



**Standard 1 Rubric  
 Essential Element 1.5 Practitioners with Permanent Status**

<b>Essential Element 1.5</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b><i>Promoting critical thinking through inquiry, problem solving, and reflection</i></b>	<p>Questions are rapid-fire and convergent, with a single correct answer or focus on factual knowledge and comprehension.</p> <p>Questions do not or rarely invite student thinking.</p> <p>The teacher does not ask students to explain their thinking.</p>	<p>Regularly asks questions that address factual knowledge and comprehension.</p> <p>Rarely asks students to interpret or think critically.</p>	<p>Regularly guides students to think critically through use of questioning strategies, solving problems, and reflecting on issues in content.</p>	<p>Regularly supports students in developing questions, posing problems, and reflecting on multiple perspectives.</p>	<p>Regularly facilitates opportunity for students to apply critical thinking by designing inquiries into complex problems.</p>

Adapted from the Continuum of Teaching Practice



**1.5 Promoting critical thinking through inquiry, problem solving and reflection.**

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>-encourage students to use multiple approaches and solutions to solve problems?</p>	<ul style="list-style-type: none"> <li>▪ Model and demonstrate ways to develop the ability to think independently, creatively, or critically in order to solve problems</li> <li>▪ Encourage students to develop confidence in their ability to think independently, creatively, and critically in order to solve problems</li> <li>▪ Ask questions to facilitate discussion, clarify and extend students' thinking</li> <li>▪ Assign activities that include more than one method of approaching or completing the work</li> <li>▪ Conduct debates from a variety of perspectives</li> <li>▪ Allow for the teacher and students to share their thinking processes (e.g. think aloud)</li> <li>▪ Employ group problem-solving</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> <li>▪ Other</li> </ul>
<p>-encourage students to ask critical questions and consider diverse perspectives about subject matter?</p>	<ul style="list-style-type: none"> <li>▪ Teach students how to reflect on their progress and direct their own learning</li> <li>▪ Facilitate interactive student practice activities while monitoring and providing feedback (e.g. cooperative learning, think-pair-share)</li> <li>▪ Plan time in lessons for student reflection</li> <li>▪ Use and promote brainstorming, webbing and the use of thinking maps</li> <li>▪ Use open-ended questions and activities</li> <li>▪ Use Socratic seminars</li> <li>▪ Use Philosophical Chairs</li> <li>▪ Teach students to use inquiry methods</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> </ul>



How might I ...	K-12 Strategies
<p>-provide opportunities for students to think about, discuss, and evaluate content?</p>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for paired and group work</li> <li>▪ Use think-pair-share</li> <li>▪ Use open-ended journal prompts</li> <li>▪ Provide opportunities for students to design and use rubrics</li> <li>▪ Provide opportunities for students to present and reflect upon their own work</li> <li>▪ Use reciprocal teaching</li> <li>▪ Use close reading strategies</li> <li>▪ Routinely provide discussion time at end of the class/period for review or reflection on work across content areas</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> <li>▪ Other</li> </ul>
<p>-ask questions to facilitate discussion, clarify, and extend students’ thinking?</p>	<ul style="list-style-type: none"> <li>▪ Helps students become familiar with their progress towards standards</li> <li>▪ Use open-ended, higher-order questions</li> <li>▪ Check for understanding (e.g. thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers, student responders)</li> <li>▪ Engage in class discussions</li> <li>▪ Use “What if” questions, and higher order questioning strategies</li> <li>▪ Use kinesthetic modality</li> <li>▪ Give oral quizzes</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>-support students to think and communicate with clarity and precision ----help students apply previous learning to new situations?</p>	<ul style="list-style-type: none"><li>▪ Allow adequate wait time for students to think</li><li>▪ Connect new learning to prior learning</li><li>▪ Use graphic organizers to connect new learning with prior content</li><li>▪ Include oral responses to allow students to explain their thinking</li><li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li><li>▪ Other</li></ul>
<p>-help students apply previous learning to new situations</p>	<ul style="list-style-type: none"><li>▪ Students will use content knowledge from one subject area to demonstrate knowledge in another area (e.g. painting, music, radio show, dancing, power point)</li><li>▪ Use Venn diagrams to compare and contrast previous learning to new concepts</li><li>▪ Refer to previously taught skills when introducing new concepts</li><li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li><li>▪ Other</li></ul>



How might I ...	P-12 Strategies
<p>-encourage students to create, imagine, and innovate?</p>	<ul style="list-style-type: none"> <li>▪ Model constructivist methods</li> <li>▪ Assign activities that include more than one method or approaching or completing the task</li> <li>▪ Allow students to demonstrate understanding of the content through a variety of products (e.g. painting, music, radio show, dancing, power point)</li> <li>▪ Use Socratic seminars</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> <li>▪ Other</li> </ul>
<p>- help students to develop and use strategies and technologies for accessing knowledge and information?</p>	<ul style="list-style-type: none"> <li>▪ Integrate technology through the lens of instruction (e.g. choose technology to enhance learning)</li> <li>▪ Provide credible resources to assist students in accessing knowledge</li> <li>▪ Demonstrate appropriate use of technology</li> <li>▪ Provide time for students to utilize technology to access information (e.g. internet, webcasts, podcasts, video conferencing, Skype)</li> <li>▪ Provide opportunities for students to collect and analyze data</li> <li>▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals</li> <li>▪ Other</li> </ul>

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**Standard 2 Rubric  
 Essential Element 2.3 for Practitioners with Permanent Status**

<b>Essential Element 2.3</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b><i>Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe for all students</i></b></p>	<p>Either does not recognize safety issues, does not attempt to address them and/or uses ineffective strategies</p>	<p>Recognizes and attempts to address safety issues regarding materials, student interactions, and the room organization</p> <p>Reacts situationally to safety issues, but does not have well-established practices and procedures in place</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the room organization</p> <p>Uses multiple strategies to support physical, intellectual, cultural, and emotional safety</p> <p>Models and provide instruction on skills that develop resiliency and support intellectual, emotional and cultural safety</p>	<p>Integrates support for students to take risks in offering respectful opinions about divergent viewpoints</p> <p>Examines biases in the learning environment and curriculum</p>	<p>Shares responsibility with the students for establishing and maintaining a physically, intellectually, culturally, and emotionally safe environment focused on high quality and rigorous learning</p>

Adapted from the Continuum of Teaching Practice



**2.3 Establishes and maintains learning environments that are physically, intellectually, culturally, and emotionally safe**

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- arrange the learning environment to facilitate positive and productive classroom interactions?</p>	<ul style="list-style-type: none"> <li>▪ Provide seating for independent learning, group formations, teamwork, and paired assignments based on assignments and student needs</li> <li>▪ Use a sound rationale, supporting all students, when designing the class seating chart</li> <li>▪ Arrange seating so that all students are able to see and hear the teacher during instruction</li> <li>▪ Ensure that all students are able to see the work space (e.g. white board, Smart Board)</li> <li>▪ Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections</li> <li>▪ Other</li> </ul>
<p>- encourage, support, and recognize the achievements and contributions of all students?</p>	<ul style="list-style-type: none"> <li>▪ Use proactive classroom management</li> <li>▪ Post student work and the agenda</li> <li>▪ Praise students for their accomplishments in and outside the classroom/school setting</li> <li>▪ Model praise that is purposeful</li> <li>▪ Acknowledge and/or correct all students’ contributions with positive words</li> <li>▪ Conduct one-to-one conferences</li> <li>▪ Establish individual attainable goals</li> <li>▪ Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections</li> <li>▪ Other</li> </ul>



<b>How might I ...</b>	<b>P-12 Strategies</b>
<p>- encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?</p>	<ul style="list-style-type: none"><li>▪ Model thoughtful and respectful language</li><li>▪ Provide opportunities for students to practice and use positive, supportive words</li><li>▪ Use “wait time” to encourage students to complete thoughts and express opinions</li><li>▪ Encourage different modes of expression and student choice</li><li>▪ Provide a “penalty free” environment that allows students to contribute and evaluate their ideas while receiving constructive and timely feedback</li><li>▪ Encourage reflective feedback after each lesson</li><li>▪ Foster careful listening among all class members including yourself</li><li>▪ Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections</li><li>▪ Other</li></ul>
<p>- foster the development of each student's self-esteem?</p>	<ul style="list-style-type: none"><li>▪ Encourage students to strive for their personal best</li><li>▪ Recognize incremental successes as students participate in scaffolded instruction</li><li>▪ Use positive and supporting words</li><li>▪ Use “wait time” to encourage students to complete thoughts and express opinions</li><li>▪ Positively acknowledge student work/accomplishments either verbally and/or visually</li><li>▪ Stress student responsibility and accountability</li><li>▪ Post student work samples</li><li>▪ Highlight students’ strengths and uniqueness through activities</li><li>▪ Support students in developing the attitude that helping each other is rewarding</li><li>▪ Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections</li><li>▪ Other</li></ul>





How might I ...	P-12 Strategies
- create a safe, accessible learning environment for all students?	<ul style="list-style-type: none"><li>▪ Reflect on student(s) academic and behavioral needs and develop a plan of support</li><li>▪ Provide supervision for students at all times</li><li>▪ Arrange seating to provide safety and accessibility for all students</li><li>▪ Adhere to district safety codes</li><li>▪ Follow fire code guidelines</li><li>▪ Post evacuation and emergency information</li><li>▪ Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections</li><li>▪ Other</li></ul>

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**Standard 3 Rubric**  
**Essential Element 3.1 for Practitioners with Permanent Status**

<b>Essential Element 3.1</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b><i>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</i></b>	<p>Has foundational knowledge, but makes content errors and/or does not understand the prerequisite skills/knowledge students need when planning instruction.</p>	<p>Understands the subject matter concepts, academic language, and academic content standards, but rarely explains the relationship to students.</p> <p>Does not demonstrate awareness of common student error/misconception.</p> <p>Few, if any, attempts to demonstrate connections and relevance to students.</p>	<p>Understands and clearly explains the relationship between subject matter concepts, academic language, and academic content standards.</p> <p>Clearly demonstrates connections and relevance to students.</p> <p>Aware of common student error/misconception.</p>	<p>Uses broad knowledge of the relationship between matter concepts, academic content standards, and academic language in ways that ensure clear connection and relevance to students.</p> <p>Anticipates and is able to address common student error/misconception.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction to extend student learning and is able to connect topic to other disciplines.</p>

Adapted from the Continuum of Teaching Practice



### 3.1 Demonstrating knowledge of subject matter academic content standards

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
- ensure that my subject matter knowledge is sufficient to support student learning?	<ul style="list-style-type: none"><li>▪ Access students' prior knowledge</li><li>▪ Utilize content related research in lessons</li><li>▪ Remain current with subject matter and teaching methods</li><li>▪ Participate in Professional Learning Community discussions</li><li>▪ Reflect on student assessment results and modify lessons and teaching as needed</li><li>▪ Use GLAD strategy – Big Books, Clunkers and Links, Focused Reading, Learning Logs</li><li>▪ Other</li></ul>
- continue to keep my subject matter knowledge current?	<ul style="list-style-type: none"><li>▪ Research materials to teach standards, via professional texts, ancillary resources and internet</li><li>▪ Utilize content related research in lessons</li><li>▪ Continue professional development through workshops, courses, and professional organizations</li><li>▪ Participate in Professional Learning Community discussions</li><li>▪ Other</li></ul>
- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?	<ul style="list-style-type: none"><li>▪ Post and explicitly state learning targets and standards</li><li>▪ Make learning target connections to the real world, transparent</li><li>▪ Address basic, content, and academic vocabulary</li><li>▪ Align curricular materials and supplemental resources with state standards\</li><li>▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books</li><li>▪ Other</li></ul>



How might I ...	P-12 Strategies
<p>- integrate key concepts, themes, relationships, and connections across subject matter areas?</p>	<ul style="list-style-type: none"><li>▪ Use resources to pre-plan</li><li>▪ Use graphic organizers (e.g. Venn diagrams and thinking maps)</li><li>▪ Explicitly state connections across subject areas</li><li>▪ Ensure students express connections verbally or in written assignments</li><li>▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books</li><li>▪ Other</li></ul>
<p>- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?</p>	<ul style="list-style-type: none"><li>▪ Include multiple perspectives in lessons</li><li>▪ Reflect on student assessment results and modify teaching as needed</li><li>▪ Use graphic organizers (e.g. Venn diagrams, compare/contrast charts or thinking maps)</li><li>▪ Use cross-cultural surveys</li><li>▪ Utilize debates and discussions</li><li>▪ Use resources to pre-plan</li><li>▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books</li><li>▪ Other</li></ul>



<b>How might I ...</b>	<b>P-12 Strategies</b>
- maintain and utilize current understanding of relevant content standards and frameworks?	<ul style="list-style-type: none"><li>▪ Participate in Professional Learning Community discussions related to content standards</li><li>▪ Participate in cross grade-level content standards and frameworks conversations in core subject areas: English/Language Arts, Math, History/Social Studies, and Science</li><li>▪ Engage in cross grade-level (K-5, 6-8, 9-12) articulations meetings to unpack state standards relative to specific content areas</li><li>▪ Other</li></ul>

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**Standard 4 Rubric  
 Essential Element 4.1 for Practitioners with Permanent Status**

<b>Essential Element 4.1</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b><i>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</i></b></p>	<p>Unaware of students interests or cultural heritage.</p> <p>Takes little to no responsibility to learn about students' medical or learning disabilities, cultural background, or language proficiency.</p> <p>Does not plan differentiation based on needs of students.</p>	<p>Is aware of different cultural groups, language needs, and medical or learning needs of students in the class and has a general sense of student interests.</p> <p>Rarely uses information about student academic readiness (including IEP requirements), language proficiency, cultural background, and individual development to plan instruction.</p> <p>Differentiation is planned, but is not regularly utilized when needed and/or is not usually appropriate to meet the needs of students.</p>	<p>Plans and conducts differentiated instruction based on knowledge of students' academic readiness (including IEP requirements), academic language, language proficiency, diverse cultural background, and individual cognitive, social, emotional, and physical development.</p> <p>Differentiation is planned and implemented as needed.</p>	<p>Plans and conducts differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p>	<p>Plans and conducts differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p>

Adapted from the Continuum of Teaching Practice



**4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.**

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- incorporate students' prior knowledge and experience in my curriculum and instructional planning?</p>	<ul style="list-style-type: none"> <li>▪ Access student's prior knowledge when introducing a new concept</li> <li>▪ Conduct student surveys</li> <li>▪ Use assessments</li> <li>▪ Review prior curricula and student data</li> <li>▪ Other</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-left: 600px;"> <ul style="list-style-type: none"> <li>▪ Gather data:</li> <li>▪ Use icebreakers &amp; getting to know you activities</li> <li>▪ Review SARC Info</li> <li>▪ Read local &amp; school newspapers</li> <li>▪ Collect student information from interest</li> </ul> </div>
<p>- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?</p>	<ul style="list-style-type: none"> <li>▪ Create and display a resource for featuring students' families and communities</li> <li>▪ Select and use materials that represent a broad view of life, family, and career choices for all students</li> <li>▪ Incorporate students' cultures, background knowledge and interests into instruction</li> <li>▪ Understands the effects of poverty on student learning and uses that understanding to plan and deliver instruction</li> <li>▪ Uses GLAD strategy – Home and Family Connections and Personal Interactions</li> <li>▪ Other</li> </ul>
<p>- use knowledge of my students' individual cognitive, social, emotional and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?</p>	<ul style="list-style-type: none"> <li>▪ Incorporate student information data into planning and differentiating instruction</li> <li>▪ Reflect on student achievement data to modify instruction</li> <li>▪ Uses GLAD strategy – Home and Family Connections and Personal Interactions</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>- plan lessons and units that promote access to academic content standards for all students?</p>	<ul style="list-style-type: none"> <li>▪ Provide access to core curriculum for all students</li> <li>▪ Allow all students equal access to academic content through differentiated instruction</li> <li>▪ Establish clear learning targets/objectives so that all students understand and can articulate them</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>
<p>- use knowledge of my English learners’ levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?</p>	<ul style="list-style-type: none"> <li>▪ Access CELDT data to determine student’s language levels</li> <li>▪ Analyze language levels data and use aligned strategies that support language acquisition</li> <li>▪ Use ELD and GLAD strategies aligned to students’ proficiency levels</li> <li>▪ Incorporate subject matter, content vocabulary and academic vocabulary into instruction</li> <li>▪ Other</li> </ul>
<p>- use knowledge of my students’ diverse learning needs to plan instruction that supports their learning?</p>	<ul style="list-style-type: none"> <li>▪ Use assessment data to plan and design differentiated lessons for diverse learners</li> <li>▪ Conduct student observations and record anecdotal notes</li> <li>▪ Modify instruction based on the results of formative assessments</li> <li>▪ Engage in dialogue and information discovery about the causes of the achievement gap and addresses those needs when planning</li> <li>▪ Other</li> </ul>

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San Juan Unified School District  
**System of Professional Growth  
(SPG)**



Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.



**Standard 4 Rubric  
 Essential Element 4.4 for Practitioners with Permanent Status**

<b>Essential Element 4.4</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b><i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</i></b></p>	<p>Is unaware of student content, learning, and language needs.</p> <p>Plans instruction that is not well aligned to instructional goals or does not plan instruction.</p>	<p>Is aware of students' diverse learning and language needs.</p> <p>Plans instruction that is aligned to instructional goals, but rarely uses strategies to respond to the students' diverse needs.</p>	<p>Plans and incorporates instructional strategies into ongoing instruction to address culturally responsive pedagogy, and students' diverse language needs.</p> <p>Considers strategies to provide support and challenge students.</p> <p>Uses assessment of student learning and language needs to inform planning of differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs.</p> <p>Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</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>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Adapted from the Continuum of Teaching Practice



#### 4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- develop unit and lesson plans that build on and extend students' understanding of subject matter?</p>	<ul style="list-style-type: none"> <li>▪ Design instruction based on student's prior knowledge, to include instruction on prerequisite skills</li> <li>▪ Implement a series of lessons based on state standards and district guidelines</li> <li>▪ Utilize curriculum mapping and backward planning</li> <li>▪ Use assessments to develop and revise lessons</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Other</li> </ul>
<p>- ensure that each instructional strategy is related to learning goals?</p>	<ul style="list-style-type: none"> <li>▪ Preview components of a lesson to ensure connections to goals</li> <li>▪ Communicate lesson objective</li> <li>▪ Refer to learning goals throughout the lesson</li> <li>▪ Other</li> </ul>
<p>- plan instruction to allow enough time for student learning, review, and assessment?</p>	<ul style="list-style-type: none"> <li>▪ Check for understanding throughout the lesson (e.g. white boards, thumbs up/down, manipulatives, pairs, table groups)</li> <li>▪ Use warm-up activities that review skills or concepts needed for essential learning</li> <li>▪ Embed assessments in instructional planning</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Other</li> </ul>
<p>- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?</p>	<ul style="list-style-type: none"> <li>▪ Analyze student work (ongoing)</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Use a variety of instructional strategies</li> <li>▪ Other</li> </ul>
<p><b>How might I ...</b></p>	<p><b>P-12 Strategies</b></p>



San Juan Unified School District  
**System of Professional Growth  
 (SPG)**



<p>- check for understanding, prepare for adjustments, remediate or accelerate instruction and individualize when appropriate?</p>	<ul style="list-style-type: none"> <li>▪ Re-teach and/or accelerate when necessary</li> <li>▪ Identify language objectives, e.g. CELDT level proficiencies, to ensure that students will be able to communicate their knowledge and understanding</li> <li>▪ Use formative assessments to make adjustments both during and after the lesson</li> <li>▪ Other</li> </ul>
<p>- address the ELD standards appropriately, based on my English learners' levels of language acquisition?</p>	<ul style="list-style-type: none"> <li>▪ Review CELDT scores and other data to determine levels for ELD</li> <li>▪ Provide multiple and varied opportunities for language development</li> <li>▪ Scaffold learning through appropriate use of SDAIE strategies</li> <li>▪ Re-teach when necessary</li> <li>▪ Other</li> </ul>
<p>- address the IEP goals and objectives of my students with special needs?</p>	<ul style="list-style-type: none"> <li>▪ Participate in frequent and ongoing collaboration and communication with Special Education staff</li> <li>▪ Attend IEP meetings</li> <li>▪ Participate in goal-setting for students on IEP or 504 plans</li> <li>▪ Differentiate to meet the student's IEP goals</li> <li>▪ Other</li> </ul>
<p>- select materials, resources, and technologies to support the learning needs of English learners and students with special needs?</p>	<ul style="list-style-type: none"> <li>▪ Align materials with student identified CELDT levels and/or IEP goals</li> <li>▪ Use SDAIE strategies (e.g. visuals or realia)</li> <li>▪ Participate in ongoing collaboration and communication with Special Education &amp; support staff</li> <li>▪ Other</li> </ul>

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**Standard 5 Rubric  
 Essential Element 5.4 for Practitioners with Permanent Status**

<b>Essential Element 5.4</b>	<b>Not Meeting Standards</b>		<b>Approaching</b>			<b>Meeting Standards</b>		
<p><b><i>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</i></b></p>	<p>Uses assessments that do not align with learning objectives.</p> <p>Does not use assessment information to adjust instruction.</p> <p>Is unaware of formative assessment practices.</p>	<p>Uses some assessments that are aligned with learning objectives.</p> <p>Adjusts whole class instruction based on assessment data, but does not include adjustments for students' diverse learning needs.</p> <p>Rarely uses formative assessment strategies.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p> <p>Uses a variety of formative assessment practices.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs.</p> <p>Modifies lessons during instruction based on a variety formative assessments.</p>	<p>Reflects on a variety of evidence of student learning continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses a variety of evidence of student learning to systematically refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>			

Adapted from the Continuum of Teaching Practice



**5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction**

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- draw upon assessment data to support development of learning goals?</p>	<ul style="list-style-type: none"> <li>▪ Prioritize learning targets according to student needs</li> <li>▪ Utilize varied assessment types</li> <li>▪ Set clear lesson objectives and link instruction and activities to the objective</li> <li>▪ Identify and analyze trends and patterns to determine next instructional steps</li> <li>▪ Align appropriate instructional strategies with assessment data during instructional planning</li> <li>▪ Uses GLAD strategies – Numbered Heads, ELD review, ELD Group Frames, Cooperative Strip Paragraphs, Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>
<p>- review and revise learning goals with students over time?</p>	<ul style="list-style-type: none"> <li>▪ Revisit student learning goals at regular intervals</li> <li>▪ Provide feedback to students on progress towards learning goal(s)</li> <li>▪ Require students to keep a record of their learning and provide opportunities for self-reflection</li> <li>▪ Use student created rubrics to support students understanding of learning goals</li> <li>▪ Communicate learning targets/goals throughout the lesson</li> <li>▪ Monitor achievement of learning targets</li> <li>▪ Provide opportunities for students to articulate their learning</li> <li>▪ Uses GLAD strategy – Portfolio, Focused Reading</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>- ensure that student learning goals reflect key subject matter concepts, skills, and applications?</p>	<ul style="list-style-type: none"> <li>▪ Link assessments to state standards</li> <li>▪ Align assignments with learning objectives</li> <li>▪ Design formative assessments to support mastery of learning objectives</li> <li>▪ Develop rubrics that align with learning goals</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>
<p>- use formative assessments to adjust instruction while teaching?</p>	<ul style="list-style-type: none"> <li>▪ Use varied strategies to check for understanding (e.g. such as thumbs up/thumbs down and think-pair-share)</li> <li>▪ Monitor and check student work to formatively assess progress and provide timely and descriptive feedback</li> <li>▪ Create a penalty-free environment so students are comfortable taking risks</li> <li>▪ Utilize warm-ups and reviews</li> <li>▪ Utilize question strategies to inform instruction</li> <li>▪ Encourage students to use a “think aloud” format to explain their thinking processes</li> <li>▪ Facilitate opportunities for students to construct their own questions and lead their own discussions</li> <li>▪ Provide opportunities for students to keep journals ( e.g. quick-writes and response journals)</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>

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**Standard 5 Rubric  
 Essential Element 5.5+ for Practitioners with Permanent Status**

<b>Essential Element 5.5+</b>	<b>Not Meeting Standards</b>		<b>Approaching</b>			<b>Meeting Standards</b>		
<p><b><i>Involving all students in self-assessment, goal setting, and monitoring progress</i></b></p> <p><b><i>+ Sharing timely and comprehensible feedback with students</i></b></p>	<p>Does not inform students about lesson objectives, outcomes, and summative assessment results.</p> <p>Provides no feedback, or feedback is to the whole class or is directed to only one student.</p> <p>Does not ask students to evaluate their own or classmates' work.</p> <p>Does not include students in setting goals.</p>	<p>Informs students about lesson objectives, outcomes, and summative assessment results.</p> <p>Provides students grades on assignments, but with no specific feedback on strengths and areas in need of improvement.</p> <p>Rarely encourage students to establish learning goals through single lessons or sequence of lessons that include goal-setting exercises.</p> <p>Rarely provides students with opportunities to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.</p> <p>Provides students with clear and timely information about strengths, needs, and strategies for improving learning.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p> <p>Integrates ongoing descriptive feedback and engages students in constructive conversation that support students' increased learning.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p> <p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p>			

Adapted from the Continuum of Teaching Practice





**5.5+ Involving all students in self-assessment, goals setting and monitoring progress**

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- make assessment integral to the learning process?</p>	<ul style="list-style-type: none"> <li>▪ Share your methods of assessing mastery of content or skills with students</li> <li>▪ Match assignments to the learning target</li> <li>▪ Inform students that the completion of the assignment will support understanding of the target</li> <li>▪ Explain the scoring procedures and exemplars before exercises are implemented</li> <li>▪ Provide rubrics for large-scale assignments</li> <li>▪ Assist students in tracking progress toward the objective</li> <li>▪ Identify procedures that assure the delivery of timely assessment results in a clear and useful manner</li> <li>▪ Respond to assessments by differentiating future instruction</li> </ul>
<p>- make assessment an interactive process between teacher and student?</p>	<ul style="list-style-type: none"> <li>▪ Provide students with rubrics that detail goals</li> <li>▪ Provide timely and descriptive feedback (written and oral) as students work</li> <li>▪ Post grades regularly</li> <li>▪ Review test results and identify areas to reteach whole class or in small groups</li> <li>▪ Return tests and quizzes expeditiously and provide guided time for remediation</li> </ul>
<p>- model self-assessment strategies for all students?</p>	<ul style="list-style-type: none"> <li>▪ Discuss your own learning limitations and challenges on assessments and explain how you have overcome them</li> <li>▪ Expose students to techniques to evaluate their analytical and reflective skills</li> <li>▪ Create achievement expectations in student-friendly language or designed by students</li> <li>▪ Provide samples of student work that illustrate levels of proficiency from beginner to fully competent</li> <li>▪ Use overt assessment strategies like thumbs up/thumbs down to check for understanding</li> <li>▪ Review tests and completed assignments with students and determine common errors</li> <li>▪ Model and collaborate with students related to the practice and use of the assessments and rubrics</li> <li>▪ Encourage students to communicate with peers, parents and teachers about their progress during the learning process</li> </ul>



How might I ...	P-12 Strategies
<p>- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?</p>	<ul style="list-style-type: none"> <li>▪ Assist student in setting individual goals</li> <li>▪ Communicate a clear plan for assessment to the students</li> <li>▪ Provide feedback to help students self-assess progress</li> <li>▪ Organize student learning so that they can assume personal responsibility</li> <li>▪ Develop an understanding that learning requires effort, goals should be set, and persistence and practice are key</li> <li>▪ Require students to write and revisit learning periodically</li> <li>▪ Help students to understand their own uniqueness by applying the teachings of learning styles, brain research, multiple intelligences, and learning modalities</li> <li>▪ Assist students in keeping track of their learning goals e.g. learning logs</li> <li>▪ Allow students to predict their grades and reflect on any differences</li> <li>▪ Create rubrics with clearly defined criteria</li> <li>▪ Engage students by connecting personal meaning e.g. opportunities for self discovery, a growing sense of efficacy, worthy challenges and the value of their work</li> <li>▪ Embed metacognitive questions into student work e.g. “What was the most challenging aspect of this assignment?”</li> </ul>
<p>- provide opportunities for all students to engage in peer discussion and reflection of their work?</p>	<ul style="list-style-type: none"> <li>▪ Allow students to share rough drafts of assignments for peer review</li> <li>▪ Teach students to use encouraging coaching language when working with peers</li> <li>▪ Involve students in informal checks for understanding</li> </ul>
<p>- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?</p>	<ul style="list-style-type: none"> <li>▪ Use journal prompts that encourage students to share positive learning experiences from outside the classroom</li> <li>▪ Have students share experiences of overcoming learning challenges both inside and outside of the classroom</li> <li>▪ Use learning logs and metacognitive questions to encourage reflection on learning</li> <li>▪ Provide time at the end of a lesson for students to address progress toward meeting their learning targets, orally or in writing</li> </ul>

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**Standard 6 Rubric  
 Essential Element 6.1 for Practitioners with Permanent Status**

<b>Essential Element 6.1</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b><i>Reflecting on teaching practice in support of student learning</i></b>	Attempts to reflect, but is unsure what evidence to use for reflection on practice or is unclear on the need for reflection.	Rarely reflects on evidence of practice and focuses on overall student learning needs rather than individual student progress.	Regularly reflects on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.  Engages in and fosters reflection among colleagues for school wide impact on student learning.

Adapted from the Continuum of Teaching Practice



**6.1 Reflects on teaching practice in support of student learning**

*Strategies listed are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>-assess my growth as a teacher over time?</p>	<ul style="list-style-type: none"> <li>▪ Assess practice against the Continuum of Teaching Practice</li> <li>▪ Use the Continuum of Teaching Practice to identify areas of strength and desired growth</li> <li>▪ Set professional goals and reflect on growth over time</li> <li>▪ Analyze student progress toward mastery of standards</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Solicit feedback from students (e.g. surveys, exit tickets, student interviews, learning journals)</li> <li>▪ Reflect daily on the effectiveness of lessons, using the “Plan-Teach-Reflect-Apply” Cycle</li> <li>▪ Work with a colleague to review teaching practice (e.g. videos of lessons)</li> <li>▪ Other</li> </ul>
<p>-learn about teaching as I observe and interact with my students?</p>	<ul style="list-style-type: none"> <li>▪ Monitor students for purposeful and active engagement</li> <li>▪ Provide multiple checks for understanding</li> <li>▪ Adjust the pacing and delivery of lessons to meet the needs of students</li> <li>▪ Reflect on teaching and learning to inform next steps</li> <li>▪ Use “Plan-Teach-Reflect-Apply” Cycle for continual improvement</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>
<p>-reflect on my instructional successes and challenges to move my practice forward?</p>	<ul style="list-style-type: none"> <li>▪ Consult with colleagues and administrators for feedback</li> <li>▪ Create an annotated notebook of lesson planning ideas and improvements</li> <li>▪ Be willing to try new strategies</li> <li>▪ Maintain high standards for teaching and lifelong learning</li> <li>▪ Plan future lessons based on student work</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>-analyze my teaching to understand what contributes to student learning?</p>	<ul style="list-style-type: none"> <li>▪ Analyze data related to student progress</li> <li>▪ Expand your teaching style to address the learning modalities of all students</li> <li>▪ Participate in lesson studies</li> <li>▪ Examine the impact of teacher choices on student learning (e.g. room arrangement, student proximity, time on task, instructional delivery, learning environment, student engagement, pacing and questioning skills)</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>
<p>-formulate professional development plans that are based on my reflection and analysis?</p>	<ul style="list-style-type: none"> <li>▪ Design teacher inquiry based on observation feedback (e.g. How might I...? Why do I?...)</li> <li>▪ Attend departmental/grade level and school-wide staff development opportunities</li> <li>▪ Participate in professional learning communities (e.g. book study, SJTA classes, District offerings, join professional organizations)</li> <li>▪ Utilize new learning throughout the inquiry process</li> <li>▪ Observe colleagues</li> <li>▪ Consider further education including National Board Certification</li> <li>▪ Other</li> </ul>
<p>-develop awareness of potential bias that might influence my teaching or effect student learning?</p>	<ul style="list-style-type: none"> <li>▪ Engage in dialogue and information discovery about the causes of the achievement gap</li> <li>▪ Monitor language habits that indicate particular bias or orientation</li> <li>▪ Examine personal beliefs and practices</li> <li>▪ Be respectful of all students to optimize engagement and learning</li> <li>▪ Other</li> </ul>

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**Standard 6 Rubric  
 Essential Element 6.3 for Practitioners with Permanent Status**

<b>Essential Element 6.3</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b><i>Collaborating with colleagues and the broader professional community to support teacher and student learning</i></b></p>	<p>Avoids collaborating with colleagues.</p> <p>Is unsure of what resources are available to support own professional growth or student learning.</p>	<p>Rarely collaborates with colleagues to consider how best to support teacher and student learning.</p>	<p>Regularly collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Knows how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Interacts with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues. 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 for colleagues within the broader professional community focused on student progress.</p>

Adapted from the Continuum of Teaching Practice



**6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning**  
*Strategies listed are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- collaborate with teacher, administrators, education specialists, para-educators, and staff to ensure that all students’ diverse learning needs, interests, and strengths are met?</p>	<ul style="list-style-type: none"> <li>▪ Collaborate through Professional Learning Communities (PLC)</li> <li>▪ Implement the recommended instructional strategies for special needs students</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Share in the responsibility and accountability for continuous improvement in student learning</li> <li>▪ Other</li> </ul>
<p>- remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?</p>	<ul style="list-style-type: none"> <li>▪ Maintain high standards for teaching and lifelong learning</li> <li>▪ Use “Plan-Teach-Reflect-Apply” Cycle for continual improvement</li> <li>▪ Seek opportunities for feedback</li> <li>▪ Reflect on data and instructional practices with colleagues</li> <li>▪ Other</li> </ul>
<p>- support school and district goals and priorities?</p>	<ul style="list-style-type: none"> <li>▪ Understand district and site Strategic Plans</li> <li>▪ Collaborate with colleagues to identify and implement district and school focuses</li> <li>▪ Incorporate your schools’ goals and priorities in your lesson planning</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>- contribute to school-wide events, activities, and decision-making?</p>	<ul style="list-style-type: none"> <li>▪ Volunteer for a program or committee and contribute your expertise</li> <li>▪ Actively participate in creating a positive school climate</li> <li>▪ Dedicate time and energy for events and activities that positively impact students</li> <li>▪ Other</li> </ul>
<p>- establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?</p>	<ul style="list-style-type: none"> <li>▪ Participate in Professional Learning Communities (PLC) , departmental, or grade-level meetings</li> <li>▪ Fulfill site/department/grade level expectations and commitments in a timely manner</li> <li>▪ Engage in staff and community social activities</li> <li>▪ Contribute to an atmosphere of respect and collaboration</li> <li>▪ Other</li> </ul>
<p>- contribute to the learning of other educators?</p>	<ul style="list-style-type: none"> <li>▪ Support new teachers</li> <li>▪ Stay current through professional reading and sharing of new learning</li> <li>▪ Facilitate a workshop/book study with colleagues</li> <li>▪ Be willing to share your practice (e.g. classroom observations, lesson study, video taping)</li> <li>▪ Share your resources and/or lessons with colleagues</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>





How might I ...	P-12 Strategies
<p>- benefit from and contribute to professional organizations to improve my teaching?</p>	<ul style="list-style-type: none"> <li>▪ Participate as a member of a professional organization</li> <li>▪ Participate in Professional Learning Communities (PLC)</li> <li>▪ Subscribe to a teaching journal</li> <li>▪ Facilitate a workshop/book study with colleagues</li> <li>▪ Attend a professional organization’s workshop, meeting, or presentation</li> <li>▪ Other</li> </ul>
<p>- benefit from and add to the knowledge base of the profession?</p>	<ul style="list-style-type: none"> <li>▪ Review new research-based ideas and incorporate into lessons</li> <li>▪ Engage in research related to an area of teaching practice</li> <li>▪ Collaborate with colleagues and identify effective teaching strategies</li> <li>▪ Contribute to an atmosphere of respect and collaboration</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>

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