Perfecting Educational Practice (PEP) Program Handbook

C-TiP

Clovis Unified School District

Clovis Unified School District Perfecting Educational Practice (PEP) Program

The Perfecting Educational Practice (PEP) program is designed as a voluntary program for CUSD teachers who would like extra support for reasons such as a substantial grade change, returning to the classroom after a lengthy absence, or a desire to improve their instructional practice. Teachers can self-refer or be referred by their site administration.

Roles and Members:

PEP Teacher is the referred CUSD teacher (either self-referred or referred by site administration).

PEP Mentor is a C-TIP Instructional Coach.

Site Administrator is the PEP Teacher's evaluative administrator.

Program Timeline:

The CUSD PEP program is one school year.

Program Overview:

The CUSD PEP process shall include, but not be limited to, the following:

- A CUSD teacher being referred to the Perfecting Educational Practice (PEP) program by either a self-referral or referral from a site administrator.
- Participating teacher completes PEP application and reviews PEP Memorandum of Understanding (MOU). MOUs completed by PEP teacher, Site Administrator, and PEP Mentor. Completed MOUs are uploaded to digital share folder by PEP Mentor.
- PEP Teacher meets with PEP Mentor to review and determine focus CSTPs and areas of support.
- PEP Mentor sets up meeting with PEP Teacher and Site Administrator to review focus CSTPs and discuss support(s). PEP Mentor uploads documents to digital share folder.
- PEP Teacher and PEP Mentor meet at a minimum of twice each month to work on areas of focus and complete Action Plan to document work done with PEP Mentor and resulting impact on teaching and student achievement.
- At completion of PEP program, PEP Mentor will upload completed PEP Action Plan to digital share folder.

Program Contacts:

Marshall Hamm, Director of MTSS and Induction marshallhamm@cusd.com

Donna Post, Administrative Assistant to Director of MTSS and Induction donnapost@cusd.com

Perfecting Educational Practice (PEP) Program Forms

CUSD Perfecting Educational Practice (PEP) Request Form

Perfecting Educational Practice (PEP) Application

Teacher:	School:
Grade/Subject:	Site Administrator:

Reason(s) for Requesting PEP Services

Mark the appropriate box(es) with an X.

	Substantial grade or curriculum change from past years
	Teaching a new combination class
	Returning to the classroom after a lengthy absence
	Desire to improve instructional practice
	Other (please explain):

Type of Support Requested

What kind of assistance would you like from a Mentor? (Please also include Focus CSTPs)

Signatures

PEP Teacher:	Date:
Site Administrator:	Date:

CUSD Perfecting Educational Practice (PEP) Request Form

PEP Teacher should check the standards in which they feel they need the most support
(May check overall standard(s) and/or specific elements).

Standard 1: **Teacher Engages and Supports All Students in Learning**	
1.1 Uses knowledge of students to engage them in learning	
1.2 Connects learning to students' prior knowledge, backgrounds, life experiences and interests	
1.3 Connects subject matter to meaningful, real-life contexts	
1.4 Uses a variety of instructional strategies, resources, & technologies to meet students' diverse learning needs	
1.5 Promotes critical thinking through inquiry, problem solving, and reflection	
1.6 Monitors student learning and adjusts instruction while teaching	
Standard 2: **Teacher Creates and Maintains Effective Environments for Student Learning**	
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully	
2.2 Creates a physical or virtual learning environment that promotes student learning, reflects diversity, and encourages constructive and productive interactions among students	
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe	
2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students	
2.5 Develops, communicates, and maintains high standards for individual and group behavior	
2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
2.7 Uses instructional time to optimize learning	
Standard 3: **Teacher Understands and Organizes Subject Matter for Student Learning**	
3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks	
3.2 Applies knowledge of student development & proficiencies to ensure student understanding of subject matter	
3.3 Organizes curriculum to facilitate student understanding of the subject matter	
3.4 Utilizes instructional strategies that are appropriate to the subject matter	
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
3.6 Addresses the needs of English learners and students with special needs to provide equitable access to the content	
Standard 4: **Teacher Plans Instruction and Designs Learning Experiences for All Students**	

4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	
4.2 Establishes and articulates goals for student learning	
4.3 Develops and sequences long-term and short-term instructional plans to support student learning	
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students	
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students	
Standard 5: **Teacher Assesses Student Learning**	
5.1 Applies knowledge of the purposes, characteristics, and the uses of different types of assessment	
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction	
5.3 Reviews data, both individually and colleagues, to monitor student learning	
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction	
5.5 Involves all students in self-assessment, goal setting, and monitoring progress	
5.6 Uses available technology to assist in assessment, analysis, and communication of student learning	
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families	
Standard 6: **Teacher is Developing as a Professional Educator (Teacher Professionalism)**	
6.1 Reflects on teaching practice in support of student learning	
6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development	
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning	
6.4 Works with families to support student learning	
6.5 Engages local communities in support of the instructional program	
6.6 Manages professional responsibilities to maintain motivation and commitment to all students	
6.7 Demonstrates professional responsibility, integrity, and ethical conduct	
Standard 7: **Teacher Completes Additional Professionalism Standards**	
7.1 Possesses work habits that reflect punctuality, dependability, efficiency, and accuracy	
7.2 Adheres to policies and procedures of the school and district (e.g. Stull Bill)	
7.3 Fulfills assigned duties and attends required meetings	
7.4 Required documentation is in compliance (e.g. Attendance, Grades, Special Education Documentation)	

CUSD Perfecting Educational Practice (PEP) Program
MEMORANDUM OF UNDERSTANDING: *PEP Teacher*

I understand that my involvement in the Perfecting Educational Practice (PEP) Program is intended to help me improve my instructional practice. In order to successfully complete the PEP process, I must:

1. Articulate the reasons I am seeking PEP support.
2. Understand my responsibilities in the PEP Program and follow the procedures outlined in the PEP Program Overview.
3. Understand that I will be assigned a PEP Mentor to support me in my efforts to improve my instructional practice.
4. Notify Site Administrator or Director of MTSS and Induction at any time if a change in PEP Mentor is requested.
5. Meet with my PEP Mentor within two weeks of being paired.
6. Meet with my PEP Mentor a *minimum* of twice each month.
7. Establish meeting norms (e.g., be on time, minimal interruptions, focus on topic, etc.) with my PEP Mentor.
8. Use the CUSD Self-Assessment to help determine areas of focus.
9. Develop a Mentoring Log designed to improve my instructional practice with the guidance of my PEP Mentor. The PEP Mentoring Log must be done electronically.
10. Update the PEP Mentoring Log at each meeting with my PEP Mentor, documenting the work we've done and determine which new ideas I will implement in my classroom.
11. Understand that my PEP Mentor and I will evaluate my progress at the end of the year and share with my site administration.
12. Understand that I am responsible for submitting and the final PEP Mentoring Log documenting the year's work by the end of my PEP timeline (one school year).
13. Complete district program surveys and evaluations as requested.
14. Understand that PEP documents will not become part of my personnel file unless I request that they be included.

_____   _____

Referred Teacher Signature   Date

Employee ID#: _____

CUSD Perfecting Educational Practice (PEP) Program
MEMORANDUM OF UNDERSTANDING: *Site Administrator*

I understand that as a site administrator my role in the Perfecting Educational Practice (PEP) Program is to provide a positive climate and structure so that the PEP Teachers at my school, with the guidance of their PEP Mentor, to improve their instructional practice. In order to effectively support PEP Teachers and PEP Mentors, I must:

1. Review PEP documents to understand program steps and procedures.
2. Review and sign the PEP Application and the PEP Memorandum of Understanding (MOU) Signature Page.
3. Meet with the PEP Teacher and PEP Mentor to review the PEP Mentoring Log and discuss how I can best offer support.
4. Take into consideration the PEP Teacher's time commitment to participate in PEP when assigning co-curricular duties.
5. Understand that the PEP Mentor will meet with the PEP Teacher a *minimum* of twice each month.
6. Understand that the PEP Mentor will guide the PEP Teacher in the completion of the Mentoring Log.
7. Understand that the PEP Teacher will submit the Mentoring Log to show progress made.
8. Understand that PEP Teacher will submit the final PEP Mentoring Log by the end of the school year to their digital folder.
9. Understand that PEP documents will not become part of the Teacher's personnel file unless requested by the PEP Teacher.
10. Notify Director of MTSS and Induction immediately should any concerns or issues arise.
11. Complete district program surveys and evaluations as requested.

_____ _____

Site Administrator   Date

CUSD Perfecting Educational Practice (PEP) Program
MEMORANDUM OF UNDERSTANDING: *PEP Mentor*

I understand that my involvement in the Perfecting Educational Practice (PEP) Program is is intended to help the PEP Teacher improve instructional practice. In order to successfully fulfill my role, I must:

1. Understand my responsibilities in the PEP Program.
2. Understand the reasons the PEP Teacher is seeking PEP support.
3. Notify Director of MTSS and Induction immediately should any concerns or issues arise.
4. Follow the procedures outlined in the PEP Program Overview.
5. Meet with the PEP Teacher within two weeks of being paired.
6. Meet with the PEP Teacher a *minimum* of twice each month.
7. Establish meeting norms (e.g., be on time, minimal interruptions, focus on topic, etc.) with PEP Teacher.
8. Guide the PEP Teacher in the review of the CUSD Self-Assessment to help determine areas of focus.
9. Guide the PEP Teacher in the completion of the Mentoring Log, which must be completed electronically.
10. Document the work completed during each meeting and help the PEP Teacher determine which new ideas will be implemented in his/her classroom.
11. Understand that I am responsible for helping the PEP Teacher keep the PEP Mentoring Log updated.
12. Understand that the PEP Teacher will evaluate his/her progress at the end of the year.
13. Remind the PEP Teacher to turn in the final PEP Mentoring Log and End of Year Report by due date.
14. Complete district program surveys and evaluations as requested.

_____   _____

PEP Mentor   Date

PEP Action Plan

Participating Teacher:	Grade or Subject:	School:	Mentor:

FOCUS CSTPS FOR PROFESSIONAL DEVELOPMENT:

PEP GOAL(S):

PLAN

Meeting Date	Topic(s) *List the key points discussed.*	Application *What new ideas and/or strategies were implemented?*	Results *Impact on teaching/student achievement*	
	MEETING SUMMARY BETWEEN PEP Teacher and PEP Mentor			TEACH/REFLECT

FUTURE APPLICATION

Which of the ideas implemented in your action plan will you continue to use in the future?

APPLY

Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
1.1 Using knowledge of students to engage them in learning.	Learns about students through data provided by the school and/or through district assessments Some students may engage in learning using instructional strategies focused on the class as a whole.	Gathers additional data to learn about individual students Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	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 data from multiple measures to make adjustments to instruction and meet individual identified learning needs Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students Some students connect learning activities to their own lives.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning Students participate in single lessons or sequence of lessons related to their interests and experiences.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Integrates broad knowledge of students and their communities to inform instruction Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests Students can articulate the relevance and impact of lessons on their lives and society.
1.3 Connecting subject matter to meaningful, real-life contexts*	Uses real-life connections during instruction as identified in curriculum Some students relate subject matter to real-life.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and communities Students utilize real-life connections regularly to develop understandings of subject matter.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

Black ink: What teachers should know and be able to do
Blue ink: What students should know and be able to do

*See glossary

Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Uses instructional strategies, resources, and technologies as provided by school and/or district	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs
	Some students participate in instructional strategies, using resources and technologies provided.	Students participate in single lessons or sequence of lessons related to their interests and experiences.	Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.	Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Asks questions that focus on factual knowledge and comprehension	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems
	Some students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.
1.6 Monitoring student learning and adjusting instruction while teaching	Implements lessons following curriculum guidelines	Seeks to clarify instructions and learning activities to support student understanding	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively
	Some students receive individual assistance during instruction.	Students receive assistance individually or in small groups during instruction.	Students successfully participate and stay engaged in learning activities.	Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Models and communicates expectations for fair and respectful behavior to support social development. Some students share in responsibility for the classroom community.	• Models fair and respectful behavior. • Demonstrates commitment to fairness and respect in communications with students about language and behavior. • Seeks to understand cultural perceptions of caring community. Students participate in occasional community building activities, designed to promote caring, fairness, and respect.	• Reinforces positive, responsible, and respectful student interactions. • Assists students to resolve conflicts. • Incorporates cultural awareness to develop a positive classroom climate. Students demonstrate efforts to be positive, accepting, and respectful of differences.	• Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. • Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students. Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members. Students take leadership in resolving conflict and creating a fair and respectful classroom community where students' home cultures are included and valued. Students communicate with empathy and understanding in interactions with one another.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	• Is aware of the importance of the physical and/or virtual learning environments that support student learning. • Is aware that structured interaction between students can support learning. Some students use available resources in learning environments during instruction.	• Experiments with adapting the physical and/or virtual learning environments that support student learning. • Structures for interaction are taught in single lessons or sequence of lessons to support student learning. Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.	• Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. • Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.	• Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. • Integrates a variety of structures for interaction that engage students constructively and productively in learning. Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.	• 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. • Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students. Students participate in monitoring and changing the design of learning environments and structures for interactions.
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	• Adheres to policies and laws regarding safety that are required by the site, district, and state. • Responds to behaviors that impact student safety as they arise. Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.	• Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments. • Explores strategies to establish intellectual and emotional safety in the classroom. Students follow teacher guidance regarding potential safety issues for self or others.	• Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. • Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. Students take risks, offer opinions, and share alternative perspectives.	• Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. • Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom. Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.	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. Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

Black ink: What teachers should know and be able to do
Blue ink: What students should know and be able to do

Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	• Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. • Is aware of the importance of maintaining high expectations for students. Some students ask for teacher support to understand or complete learning tasks.	• Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. • Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.	• Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. • Holds high expectations for students. • Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps. Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.	• Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. • Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.	• Facilitates a rigorous learning environment in which students take leadership in learning. • Fosters extended studies, research, analysis, and purposeful use of learning. • Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations. Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	• Establishes expectations, rules, and consequences for individual and group behavior. • Refers to standards for behavior and applies consequences as needed. Students are aware of classroom rules and consequences.	• Develops expectations with some student involvement. • Communicates, models, and explains expectations for individual and group behavior. • Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement. Students know expectations for behavior and consequences, and respond to guidance in following them.	• Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. • Utilizes routine references to standards for behavior prior and during individual and group work. Students follow behavior expectations, accept consequences, and increase positive behaviors.	• Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. • Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation. Students respond to individual and group behaviors and encourage and support each other to make improvements.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors. Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	• Establishes procedures, routines, or norms for single lessons to support student learning. • Responds to disruptive behavior. Students are aware of procedures, routines, and classroom norms.	• Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. • Seeks to promote positive behaviors and responds to disruptive behavior. Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	• Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. • Provides positive behavior supports. • Responds appropriately to behaviors in ways that lessen disruptions to the learning climate. Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	• Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. • Maintains a quality learning climate that builds on student strengths. • Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	• Facilitates student participation in developing, monitoring, and adjusting routines and procedures focused on maximizing learning. • Classroom climate integrates school standards and culturally relevant norms. • Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior. Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.
2.7 Using instructional time to optimize learning	• Paces instruction based on curriculum guidelines. • Develops awareness of how transitions and classroom management impact pacing and lessons. Some students complete learning activities in time allotted.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time, and transitions to optimize learning. Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities, and closure. Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.	Paces, adjusts, and fluidly facilitates instruction and daily activities. Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.

Black ink: What teachers should know and be able to do
Blue ink: What students should know and be able to do

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Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.1 Demonstrating knowledge of subject matter academic content standards*	Has foundational knowledge of subject matter, related academic language**, and academic content standards.	Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	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.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	• Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. • Teaches subject-specific vocabulary following curriculum guidelines.	• Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. • Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. • Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	• 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. • 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.	• Integrates knowledge of range of student development into instructional decisions to ensure student understanding of subject matter including related academic language. • Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.	• Utilizes comprehensive knowledge of students to guide all students to develop proficiencies and understand subject matter including related academic language. • Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. • Guides all students in using analysis strategies that provide equitable access and deep understanding of subject matter.
3.3 Organizing curriculum to facilitate student understanding of the subject matter	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand.
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning needs, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.

*Please see Appendix 3A for Guidelines for Subject Specific Pedagogy
**Please see glossary for a more complete definition of academic language

Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.5 **Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students**	• Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. • Identifies technological resources needed.	• Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. • Explores how to make technological resources available to all students.	• 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. • Guides students to use available print, electronic, and online subject matter resources based on individual needs.	• Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. • Assists students with equitable access to materials, resources, and technologies. • Seeks outside resources and support.	• Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. • Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.
3.6 **Addressing the needs of English Learners* and students with special needs to provide equitable access to the content**	• Is aware of students' primary language and English language proficiencies based on available assessment data. • Provides adapted materials to help English learners access content.	• Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading, and writing. • Uses multiple measures for assessing English learners' performance to identify gaps in English language development. • Attempts to scaffold content using visuals, models, and graphic organizers.	• 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. • Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.	• Integrates knowledge of English language development and the English learner's strengths and assessed needs into English language and content instruction. • Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.	• 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. • Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on English learners' proficiencies, knowledge, and skills in content.
3.6 **Addressing the needs of English Learners and students with special needs* to provide equitable access to the content**	• Has an awareness of the full range of students identified with special needs through data provided by the school. • Attends required meetings with resource personnel and families. • Learns about referral processes for students with special needs.	• Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. • Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. • Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.	• 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. • Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. • Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.	• Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. • Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. • Supports families in positive engagement with the school. • Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.	• Guides and supports the full range of students with special needs to actively engage in the assessment and monitor their own strengths, learning needs, and achievements in accessing content. • Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. • Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.

*Please see the additional Standard elements are of particular importance in the effective instruction of **English learners**:*

- *Standard Element 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests*
- *Standard Element 3.2: Applying knowledge of student development and proficiencies to ensure students' understanding of subject matter*
- *Standard Element 6.4: Working with families to support student learning*

*Please see the additional Standard elements are of particular importance in the effective instruction of **students with special needs**:*

- *Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.*
- *Standard 2 and 4 contain multiple references to differentiation, adaptation, and adjustment that are all critical supports for students with special needs.*

*The full range of students with special needs includes students with IEPs, 504 Plans, and Advanced Learners.

Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.1 **Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction**	• Plans daily lessons using available curriculum and information from district and state required assessments. • Is aware of the impact of bias on learning.	• Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, academic language, cultural language, cultural background, and individual development. • Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.	• 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. • Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	• Plans differentiated instruction which is based on broad knowledge of students. • Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds. • Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.	• Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. • Engages students in the analysis of bias, stereotyping, and assumption.
4.2 **Establishing and articulating goals for student learning**	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.	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 learning goals to students that integrate content standards with students' strengths, interests, and learning needs.	• Establishes and articulates comprehensive short- and long-term learning goals for students. • Assists students to articulate and monitor learning goals.
4.3 **Developing and sequencing long-term and short-term instructional plans to support student learning**	Uses available curriculum guidelines for daily, short- and long-term plans.	Begins to plan curriculum units that include a series of connected lessons and are linked 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.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure 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.

Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.4 **Planning instruction that incorporates appropriate strategies to meet the learning needs of all students**	• Plans instruction that incorporates strategies suggested by curriculum guidelines. • Is aware of student content, learning, and language needs through data provided by the site and district.	• Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. • Seeks to learn about students' diverse learning and language needs beyond basic data.	• Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. • Uses assessments of students' learning and language needs to inform the planning of differentiated instruction.	• Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students. • Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.	• Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. • Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.
4.5 **Adapting instructional plans and curricular materials to meet the assessed learning needs of all students**	Implements lessons and uses materials from curriculum provided.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	• Makes adjustments and adaptations to differentiate instructional plans. • Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	• Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs. • Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Continuum of Teaching Practice

Standard 5: Assessing Students for Learning

Elements	Emerging	Exploring	Applying	Integrating	5 Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Is aware of the purposes and characteristics of formative and summative assessments.	• Explores the use of different types of pre-assessment, formative, and summative assessments. • Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	• Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. • Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	• Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. • Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	• Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. • Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	• Uses data from required assessments to assess student learning. • Follows required processes for data analysis and draws conclusions about student learning.	• Explores collecting additional data using supplemental assessments. • Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	• Collects a variety of formal and informal assessment data on student learning. • Uses analysis of a variety of data to inform planning and differentiation of instruction.	• Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. • Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	• Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. • Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	• Uses data from assessments provided by site and district to set learning goals for the class. • Plans instruction using available curriculum guidelines.	• Uses data from available assessments to establish content-based learning goals for class and individual students in single lessons or sequence of lessons. • Plans adjustments in instruction to address learning needs of individual students.	• Uses a variety of assessment data to set student learning goals for content and academic language. • Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	• Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. • Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments.	• Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. • Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.

Continuum of Teaching Practice

Elements	Emerging	Exploring	Applying	Integrating	Innovating
5.5 **Involving all students in self-assessment, goal setting*, and monitoring progress**	• Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. • Monitors progress using available tools for recording.	• Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. • Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	• 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.	• 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.	• 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.
5.6 **Using available technologies to assist in assessment, analysis, and communication of student learning**	• Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	• Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	• Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. • Ensures that communications are received by those who lack access to technology.	• Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	• Uses a wide range of technologies to design, implement, and analyze assessments and provides for in-depth and ongoing communication regarding student learning for all audiences.
5.7 **Using assessment information to share timely and comprehensible feedback with students and their families**	• Provides students with feedback through assessed work and required summative assessments. • Notifies families of student proficiencies, challenges, and behavior issues through school-mandated procedures.	• Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. • Seeks to provide feedback in ways that students understand. • Communicates with families about student progress, strengths, and needs at reporting periods. • Contacts families as needs arise regarding struggling students or behavior issues.	• Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. • Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	• Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning. • Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	• Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. • Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

*Consider the inclusion of English Language Development or Academic English goals along with content goals.

Continuum of Teaching Practice

Standard 6: Developing as a Professional Educator

Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.1 Reflecting on teaching practice in support of student learning	• Is aware of the need to reflect on teaching practice to support student learning. • Reflects individually or with colleagues on immediate student learning needs.	• Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	• Engages in reflection individually and with colleagues 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.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	• Develops goals connected to the *CSTP* through required processes and local protocols. • Attends required professional development.	• Sets goals connected to the *CSTP* that take into account self-assessment of teaching practice. • Expands knowledge and skills individually and with colleagues through available professional development.	• Sets goals connected to the *CSTP* that are authentic, challenging, and based on self-assessment. • Aligns personal goals with school and district goals, and focuses on improving student learning. • Selects and engages in professional development based on needs identified in professional goals.	• Sets and modifies authentic goals connected to the *CSTP* that are intellectually challenging and based on self-assessment and feedback from a variety of sources. • Engages in and contributes to professional development targeted on student achievement. • Pursues a variety of additional opportunities to learn professionally.	• 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. • Engages in ongoing inquiry into teacher practice for professional development. • Contributes to professional organizations, and development opportunities to extend own teaching practice.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	• Attends staff, grade level, department, and other required meetings and collaborations. • Identifies student and teacher resources at the school and district level.	• Consults with colleagues to consider how best to support teacher and student learning. • Begins to identify how to access student and teacher resources in the broader professional community.	• Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. • Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	• Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. • Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	• 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. • Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
6.4 Working with families to support student learning	Is aware of the role of the family in student learning and the need for interactions with families.	• 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 and school events.	• Supports families in contributing to the classroom and school. • Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	• Provides opportunities and support for families to actively participate in the classroom and school. • Communicates to families in ways which show understanding of and respect for cultural norms.	• Structures a wide range of opportunities for families to contribute to the classroom and school community. • Supports a school and district environment in which families take leadership to improve student learning.

Continuum of Teaching Practice

Standard 6: Developing as a Professional Educator

Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.5 Engaging local communities in support of the instructional program	• Develops awareness about local neighborhoods and communities surrounding the school. • Uses available neighborhood and community resources in single lessons.	• Seeks available neighborhood and community resources. • Includes references or connections to communities in single lessons or sequence of lessons.	• Uses a variety of neighborhood and community resources to support the curriculum. • Includes knowledge of communities when designing and implementing instruction.	• Utilizes a broad range of neighborhood and community resources to support the instructional program, students, and families. • Draws from understanding of community to improve and enrich the instructional program.	• Collaborates with community members to increase instructional and learning opportunities for students. • Engages students in leadership and service in the community. • Incorporates community members into the school learning community.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	• Develops an understanding of professional responsibilities. • Seeks to meet required commitments to students.	• Maintains professional responsibilities in timely ways and seeks support as needed. • Demonstrates commitment by exploring ways to address individual student needs.	• Anticipates professional responsibilities and manages time and effort required to meet expectations. • Pursues ways to support students' diverse learning needs and maintain belief in students' capacity for achievement.	• Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. • Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	• Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. • Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.

Elements	Emerging–Exploring–Applying			Integrating–Innovating	
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities*. *As follows: • Takes responsibility for student academic learning outcomes. • Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. • Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. • Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act. • Maintains a non–hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. • Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. • Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. • Models appropriate behavior for students, colleagues, and the profession. • Acts in accordance with ethical considerations for students. • Maintains professional conduct and integrity in the classroom and school community.			• Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. • Contributes to building a professional community and holding peers accountable to norms of respectful treatment and communication. • Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.	