

TENTATIVE AGREEMENT

This Tentative Agreement is entered into by and between the California Military Institute Charter School ("Charter") and the California Military Institute Teachers Association ("CMITA"). The Charter and CMITA may be referred to herein as "Party" or collectively as "Parties."

Any issue, subject, or matter discussed by the Charter and the CMITA during negotiations for the 2016-2017 and 2017-2018 school years not contained in this document shall be considered withdrawn by the party presenting it. Any "oral agreement" or "understanding" not reflected in writing herein shall have no force or effect.

Negotiations shall be closed for 2016-2017 and 2017-2018, extending the current contract by one (1) additional year except for three (3) articles that may be opened other than Appendices A and B (Compensation and Benefits) in 2017-2018. However, the Charter and the Association agree to reopen negotiations on compensation and benefits (Appendix A and B) for 2017-2018 if the cumulative effect of the Statewide Gap Funding Rate increases or decreases by at least 5% from 55.28% for 2016-2017 and 23.67% for 2017-2018 as included in the California Department of Education First Principal Apportionment School District LCFF Transition Calculation Exhibit.

NOW, THEREFORE, the Parties hereto agree as follows:

ARTICLE VII - Professional Work Day/Work Year

Section 2.

Except counselors, nurses and teachers on special assignment (TOSA), the regular instructional work day for unit members, shall not exceed seven (7) hours and ~~thirty~~ **forty five (30 45)** minutes, inclusive of a thirty (30) minute duty-free lunch period. Counselors, TOSAs and nurses shall be required to work eight (8) hours and thirty (30) minutes, inclusive of a thirty (30) minute duty-free lunch period.

ARTICLE VIII

Non-Veteran Employment (**changed section from 1 year employment**)

Unit members who have been employed by the Charter in a position requiring a credential will be evaluated each year for the first ~~four (4)~~ three (3) years of employment. **If a teacher is employed for at least one complete semester of a school year it will be**

considered a full year of employment for the purposes of non-veteran employment status. The evaluation process will consist of two (2) Formal Observations and one (1) Informal Observation. The summary evaluation will be provided to the unit member on the Certificated Evaluation Form not later than the 18th week after the first day of active employment. In the event the Certificated Evaluation Form contains an “Unsatisfactory” or ~~“Developing-Beginning-Practice”~~ rating of the unit member’s performance, a meeting will be held with the evaluator, Principal/Commandant and a designee of the Charter Board, to determine continuing employment status.

Veteran Employment

- a. After ~~four (4)~~ three (3) years of initial employment, the unit member will be evaluated every other year. This evaluation process will consist of one (1) Formal Observation and one (1) Informal Observation, conducted prior to the last school day in ~~January~~ March, with the summary evaluation provided to the unit member no later than ~~February 1st~~ May 15th. In the event the Certificated Evaluation Form contains an “Unsatisfactory” or ~~“Developing-Beginning-Practice”~~ rating of the unit member’s performance, the Charter will require an Improvement Plan for each “Unsatisfactory” or ~~“Developing-Beginning-Practice”~~ rating which must be in effect for a minimum of four (4) weeks ~~before a final Evaluation which contains a rating of “Unsatisfactory Performance” or “Developing-Beginning Practice” can be given. In the event that, after the initial Improvement Plan, the unit member fails to demonstrate satisfactory improvement such that their performance in any specific area remains less than “Meets Standards,” a second Improvement Plan may be implemented, at the discretion of the evaluator, to continue, or provide, additional support strategies to further assist the unit member. All improvement Plans must be completed no later than fifteen (15) days prior to the end of the school year. Any post-evaluation conferences will be held no later than five (5) days prior to the end of the school year.~~ All improvement plans must be provided to the employee during the summary evaluation meeting.
- b. Veteran teachers who have been placed on an improvement plan shall be evaluated annually until the areas of concern addressed in the improvement plan have improved to a, at a minimum, “needs improvement” rating.
- c. Upon ratification of this agreement, years of service rendered at CMI of each unit member will count as credit toward achieving Veteran Status.

The following standards will be evaluated:

- | | |
|---------|---------------|
| Year 1: | Standards 1-6 |
| Year 2: | Standards 1-6 |

Year 3: Standards 1-6
 Veteran status: Standard 6, two (2) additional Standards, one (1) selected by the unit member and one (1) selected by the administration.

***CMITA and Charter agree to the new certificated evaluation form and rubric as attached.**

ARTICLE X - Leaves of Absence

Section 2. Personal Necessity and Personal Discretion Leave

- a. Earned sick leave may be used, at the employee's discretion, for the purposes of personal necessity or personal discretion, provided that use of sick leave does not exceed eight (8) days in any year. Except in emergency situations, all request for personal necessity or discretion leave must be pre-approved by the Principal or designee.
- b. Of the eight (8) days available for personal necessity, unit members can use up to five (5) days for personal discretion. **(added this section to clarify members can use 5 of the 8 days for personal discretion)**
- c. Neither personal necessity or personal discretion leave can be used to extend a holiday or non student day.

Section 6. Jury Duty

Unit members shall be entitled to as many days of paid leave as are necessary for Jury Duty service. The unit member will notify administration as soon as possible. The unit member will make a reasonable attempt to postpone Jury Duty service to dates when school is not in session. Verification of duty will be required. **(changed current language to allow for as many Jury Duty days as assigned)**

Appendices A and B - Compensation and Benefits

An on-going salary schedule increase of 1% effective July 1, 2016 for all unit members based upon 2016-17 salary placement. An additional 4% increase to instructor salary schedule 211 effective May 1, 2017 which includes the addition of 15 minutes to the instructor work day as defined in Article VII, Section 2.

An increase the contribution towards premiums for health and welfare benefits from \$11,200 to \$12,200 for two-party coverage and from \$13,200 to \$15,200 for family coverage. Single coverage shall remain at \$9,200.

Stipends -Add Appendix A-7 - Stipend Schedule

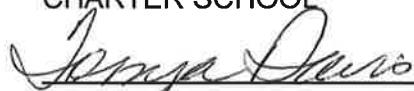
<u>Position</u>	<u>% of Column 3/Row 1</u>
Activities Director	9%
Athletic Director	9%
Band Director	2% 5%
Baseball - Head Coach	4%
Baseball - Assistant Coach	2%
Basketball - Head Coach	4%
Basketball - Assistant Coach	2%
Cheer - Head Coach	4% 5%
Cheer - Assistant	2%
Class Advisor - Senior	2% 3%
Class Advisor - Junior	1.5% 2%
Community Services Coordinator	9%
Cross Country	1.5% 4%
Cross Country - Assistant	2%
Dance Team	4% 5%
Dance Assistant	2%
Drama	2%
Department Chair - Physical Education	2%
Department Chair - English	4%
Department Chair - Foreign Language	1.5%
Department Chair - Math	4%
Department Chair - Science	4%
Department Chair - Social Studies	4%
Drill Coach	2% 4%
Football - Head Coach	8.5% 9%
Football - Assistant Coach	4.5%
Friday Night Live Advisor	3%
Golf - Head Coach	2%
Golf - Assistant Coach	1%
Military Advisor - Senior	4%
Military Advisor - Assistant	2%
Military Battalion Leader	3%
Military TAC Leader	1%
Rifle Team	2%
Soccer - Head Coach	4%
Soccer - Assistant Coach	2%
Softball - Head Coach	4%

Softball - Assistant Coach	2%
Tennis - Head Coach	2%
Tennis - Assistant Coach	1%
Testing Coordinator	1.5%
Track - Head Coach	2% 4%
Track - Assistant Coach	4% 2%
Volleyball - Head Coach	3% 4%
Volleyball - Assistant Coach	4% 2%
Wrestling - Head Coach	2%
Wrestling - Assistant Coach	1%
Yearbook Advisor	2% 3%

Stipends shall be based upon column 3 row 1 of the instructor salary schedule. Stipends are intended to cover all work required of the position, including outside of the work day and work year. Head coaching positions shall be responsible to oversee the entire program, grades 5-12, with assistants according to the size of the program and available funds. The Charter maintains full and complete authority to determine which programs and the quantity of each stipend it shall allocate in a given school year.

This Tentative Agreement is subject to CMITA bargaining unit member ratification and approval of the Charter Governing Board.

Date: 3-6-17
 CALIFORNIA MILITARY INSTITUTE
 CHARTER SCHOOL


 Tonya Davis
 Chief Human Resources Officer


 Candace Reines
 Assistant Superintendent, Business


 Michael Rhodes
 Principal/Commandant

Date: 3/6/2017
 CALIFORNIA MILITARY INSTITUTE
 TEACHERS INSTITUTE


 Angel Love-Behrens
 CMITA Negotiations Team Member


 Diana Palmer
 CMITA Negotiations Team Member


 Jane Seibilia
 CMITA Negotiations Team Member


 Mitchell Osborn
 CMITA Negotiations Team Member



CERTIFICATED EVALUATION FORM

Teacher

Employee Name:
 Grades/Subject/Assignment:
 School Year:

Veteran:
 Non-Veteran: 1st 2nd 3rd
 Emergency:
 Intern:
 Temporary:
 Other:

Scale:

(E) Exemplifies the standard (M) Meets standards (N) Needs Improvement ~~(DPB) Developing Beginning Practice~~ (U) Unsatisfactory

In the areas of evaluation below, check off your rating of the employee based on the above scale in the boxes provided. ~~An A (DPB) Developing Beginning Practice or (U) a~~ Unsatisfactory rating must be accompanied by specific written suggestions to improve performance on an ~~(use an~~ Improvement Plan).

AREAS OF EVALUATION: <u>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</u>	E	M	N	DPB	U
1. STANDARD ONE: Engaging & Supporting All Students in Learning					
1.1 Using knowledge of students to engage them in learning Connecting students' prior knowledge, life experience, and interests with learning goals					
1.2 Connecting learning to students' prior knowledge, backgrounds backgrounds , life experiences, and interests Using a variety of instructional strategies and resources to respond to students' diverse needs					
1.3 Connecting subject matter to meaningful, real-life contexts Fostering learning experiences that promote autonomy, interaction, and choice					
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful					
1.5 Promoting critical thinking through inquiry, problem solving, and reflection Promoting self-directed, reflective learning for all students					
1.6 Monitoring student learning and adjusting instruction while teaching					
2. STANDARD TWO: Creating & Maintaining Effective Environments for Student Learning					
2.1 Promoting social development within wit a caring community where each student is treated fairly and respectfully Creating a physical environment that engages all students					
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students Establishing a climate that promotes fairness and respect					
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe Promoting social development and group responsibility					
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students Establishing and maintaining standards for student behavior					
2.5 Developing, communicating, and maintaining high standards for individual and group behavior Planning and implementing classroom procedures and routines that support student learning					
2.6 Employing classroom routines, procedures, norms and supports supports for positive behavior to ensure a climate in which all students can learn Being instructional time effectively					
2.7 Using instructional time to optimize learning					
3. STANDARD THREE: Understanding & Organizing Subject Matter for Student Learning					
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum Demonstrating knowledge of subject matter content and student development					
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter Organizing curriculum to support student understanding of subject matter					
3.3 Organizing curriculum to facilitate student understanding of the subject matter Interrelating ideas and information					



CERTIFICATED EVALUATION FORM

within and across subject matter areas					
3.4	Utilizing instructional strategies that are appropriate to the subject matter Developing student understanding through instructional strategies that are appropriate to the subject matter				
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students Using materials, resources, and technologies to make subject matter accessible to students				
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content				
4. STANDARD FOUR: Planning Instruction & Designing Learning Experiences for all Students					
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction Drawing on and valuing students' backgrounds, interests, and developmental learning needs				
4.2	Establishing and articulating goals for student learning				
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning Developing instructional activities and materials for student learning				
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students Designing short-term and long-term plans to foster student learning				
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students Modifying instructional plans to adjust for student needs				



CERTIFICATED EVALUATION FORM

AREAS OF EVALUATION: <u>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</u>		E	M	DBP	U
5. STANDARD FIVE: Assessing Student Learning					
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments Establishing and communicating learning goals for all students				
5.2	Collecting and analysing assessment data from a variety of sources to inform instruction using multiple sources of information to assess student learning				
5.3	Reviewing data, both individually and with colleagues, to monitor student learning Involving and guiding all students in assessing their own learning				
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction the results of assessments to guide instruction				
5.5	Involving all students in self-assessment, goal setting, and monitoring progress Communicating with students, family, and other audiences about student progress				
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning				
5.7	Using assessment information to share timely and comprehensible feedback with students and their families				
6. STANDARD SIX: Developing as a Professional Educator					
6.1	Reflecting on teaching practice in support of student learning and planning professional development				
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development pursuing opportunities to grow professionally				
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning Working with a commitment to improve professional practice				
6.4	Working with families to support student learning improve professional practice				
6.5	Engaging local communities in support of the instructional program Working with colleagues to improve professional practice				
6.6	Balancing professional responsibilities and maintaining motivation				

7. Overall Evaluation:

7.1 Commendations:

7.2 Recommendations:

8. Improvement Plan: This employee performs professional duties conducive to the academic, social, and emotional needs of all students.

Yes No Needs to improve (site professional teaching standards):

Date scheduled to review Improvement Plan (if needed):

9. Employment Status Recommendation:



CERTIFICATED EVALUATION FORM

Evaluatee's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Teacher's Signature

Date

Evaluator's Signature

Date

California Standards for the Teaching Profession - DRAFT

Standard 1 Rubric - Engaging and Supporting All Students in Learning

Std	Element	Exemplifies the Standard	Meets Standard	Developing/Beginning Practice/ Needs Improvement	Unsatisfactory
1.1	<p>Connecting Students' prior knowledge, life experiences, and interest with learning goals. Using knowledge of students to engage them in learning</p>	<p>The teacher facilitates as students connect and apply their prior knowledge and life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lesson to modify instruction. Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.</p>	<p>The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding. Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.</p>	<p>The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding. Gathers additional data to learn about individual students.</p>	<p>The teacher makes no connection between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson. Learns about students through data provided by the school and/or through district assessments.</p>
1.2	<p>Using a variety of instructional strategies and resources to respond to students, diverse needs Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p>	<p>The teachers make skillful use of a wider repertoire of instructional strategies to engage all students learning, making adjustments while teaching to respond to students' needs. Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.</p>	<p>The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.</p>	<p>The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goal, but they may lack variety or may not be responsive to students' needs. Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.</p>	<p>The teacher's uses instructional strategies but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to the students' needs. Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.</p>
1.3	<p>Facilitating learning experiences that promote autonomy, interaction, and choice Connecting subject matter to meaningful, real-life contexts</p>	<p>Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning. Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p>	<p>By the teacher to promote constructive interactions, autonomy, and choice and to encourage and support student involvement in learning. Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning. Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive</p>	<p>Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.</p>	<p>Learning experiences are directed by the teacher, permitting no student autonomy, interaction, and choice. Uses real-life connections during instruction as identified in curriculum.</p>

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1.4	<p>Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful</p> <p>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p>	<p>Learning opportunities are provided that extend student thinking and engage and support all students in problem-solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas:</p> <p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p>	<p>during instruction to engage students in relating to subject matter.</p> <p>Learning opportunities and support are provided for students to engage in problem-solving and in investigating and analyzing subject matter concepts and questions within subject matter areas:</p> <p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p>	<p>Some learning opportunities are provided for students to engage in problem-solving within subject matter areas, but little support is given to develop necessary skills:</p> <p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p>	<p>No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas:</p> <p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p>
1.5	<p>Promoting self-directed, reflective learning for all students:</p> <p>Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p>Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers:</p> <p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.</p>	<p>Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers:</p> <p>Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.</p>	<p>Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually:</p> <p>Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.</p>	<p>No opportunities are provided for students to initiate their own learning or to monitor their own work.</p> <p>Asks questions that focus on factual knowledge and comprehension.</p>
1.6	<p>Monitoring student learning and adjusting instruction while teaching</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding</p>	<p>Implements lessons following curriculum guidelines.</p>

California Standards for the Teaching Profession - DRAFT

Standard 2 Rubric - Creating and Maintaining Effective Environments for Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Developing Beginning Practice Needs Improvement	Unsatisfactory
2.1	Creating a physical environment that engages all students. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement in learning activities. Facilitates student self reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities. Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning. Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.	The physical environment does not support student learning; there are one or more safety hazards, and materials are difficult to access when needed. Seeks to understand cultural perceptions of caring community.
2.2	Establishing a climate that promotes fairness and respect. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Students ensure that a climate of equity, caring, and respect is maintained in the classroom and students take risks and are relative. The pattern of teacher response to inappropriate behavior is fair and equitable. 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.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable. 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.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable. Experiments with adapting the physical and/or virtual learning environments that support student learning.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable. Is aware of the importance of the physical and/or virtual learning environments that support student learning.
2.3	Promoting social development and group responsibility. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers. 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.	Student respect each other's differences and work independently and collaboratively taking responsibility for themselves and their peers. Integrates support for students to take risks and offer respectful opinions about diverse viewpoints. Engages in reflection	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for student to assume responsibility. Explores strategies to establish intellectual and emotional safety in the classroom.	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other. Adheres to policies and laws regarding safety that are required by the site, district, and state

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<p>2.4</p> <p>Establishing and maintaining standards for student behavior.</p> <p>Creating a rigorous learning environment with high expectations and appropriate support for all students</p>	<p>Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.</p> <p>Facilitates a rigorous learning environment in which students take leadership in learning; Fosters extended studies, research, analysis and purposeful use of learning.</p>	<p>Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.</p> <p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p>	<p>Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p> <p>Is aware of the importance of maintaining high expectations for students.</p>
<p>2.5</p> <p>Planning and implementing classroom procedures and routines that support learning.</p> <p>Developing, communicating, and maintaining high standards for individual and group behavior</p>	<p>Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.</p> <p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p>	<p>Procedures and routines work smoothly, with no loss of instructional time.</p> <p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior with in and across learning activities.</p>	<p>Procedures and routines have been established and work moderately well with little loss of instructional time.</p> <p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p>	<p>Classroom procedures and routines have not been established or are not being enforced.</p> <p>Refers to standards for behavior and applies consequences as needed.</p>
<p>2.6</p> <p>Using instructional time effectively.</p> <p>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<p>Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.</p> <p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p>	<p>Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.</p> <p>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.</p>	<p>Instructional time is paced so that most of students complete learning activities. Transitions used to move students into new activities are generally effective.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.</p> <p>Responds to disruptive behavior.</p>
<p>2.7</p> <p>Using instructional time to optimize learning</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p>	<p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p>

California Standards for the Teaching Profession - DRAFT

Standard 3 Rubric - Understanding and Organizing Subject Matter for Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Developing Beginning Practice Needs Improvement	Unsatisfactory
3.1	Demonstrating knowledge of subject matter content and student development. Demonstrating knowledge of subject matter academic content standards	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current. 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.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current. Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and ensure clear connections and relevance to students.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some student's learning, and is usually current. Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support student's learning, or may not be current. Has foundational knowledge of subject matter, related academic language, and academic content standards.
3.2	Organizing curriculum to support student understanding of subject matter. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts. Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.	The curriculum is organized and sequences, demonstrates concepts, themes, and skills, reveals and values different perspectives, and supports an understanding of core concepts. Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills without revealing or valuing different perspectives, and supports understanding of core concepts for students. 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.	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills, rarely values different perspectives, or rarely supports students' understanding of core concepts. Teaches subject-specific vocabulary following curriculum guidelines.
3.3	Interrelating ideas and information within and across subject matter areas. Organizing curriculum to facilitate student understanding of the subject matter	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding. Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding. Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives, and supports an understanding of core concepts for students. Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills, rarely values different perspectives, or rarely supports students' understanding of core concepts. Follows organization of curriculum as provided by site and district to support student understanding of subject matter.

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			support understanding of subject matter.	
3.4	<p>Developing student understanding through instructional strategies that are appropriate to the subject matter.</p> <p>Utilizing instructional strategies that are appropriate to the subject matter</p>	<p>A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.</p> <p>Draws upon 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.</p>	<p>The teacher uses appropriate instructional strategies to make content accessible to students to encourage them to think critically, and to extend their knowledge of subject matter.</p> <p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<p>The teacher may use a few instructional strategies to students, and may encourage some students to think critically or to extend their knowledge of subject matter. Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>
3.5	<p>Using materials, resources, and technologies to make subject matter accessible to students.</p> <p>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	<p>A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.</p> <p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p>	<p>Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.</p> <p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p>	<p>Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.</p> <p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p>
3.6	<p>Addressing the needs of English Learners and students with special needs* to provide equitable access to the content</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p>	<p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Provides adapted materials to help English Learners access content.</p>

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Standard 4 Rubric - Planning Instruction and Designing Learning Experiences for all Students

Std	Element	Exemplifies the Standard	Meets Standard	Developing Beginning Practice Needs Improvement	Unsatisfactory
4.1	Drawing on and valuing students' backgrounds, interests, and developmental learning needs. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning. Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning. Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning. Is aware of the impact of bias on learning.
4.2	Establishing and articulating goals for student learning	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for students and represent valuable learning. Expectations for students are generally high. Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.	Short-term and long-term instructional goals are based on students' language, experience, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for student are generally high. Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent. Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for student are low. Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.
4.3	Developing and sequencing instructional materials and activities for student learning. Developing and sequencing long-term and short-term instructional plans to support student learning	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content concepts. Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long-	Instructional activities and materials are appropriate to students and the concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons. Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons. Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Instructional activities materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced. Uses available curriculum guidelines for daily, short and long-term plans.

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	<p>and short-term instructional plans that ensure high levels of learning.</p>	<p>Long-term plans have a coherent structure, with learning activities individual lessons well-sequenced to promote understanding of concepts. Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p>	<p>Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding. Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure. Is aware of student content, learning, and language needs through data provided by the site and district.</p>
<p>4.4</p>	<p>Designing short-term and long-term plans to foster student learning. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>	<p>Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts. 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>Long-term plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students. Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.</p>	<p>Instructional plans are modified as needed to enhance student learning based on formal and informal assessment Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning</p>
<p>4.5</p>	<p>Modifying instructional plans to adjust for student needs. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>Modifications to instructional plans address only superficial aspects of the lesson. Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Instructional plans are not modified, in spite of evidence that modifications would improve student learning. Implements lessons and uses materials from curriculum provided.</p>	

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Standard 5 Rubric - Assessing Student Learning

Sid	Element	Exemplifies the Standard	Meets Standard	Developing Beginning Practice Needs Improvement	Unsatisfactory
5.1	Establishing and communicating learning goals for all students: Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Learning goals are established by the teacher, students, and families; are appropriate to student's needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed. Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed. Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision. Explores the use of different types of pre-assessment, formative and summative assessments.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families. Is aware of the purposes and characteristics of formative and summative assessments.
5.2	Collecting and using multiple sources of information to assess student learning: Collecting and analyzing assessment data from a variety of sources to inform instruction	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress. Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress. Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress. Explores collecting additional data using supplemental assessments.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning. Uses data from required assessments to assess student learning.
5.3	Involving and guiding all students in assessing their learning: Reviewing data, both individually and with colleagues, to monitor student learning	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment skills and strategies and discuss work with peers. Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.	Student reflection and self-assessment are included in most learning activities. The teacher models assessment skills and strategies to help students understand their own work and discuss it with peers. Reviews and monitors a broad range of data. Individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers. Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	The teacher does not encourage student to reflect on or assess their own work. Reviews and monitors available assessment data as required by site and district processes.
5.4	Using the results of assessment to guide instruction:	Information from a variety of ongoing assessments is used to plan and modify learning activities.	Information from a variety of assessments is used to plan and modify learning activities, as well as	Information from a limited range of assessments is used to plan learning activities and may	Information about student learning is inappropriately or not used by

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	<p>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>	<p>and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs. 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.</p>	<p>to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching. Integrates a broad range of data to set learning goals for content and academic language across content standards. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.</p>	<p>support class needs and achievement. Assessments are not used to adjust instruction while teaching. 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.</p>
<p>5.5</p>	<p>Communicating with students, families, and other audiences about student progress. Involving all students in self-assessment, goal setting *, and monitoring progress</p>	<p>Students participate with the teacher to exchange information about their learning with families and support personnel in way that improve understanding and encourage academic progress. 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>The teacher regularly exchanges information about student learning with students, families, and support personnel in way that improve understanding and encourage progress. 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>The teacher provides some information about student learning to students, families, and support personnel, but the information incomplete or unclear. Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording</p>
<p>5.6</p>	<p>Using available technologies to assist in assessment, analysis, and communication of student learning</p>	<p>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.</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.</p>
<p>5.7</p>	<p>Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.</p>	<p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>	<p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>

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 Standard 6 Rubric - Developing as a Professional Educator

Std	Element	Exemplifies the Standard	Meets Standard	Developing Beginning Practice <i>Needs Improvement!</i>	Unsatisfactory
6.1	Reflecting on teaching practice and planning professional development Reflecting on teaching practice in support of student learning	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection. 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.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development. 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.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assess growth in these areas with assistance, and may use reflection to plan professional development. Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	The teacher may reflect on specific programs or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development. Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs
6.2	Establishing professional goals and pursuing opportunities to grow professionally; Establishing professional goals and engaging in continuous and purposeful professional growth and development	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community. 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.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community. 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	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community. 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.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in professional community. Develops goals connected to the CSTP through required processes and local protocols. Attends required professional development.
6.3	Working with communities to improve professional practice- Collaborating with colleagues and the broader professional community to support teacher and student learning	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school and community. Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school and community. Collaborates with colleagues to expand impact on teacher and student learning within grade or	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school. Consults with colleagues to consider how best to support	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for student or to promote collaboration with the school. Attends staff, grade level, department, and other required meetings and collaborations.

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	<p>on instructional practices 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.</p>	<p>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.</p>	<p>teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Identifies student and teacher resources at the school and district level.</p>
<p>6.4</p> <p>Working with families to improve professional practice: Working with families to support student learning</p>	<p>The teacher reflects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for families to participate in the classroom or school community. Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning.</p>	<p>The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community. 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.</p>	<p>The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community. Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/school events.</p>	<p>The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school classroom. Is aware of the role of the family in student learning and the need for interactions with families.</p>
<p>6.5</p> <p>Working with colleagues to improve professional practice: Engaging local communities in support of the instructional program</p>	<p>The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide decision making, events, and professional development. 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</p>	<p>The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events. Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.</p>	<p>The teacher engages in dialogue with some colleagues seeks out staff to help meet student's needs, and participates in some school-wide events. Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.</p>	<p>The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district event or learning activities Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.</p>
<p>6.6</p> <p>Managing professional responsibilities to maintain motivation</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the</p>	<p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by</p>	<p>Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.</p>

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	and commitment to all students	motivation, resiliency, and energy to ensure that all students achieve.	develop, and refine new and creative methods to ensure individual student learning.	exploring ways to address individual student needs.	
6.7	Demonstrating professional responsibility, integrity, and ethical conduct	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.	Contributes to building 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.	Does not Contribute to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

