



Piedmont/California Standards for the Teaching Profession
Self-Assessment
Continuum of Teaching Practice

Standard 1 P/CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
1.1 Using knowledge of students to engage them in learning. <i>Evidence:</i>	Gathers insufficient knowledge of individual students. Many students are not engaged in learning.	Learns about students through data provided by the school and/or through district assessments, but does so inconsistently and/or does not apply the knowledge effectively to instruction. Some students are engaged in learning, but others do not respond to instructional strategies focused on the class as a whole.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs. Students engage in learning through the use of adjustments in instruction to meet their needs.	Uses comprehensive knowledge of students to make ongoing accommodations in instruction. Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. As appropriate, students take ownership of their learning by choosing from a wide range of methods that further their learning and that are responsive to their diverse learning needs.

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<p>1.2 Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests</p> <p><i>Evidence:</i></p>	<p>Develops insufficient awareness of individual students' prior knowledge, backgrounds, life experiences, and interests.</p> <p>Most students cannot connect learning activities to their own lives.</p>	<p>Develops limited awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students and/or does not consistently use this awareness to support learning.</p> <p>Some but not all students connect learning activities to their own lives.</p>	<p>Uses gathered information, school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.</p> <p>Students are enthusiastically engaged in curriculum which relates their prior knowledge, experiences, and interests. Students can articulate the relevance and impact of lessons on their lives and society.</p>

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<p>1.3 Connecting subject matter to meaningful, and real-life contexts</p> <p><i>Evidence:</i></p>	<p>Does not connect subject matter to meaningful, real-life contexts.</p> <p>Most students cannot connect subject matter to their own lives.</p>	<p>Makes insufficient use of real life connections during instruction as identified in curriculum.</p> <p>Some but not most students relate subject matter to real-life.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>Consistently engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>

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<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p><i>Evidence:</i></p>	<p>Does not use a variety of instructional strategies, resources, and technologies.</p> <p>Students' diverse learning needs are not met.</p>	<p>Uses a limited number of instructional strategies, resources, and technologies as provided by school and/or district.</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Continually creates, adapts, integrates and refines an extensive repertoire of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p> <p>Students enthusiastically engage in instruction and take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

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<p>1.5</p> <p>Promoting critical thinking through inquiry, problem solving, and reflection</p> <p><i>Evidence:</i></p>	<p>Does not promote critical thinking through inquiry, problem solving, and reflection.</p> <p>Students do not respond to questions regarding facts and comprehension.</p>	<p>Asks only questions that focus on factual knowledge and comprehension.</p> <p>Some students respond to questions regarding facts and comprehension.</p>	<p>Guide students to think critically through use of questioning strategies, posing / solving problems, and reflection on issues in content.</p> <p>Students respond to complex questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.</p>	<p>Facilitates systematic opportunities for students to initiate critical thinking by designing structured inquiries into complex problems.</p> <p>Students pose and answer a wide range of complex questions and problems, reflect and communicate understandings based on in-depth analysis of content learning.</p>

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<p>1.6</p> <p>Monitoring student learning and adjusting instruction while teaching.</p> <p><i>Evidence:</i></p>	<p>Does not monitor student learning and/or does not adjust instruction while teaching.</p> <p>Students do not receive individual assistance during instruction.</p>	<p>Implements lesson following curriculum guidelines, but does not adequately monitor and respond to student learning.</p> <p>Some students receive limited individual assistance during instruction.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p> <p>Students successfully participate and stay engaged in learning activities.</p>	<p>Flexibly and effectively makes adjustments to extend learning opportunities and provide assistance to students in mastering the context.</p> <p>Students are able articulate and monitor their level of understanding and use teacher guidance to meet their needs during instruction.</p>

Standard 2 P/CSTP: Creating and Maintaining Effective Environments for Student Learning

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<p>2.1</p> <p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p><i>Evidence:</i></p>	<p>Fails to model and/or communicate expectations for fair and respectful behavior to support social development.</p>	<p>Makes limited efforts to model and communicate expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>Reinforces positive, responsible, and respectful student interaction. Assists students in resolving conflicts.</p> <p>Incorporate cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>Students take responsibility / leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interaction with one another.</p>

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<p>2.2</p> <p>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p> <p><i>Evidence:</i></p>	<p>Does not create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning, but makes limited efforts to implement them.</p> <p>Is aware that structured interaction between students can support learning, but makes limited efforts to enable them.</p> <p>Some students use available resources in learning environments during instruction.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> <p>Students use a variety of resources and learning environments and interact in ways that deepen their understanding of the content, and develop constructive social and academic interactions.</p>	<p>Maintains and adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interaction.</p>

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<p>2.3</p> <p>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p> <p><i>Evidence:</i></p>	<p>Does not establish and maintain learning environments that are physically, intellectually, and emotionally safe.</p>	<p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p> <p>Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.</p>	<p>Anticipates and reduces risk to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p> <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> <p>Students demonstrate resiliency and perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.</p>

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<p>2.4</p> <p>Creating a rigorous learning environment with high expectations and appropriate support for all students.</p> <p><i>Evidence:</i></p>	<p>Does not create a rigorous learning environment with high expectations and appropriate support for all students.</p>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students, but does not consistently hold students to those standards.</p> <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<p>Develops a rigorous learning environment that includes accuracy, analysis, problem-solving and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.</p> <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem-solving in learning.</p>	<p>Facilitate a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies (including technologies) to meet high expectations.</p> <p>Students take responsibility to fully utilize teacher and peer support to achieve consistently high levels of factual and analytical learning.</p>

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<p>2.5</p> <p>Developing, communicating, and maintaining high standards for individual and group behavior.</p> <p><i>Evidence:</i></p>	<p>Does not develop, communicate, and maintain high standards for individual and group behavior.</p>	<p>Establishes expectations, rules and consequences for individual and group behavior, but does not adequately enforce them.</p> <p>Refers to standards for behavior and applies consequences as needed, but does so inconsistently or ineffectively.</p> <p>Students are aware of classroom rules and consequences but often do not act accordingly.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior to and during individual and group work.</p> <p>Students follow behavior expectations, accept consequences, and increase positive behaviors.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.</p>

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<p>2.6</p> <p>Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.</p> <p><i>Evidence:</i></p>	<p>Does not employ classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.</p>	<p>Establishes procedures, routines, or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior, but does so inconsistently or ineffectively.</p> <p>Students are aware of procedures, routines, and classroom norms, but often do not act accordingly.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports.</p> <p>Responds appropriately to behaviors in ways that lessen disruption to the learning climate.</p> <p>Students participate in routines, procedures, and norms, and receive reinforcement for positive behaviors.</p> <p>Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p>	<p>Facilitates student participation in developing, monitoring, and adjusting routines and procedures; focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teachers for monitoring, managing and maintaining a positive classroom climate that promotes learning.</p>

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<p>2.7</p> <p>Using instructional time to optimize learning.</p> <p><i>Evidence:</i></p>	<p>Does not use instructional time to optimize learning.</p>	<p>Paces instruction based on curriculum guidelines, but does not adapt pacing to student needs.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons, but does not adequately implement this knowledge.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces, adjusts and fluidly facilitates instruction and daily activities in response to student learning.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment and goal-setting.</p>

Standard 3 P/CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>3.1</p> <p>Demonstrating knowledge of subject matter academic content standards</p> <p><i>Evidence:</i></p>	<p>Has basic knowledge of subject matter, related academic language and academic content standards but lacks necessary depth.</p>	<p>Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction, but does not articulate them clearly or effectively for students.</p>	<p>Understands and effectively explains the relationship between essential subject matter concepts, academic language and academic content standards.</p>	<p>Uses extensive knowledge of subject matter, concepts, current issues, academic language and research to make relevant connections to standards during instruction and extend student learning.</p>

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<p>3.2</p> <p>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</p> <p><i>Evidence:</i></p>	<p>Does not have knowledge of student development and proficiencies.</p>	<p>Has basic knowledge of student stages of development and some awareness of differences in students' understanding of subject matter.</p> <p>Teaches subject specific vocabulary following curriculum guidelines, but does not adapt adequately to student needs.</p>	<p>Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Utilizes comprehensive knowledge of all students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language and proficiency in self-directing goal-setting, monitoring and improvement. Guides all students in using analysis strategies that provide equitable access and deep understanding of subject matter.</p>

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3.3 Organizing curriculum to facilitate student understanding of the subject matter. <i>Evidence:</i>	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by the site and district, but does not adapt as needed to support student understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitate student articulation about what they do and don't understand.

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3.4 Utilizing instructional strategies that are appropriate to the subject matter. <i>Evidence:</i>	Does not utilize instructional strategies that are appropriate to the subject matter.	Uses instructional strategies that are provided in the curriculum, but does not adapt to student needs.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that addresses students' diverse learning needs.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, metacognitive abilities, and to support and challenge the full range of students toward a deep knowledge of subject matter.

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<p>3.5</p> <p>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p> <p><i>Evidence:</i></p>	<p>Does not use and adapt resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students.</p>	<p>Makes limited use of available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides and assists students in using available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies through ongoing links to outside resources and support.</p>

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<p>3.6 (a)</p> <p>Addressing the needs of <u>English Learners</u> to provide equitable access to the content.</p> <p><i>Evidence:</i></p>	<p>Does not address the needs of English Learners.</p>	<p>Is aware of students' primary language and English language proficiency based on available assessment data, but does not adequately make use of this knowledge to provide equitable access to the content.</p> <p>Makes limited efforts to provide adaptive materials to help English Learners access content.</p>	<p>Identifies language proficiencies and English Learner strengths in the study of language and content. Differentiates instruction using one or more components of English Language development to support English Learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to develop language proficiencies and to understand content.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on English Learners' proficiencies, knowledge, and skills in content.</p>

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<p>3.6 (b)</p> <p>Addressing the needs of <u>students with special needs</u>* to provide equitable access to the content.</p> <p>(* The full range of students with “special needs” includes students with IEPs, 504 plans, and advanced learners.)</p> <p><i>Evidence:</i></p>	<p>Does not address the needs of students with special needs.</p>	<p>Has an awareness of the full range of students identified as special needs students through data provided by the school, but does not adequately act on that knowledge.</p> <p>Attends required meetings with resource personnel and families, but may not effectively or consistently implement suggestions.</p> <p>Learns about referral processes for students with special needs, but does not make adequate use of them.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates and cooperates regularly with resource personnel, para-educators and families as needed to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner, supported with documented data over time, including interventions tried previous to referral.</p>	<p>Guides and supports the full range of students with special needs to actively engage in assessing and monitoring their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, family, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site / district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

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<p>4.1</p> <p>Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.</p> <p><i>Evidence:</i></p>	<p>Does not use knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.</p>	<p>Plans daily lessons using available curriculum and information from district and state required assessments, but does not sufficiently adapt to student needs.</p> <p>Is aware of impact of bias on learning, but does not adequately apply this knowledge, or does not seek to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

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<p>4.2 Establishing and articulating goals for student learning.</p> <p><i>Evidence:</i></p>	Does not establish or articulate goals for student learning.	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines, but does not communicate larger learning goals OR does sufficiently base learning goals on standards.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates comprehensive short- and long-term learning goals for students. Assists students to articulate and monitor learning goals.

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<p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.</p> <p><i>Evidence:</i></p>	Does not develop or sequence long-term and/or short-term instructional plans to support student learning.	Plans curriculum units that include a series of connected lessons and are linked (but not consistently) to long-term planning to support student learning,	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Utilizes extensive knowledge of the curriculum, content standards and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</p> <p><i>Evidence:</i></p>	<p>Does not plan instruction that incorporates appropriate strategies to meet the learning needs of all students.</p>	<p>Selects strategies for single lessons or a sequence of lessons that respond to students' diverse learning needs, but does not do so consistently.</p> <p>Is aware of data concerning, and seeks to learn more by other means, about student content, learning, and language needs, but does not adequately apply this knowledge.</p>	<p>Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language and learning needs and styles.</p> <p>Uses assessments of students' learning and language needs to inform planning of differentiated instruction.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Integrates result from a broad range of assessments into planning.</p> <p>As appropriate for grade level, facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Standard 4 P/CSTP: Planning Instruction and Designing Learning Experiences for All Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>4.5</p> <p>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <p><i>Evidence:</i></p>	<p>Does not adapt instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.</p>	<p>Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning needs.</p>

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
5.1 Monitors student progress and adapts instruction in response to assessed needs	No evidence of monitoring student needs	Inconsistently monitors student progress and/or inconsistently adapts instruction in response to assessed needs	Consistently monitors student progress and consistently adapts instruction in response to assessed needs	Designs systems for monitoring progress and creates innovative instruction in response; consults and collaborates with other teachers
5.2 Uses a variety of assessment techniques to evaluate student learning	Does not use a variety of techniques to evaluate student learning	Uses a limited variety of techniques to evaluate student learning	Uses a variety of assessment techniques to evaluate student learning (effective use of questioning during class, test and quizzes, projects, student demonstrations, etc.)	Develops a wide variety of assessment techniques which engage students with different learning needs and which meaningfully reflect student progress
5.3 Assessment tasks are based on instruction and learning objectives for the unit <i>Evidence:</i>	Insufficient connection between assessment tasks and instruction/learning objectives	Moderate but incomplete/inconsistent connection between assessment tasks and instruction/learning objectives	Assessment tasks are clearly based on instruction and learning objectives for the unit.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data to differentiate instruction for maximum academic success

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>5.4 Maintains clear oral and written communication with students regarding high expectations, grades, and behavior</p> <p><i>Evidence:</i></p>	<p>No evidence of oral and written communication with students regarding high expectations, grades, and behavior</p>	<p>Inconsistent/ insufficient oral and written communication with students regarding high expectations, grades, and behavior</p>	<p>Consistently provides clear oral and written communication with students regarding high expectations, grades, and behavior</p>	<p>Designs and communicates easily accessible tools for students to self monitor their progress in meeting high expectations, grades, and behavior</p>

<p>5.5 Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks</p> <p><i>Evidence:</i></p>	<p>Does not regularly provide feedback about progress and performance to students and parents</p>	<p>Provides occasional but insufficient feedback to students and parents and/or does not provide feedback in a timely manner</p>	<p>Provides detailed and differentiated oral and/or written feedback to students and parents, responds to student and parent inquiries, and does both in a timely manner.</p>	<p>Energetically follows up with differentiated personal attention for students at different levels to help each reach their fullest potential. Proactively utilizes technology for in-depth and ongoing communication.</p>
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Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>5.6 Teaches students how to accurately self-assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress</p> <p><i>Evidence:</i></p>	<p>Does not engage students in reflection or self-assessment on their work</p>	<p>Does not consistently use assessments to help students monitor, reflect, and understand individual achievement and progress toward goals</p>	<p>Provides and models structures for self-evaluation/ reflection, and uses scaffolding to support students in implementing the process. Develops a shared understanding with students of what they should know and be able to do. Has students regularly engage in self-assessment, goal setting, and monitoring progress</p>	<p>Creates a classroom environment which develops students' meta-cognitive skills for self-reflection and goal setting, and which provides systematic opportunities to analyze and engage in these processes. May provide opportunities for students to create assessments to measure their achievement</p>

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
<p>5.7 Employs a grading system that accurately reflects student learning, performance, and progress.</p> <p><i>Evidence:</i></p>	<p>Grading system does not accurately reflect student learning, performance, and progress</p>	<p>Grading system somewhat reflects student understanding, performance, progress, and learning</p>	<p>Communicates clear criteria for proficiency on assignments (may include rubrics, exemplars, modeling, anecdotal records, etc.). Defines clear guidelines for how grades are determined / how standards are met. Grading system accurately reflects student learning, performance, and progress</p>	<p>Facilitates collaborative work with colleagues in developing grading criteria (rubrics, exemplars, models, anecdotal records, etc.) that foster authentic student growth. Seeks opportunities to reflect with colleagues on calibration and /or parity and consistency in grading systems among classes</p>

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
<p>5.8 Maintains accurate, detailed records of student performance</p> <p><i>Evidence:</i></p>	<p>Does not maintain accurate, Detailed records of student performance</p>	<p>Maintains records, but inconsistently or with inaccuracies and/or does not make them available (i.e., through Infinite Campus) as required by the school site</p>	<p>Maintains accurate, detailed records of student performance and makes them available (i.e., through Infinite Campus) as required by the school site.</p>	<p>Explores new options, including new technologies, for maintaining records that are up-to-date, accurate, detailed, clear, and substantive. Uses technologies to provide for in-depth and ongoing communication regarding student learning for multiple audiences (e.g., other teachers, district administrators, the School Board, the community)</p>

Standard 5 P/CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing / Professional Support Focus Identified	Effective / Proficient	Highly Effective / Innovative
<p>5.9 Collaboratively administers, scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agreed upon standards and procedures.</p> <p><i>Evidence:</i></p>	<p>Does not collaboratively administer, score, report and analyze common/benchmark assessments according to agreed upon standards and procedures</p>	<p>Lacks full participation in collaboratively administering, scoring, reporting and analyzing common/benchmark assessments according to agreed upon standards for all students</p>	<p>Collaboratively administers, scores, reports and analyzes common/benchmark assessments according to agreed upon standards for all students</p>	<p>Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends. Facilitates training for colleagues and provides support for ongoing problem solving.</p>
<p>5.10 Records and reports common/benchmark assessments within the central district data system / uses available technology</p> <p><i>Evidence:</i></p>	<p>Does not record and report common benchmark assessments within the central district data system using available technology</p>	<p>Inconsistently records and reports common benchmark assessments within the central district data system/ uses available technology</p>	<p>Records and reports Common benchmark assessments within the central district data system/ uses available technology</p>	<p>Facilitates training for colleagues and provides support for ongoing problem solving</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>6.1</p> <p>Reflecting on teaching practice in support of student learning.</p> <p><i>Evidence:</i></p>	<p>Does not reflect on teaching practice in support of student learning.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustment in teaching practice (including the elements of the CSTP) and impact on the full range of learners.</p>	<p>Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.</p> <p>Engages in and fosters reflection among colleagues for school-wide impact on student learning.</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>6.2</p> <p>Establishing professional goals and engaging in continuous and purposeful professional growth and development.</p> <p><i>Evidence:</i></p>	<p>Does not establish professional goals and/or does not engage in professional growth and development.</p>	<p>Sets goals connected to the CSTP that take into account self-assessment of teaching practice, but does so in a limited way or does not pursue them adequately.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development, but does so in a limited way or does not apply them adequately.</p>	<p>Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal growth with school and district goals and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organization and development opportunities to extend own teaching practice.</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>6.3</p> <p>Collaborating with colleagues and the broader professional community to support teacher and student learning.</p> <p><i>Evidence:</i></p>	<p>Does not collaborate with colleagues and/or the broader professional community to support teacher and student learning.</p>	<p>Consults with colleagues to consider how best to support teacher and student learning, but does so inconsistently or does not adequately apply new strategies.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.4 Working with families to support student learning. <i>Evidence:</i>	Does not work with families to support student learning.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school / district environment in which families take leadership to improve student learning.

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
6.5 Engaging local communities in support of the instructional program. <i>Evidence:</i>	Does not engage local community in support of the instructional program.	<p>Makes some use of available neighborhood and community resources.</p> <p>Includes references or connections to communities in single lessons or sequence of lessons.</p>	<p>Uses a variety of neighborhood and community resources to support the curriculum.</p> <p>Includes knowledge of communities when designing and implementing instruction.</p>	<p>Collaborates with community members to increase instructional and learning opportunities for students.</p> <p>Engages students in leadership and service in the community.</p> <p>Incorporates community members into the school learning community.</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory/Does Not Meet Standard	Developing/ Professional Support Needed	Effective/Proficient	Highly Effective/Innovating
<p>6.6</p> <p>Managing professional responsibilities to maintain motivation and commitment to all students.</p> <p><i>Evidence:</i></p>	<p>Does not manage professional responsibilities to maintain motivation and commitment to all students.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed, but may have difficulties managing time and effort required to meet expectations.</p> <p>Demonstrates commitment by exploring ways to address individual student needs.</p>	<p>Anticipates professional responsibilities and manages time and effort required to meet expectations.</p> <p>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</p> <p>Supports colleagues to maintain the motivation, resiliency and energy to ensure that all students achieve.</p>

Standard 6 P/CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Unsatisfactory	Developing / Effective	Highly Effective / Innovating
<p>6.7</p> <p>Demonstrating professional responsibility, integrity, and ethical conduct.</p> <p><i>Evidence:</i></p>	<p>Does not follow all student education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.</p>	<p>Follows all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.</p> <p>As follows:</p> <p>Takes responsibility for student academic learning outcomes.</p> <p>Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</p> <p>Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.</p> <p>Reports suspected cases of child abuse and/or neglect as outlined in California Child Abuse and Neglect Reporting Act.</p> <p>Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</p> <p>Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</p> <p>Complies with legal and professional obligations to protect the privacy, health and safety of students, families, and other school professionals.</p> <p>Models appropriate behavior for students, colleagues, and the profession.</p> <p>Acts in accordance with ethical consideration for students.</p> <p>Maintains professional conduct and integrity in the classroom and school community.</p>	<p>Maintain a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p> <p>Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>