated and interactive part of learning, where all students take responsibility for learning outcomes.
5.6 Using available technologies to assist in assessment, analysis and communication of student learning	Teacher inconsistently and ineffectively uses computer applications to record assessment data. Teacher inconsistently uses available technologies to provide feedback to students or families or to communicate with other professionals regarding student progress.	Teacher rarely uses computer applications to record assessment data. Teacher rarely uses available technologies to provide feedback to students or families or to communicate with other professionals regarding student progress.	Teacher uses computer applications to record assessment data that assists in monitoring student learning. Teacher uses some technologies to provide feedback to both students and families and to communicate with other professionals regarding student progress.	Teacher uses computer applications to manipulate and analyze assessment data to monitor student learning and inform instructional planning. Teacher uses available technologies to provide ongoing, timely feedback to both students and families and to communicate with other professionals regarding student progress.

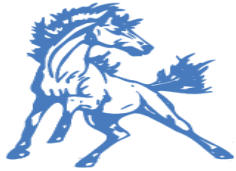
California Standards for the Teaching Profession (CSTP) – **Standard Five**
 Description of Practice for *Assessing Student Learning*

<i>Element</i>	<i>Progress Not Evident</i>	<i>Progress Evident</i>	<i>Meets Standards 1</i>	<i>Meets Standards 2</i>
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	Teacher has inconsistent communication with families. Teacher seldom communicates with resource providers, using available assessment data.	Teacher has limited communications with families. Teacher communicates with resource providers, as needed, using available assessment data.	Teacher communicates when needed with families and resource providers, using assessment information to guide conversations. Teacher communicates information about student progress in a manner that is understandable and respectful.	Teacher communicates regularly with families and resource providers, using current and timely assessment information to guide conversations. Teacher communicates information about student progress in a manner that is understandable and respectful, allowing all parties involvement in the support of students at school and at home.

Beginning Teacher: _____

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 Date

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Bend Elementary School

California Standards for the Teaching Profession (CSTP) – Standard Six
Description of Practice for
Developing as a Professional Educator

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
6.1 Reflecting on teaching practice in support of student learning	Teacher rarely reflects on some lessons and areas of concern in his/her teaching practice and makes few, if any, adjustments in instruction to support student learning.	Teacher reflects on some lessons and areas of concern in his/her teaching practice and makes some adjustments in instruction to support student learning.	Teacher reflects on his/her teaching practice in relationship to student learning and instructional goals and makes adjustments in instruction that result in increased student learning.	Teacher reflects on successes and challenges within his/her teaching practice in relationship to student learning and instructional goals. Teacher reflects on diverse factors that impact teaching and student learning and makes adjustments in instruction that result in increased student learning across the range of learners.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	Teacher rarely engages in professional growth opportunities offered by his/her district or county and pursues few, if any, opportunities to acquire new knowledge. Teacher has limited and inconsistent interactions with other colleagues.	Teacher engages in some professional growth opportunities offered by his/her district or county and pursues some opportunities to acquire new knowledge. Teacher has limited interactions with other colleagues.	Teacher engages in growth opportunities based on established professional goals that extend knowledge about teaching. Teacher participates in professional conversations, maintaining a commitment to lifelong learning and reflection.	Teacher seeks out purposeful professional growth opportunities, based on established goals that will expand knowledge about instructional methods and technologies. Teacher participates in and contributes to the professional community, actively engaging in a commitment to lifelong learning and reflection.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	Teacher rarely engages in conversations with colleagues that extend knowledge about teaching and learning. Teacher inconsistently collaborates with resource personnel when questions arise about a student. Teacher has limited and inconsistent participation in school events and organizations.	Teacher engages in conversations with colleagues that extend knowledge about teaching and learning. Teacher collaborates with resource personnel when questions arise about a student. Teacher has limited participation in school events and organizations.	Teacher engages in dialogue and reflection with colleagues, to extend knowledge about teaching and learning. Teacher collaborates, as needed, with resource personnel to support students' learning. Teacher participates in school events and organizations within the school community.	Teacher engages in ongoing dialogue and reflection with colleagues, building professional relationships that extend knowledge about teaching and learning. Teacher collaborates with resource personnel and staff to support students' diverse learning needs. Teacher participates in school and district decision-making, events and organizations as a visible and valued member of the school community.

California Standards for the Teaching Profession (CSTP) – **Standard Six**
 Description of Practice for *Developing as a Professional Educator*

Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
6.4 Working with families to support student learning	Teacher demonstrates respect for students’ families, but has little to no knowledge of specific cultures and backgrounds. Teacher inconsistently communicates and is somewhat open to families who demonstrate interest in classroom and/or school activities.	Teacher demonstrates respect for students’ families, but has limited knowledge of specific cultures and backgrounds. Teacher communicates and is open to families who demonstrate interest in classroom and/or school activities.	Teacher demonstrates respect for students’ families and has an understanding of diverse backgrounds. Teacher has developed positive communication with families and is open to participation by families in classroom and/or school activities to support student learning.	Teacher demonstrates respect for and values all students’ families and takes time to understand their diverse backgrounds and experiences. Teacher maintains ongoing positive interactions to extend knowledge about students and to provide ongoing opportunities for families to have meaningful participation in the classroom and/or school community to support student learning.
6.5 Engaging local communities in support of the instruction program	Teacher lacks understanding of the importance of students’ communities. Teacher has initiated few, if any, actions that would involve community members or resources in classroom or school activities.	Teacher understands the importance of students’ communities. Teacher has initiated few actions that would involve community members or resources in classroom or school activities.	Teacher has understanding and knowledge about the surrounding community and seeks out opportunities to involve community members or resources in activities that support the instructional program.	Teacher is knowledgeable about and values students’ diverse communities. Teacher seeks out opportunities to integrate and/or involve community members, organizations, businesses and community-based experiences to extend and support the instructional program and student learning.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	Teacher inconsistently and ineffectively works on incorporating a few strategies that will assist in balancing professional responsibilities with personal needs.	Teacher works on incorporating a few strategies that will assist in balancing professional responsibilities with personal needs.	Teacher develops strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to students.	Teacher consistently uses strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to student learning. Teacher professional goals are intellectually challenging, change or deepen over time, and sustain long-term interest and motivation throughout his/her career.

California Standards for the Teaching Profession (CSTP) – **Standard Six**
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Element	Progress Not Evident	Progress Evident	Meets Standards 1	Meets Standards 2
6.7 Demonstrating professional responsibility, integrity and ethical conduct	Teacher lacks awareness of the legal and ethical obligations of the teaching profession and professional and legal responsibilities regarding conduct.	Teacher has some awareness of the legal and ethical obligations of the teaching profession and professional and legal responsibilities regarding conduct.	Teacher adheres to the legal and ethical obligations of the teaching profession in relationship to interactions with students and families. Teacher is aware of professional and legal responsibilities regarding conduct.	Teacher adheres to the legal and ethical obligations of the teaching profession in relationship to interactions with students, families, employer and the larger community. Teacher continuously and rigorously pursues knowledge regarding professional and legal responsibilities that guarantee a high quality education for all students.

Beginning Teacher: _____

Entry Level (underlined): _____
 Date

Progress Monitoring (circled): _____
 Date