



EDUCATOR GROWTH &
DEVELOPMENT

SAN DIEGO UNIFIED SCHOOL DISTRICT

Educator Handbook

Educator, Effectiveness, and Empowerment



EDUCATOR GROWTH AND DEVELOPMENT HANDBOOK



The Purpose of this Handbook

The Educator Growth and Development Handbook contains the support documents needed to facilitate the growth cycle for a classroom educator. Each section below is marked by tabs so you may quickly find the information. This handbook also comes in a digital format with live links.

WHAT'S INSIDE

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- Frequently Asked Questions
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- Optional templates







I. THE E3 GROWTH CYCLE

The Educator Growth Cycle promotes a collaborative culture, providing a safe space for all employees to reflect on their professional practice. It emphasizes the importance of reflection at each step. This one-pager gives a quick glimpse of the entire cycle and its reflective nature, fostering a culture of continuous improvement among educators and administrators.







Educator Effectiveness & Empowerment

Cultivating a collaborative culture that centers critical self-awareness, reflection, and continuous improvement. This process is one in which empowered educators develop their practice based on professional goals centered on student learning.

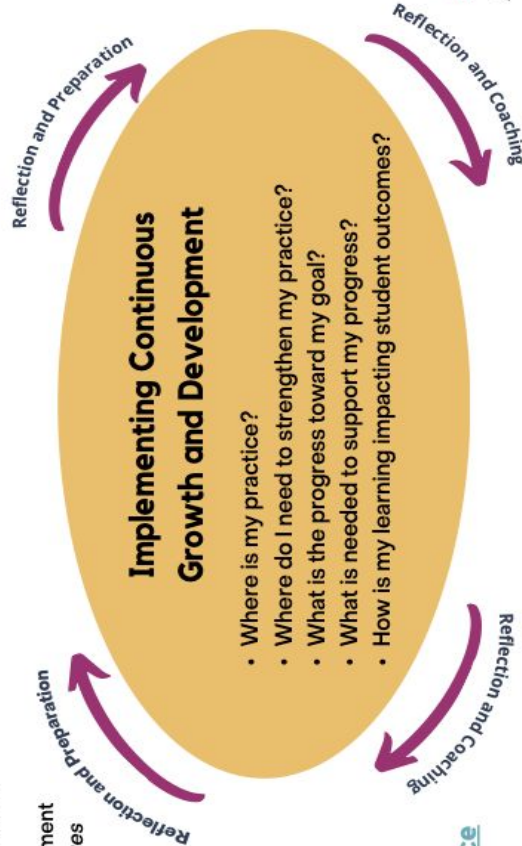
E3 Overview Meeting

- Administrator and educator(s) meet to:
- Review purpose, process, and documents
 - Discuss Evidenced Based Feedback
 - Examine district/site focus
 - Discuss the timeline for implementation

Step 1: Self-Assessment and Reflection

Educator will:

- Complete self-assessment using CSTP/Universal Best Practice proficiency scales
- Analyze student data
- Begin goal writing and action plan development
- Collaborate with Administrator or colleagues (optional)



Step 2: Collaborative Goal Writing Conference

Administrator and educator(s) meet to discuss:

- Goal
- Action Plan for Implementation
- Possible forms of evidence
- Coaching support and resources

Visits:

- Minimum of two visits by Mid-Year Check-In
 - One Reflective Conversation
 - One Scheduled Observation

Step 4: Summary Growth Conference

Administrator and educator(s) meet to:

- Review progress toward goal
- Identify current level of practice
- Discuss educator reflection
- Identify next steps in learning
- Celebrate successes

Visits:

- Minimum of two visits by Summary Growth Conference
 - One Reflective Conversation
 - One Scheduled Observation

Step 3: Mid-Year Check-In

Administrator and educator(s) meet to:

- Calibrate and discuss progress on goal
- Revise goal (if applicable)
- Review coaching and supports
- Identify current level of practice



EDUCATOR GROWTH AND DEVELOPMENT CYCLE TIMELINE

STEPS	DESCRIPTION	TIMELINE
E3 Overview Meeting	<ul style="list-style-type: none"> Participate in site informational meeting to understand the purpose, process, and documents, while discussing evidenced based feedback and examining district/site focus 	<p>Due by</p> <p>October 27th, 2023</p>
Step 1: Self-Assessment and Reflection	<p>1</p> <ul style="list-style-type: none"> Complete self-assessment using CSTP/UBP Proficiency Scales Analyze student data Begin goal writing and action plan development <i>Collaborate with administrator or colleagues (optional)</i> 	<p>Deadline collaboratively determined by educator and site administrator</p>
Step 2: Collaborative Goal Writing Conference	<p>2</p> <ul style="list-style-type: none"> Discuss reflection and initial goal/action plan Identify CSTP/UBP that align to goal Use SMARTE Framework to refine goal Discuss possible forms of evidence to monitor progress Mutually agree on goal Think about supports and resources needed 	<p>Deadline collaboratively determined by educator and site administrator</p>
Visits: Fall Reflective Conversations Scheduled Observations	<ul style="list-style-type: none"> Participate in minimum of 2 Visits prior to Mid-Year Check-In <ul style="list-style-type: none"> 1 Reflective Conversation 1 Scheduled Observation Collect and discuss evidence on progress towards goal 	<p>Deadline collaboratively determined by educator and site administrator</p>
Step 3: Mid-Year Check-In	<p>3</p> <ul style="list-style-type: none"> Reassess practice using CSTP/UBP Proficiency Scales Discuss and calibrate progress on goal Revise goal/action plan (if applicable) Review coaching and supports 	<p>Due by</p> <ul style="list-style-type: none"> January 26th, 2024 (Prob 1/Prob 2/Temp Status) February 23th, 2024 (Permanent Status)
Visits: Winter/Spring Reflective Conversations Scheduled Observations	<ul style="list-style-type: none"> Participate in minimum of 2 Visits prior to Summary Growth Conference <ul style="list-style-type: none"> 1 Reflective Conversation 1 Scheduled Observation Collect and discuss evidence on progress towards goal 	<p>Deadline collaboratively determined by educator and site administrator</p>
Step 4: Summary Growth Conference	<p>4</p> <ul style="list-style-type: none"> Reflect on practice and progress towards goal Identify current level of practice using CSTP/UBP Proficiency Scales Present evidence of goal progress Identify next steps in learning Celebrate successes! 	<p>Due by</p> <ul style="list-style-type: none"> March 8th, 2024 (Prob 1/Prob 2/Temp Status) April 30th, 2024 (Permanent Status)

Educator Growth and Development

1 STEP 1: SELF-ASSESSMENT AND REFLECTION

2 STEP 2: COLLABORATIVE GOAL WRITING CONFERENCE

Visits: evidence collection,
reflection and coaching

3 STEP 3: MID-YEAR CHECK-IN

Progress Made ...

Progress Not Made or any CSTP in Emerging

Support Offered

Declines Support

Accepts Support

Complete Advisory Plan with Directed Action Plan and Supports

Continue on E3 Growth Cycle

- Implementing Goal
- Visits
- Reflection
- Coaching

Visits: evidence collection, reflection and coaching

4 STEP 4: SUMMARY GROWTH CONFERENCE

Progress Made or All CSTP in Accomplishing

Progress Not Made or Emerging in 2 CSTPs

Cycle Complete

Referral to Extended Advisory







II. PROTOCOLS

The Protocols provide comprehensive explanations of the activities within each step, as well as clearly outline the roles and responsibilities of both educators and administrators. These resources participants understand and navigate the growth cycle effectively.

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GROWTH AND DEVELOPMENT OVERVIEW MEETING

Collaboratively	Educator Role	Administrator Role	Estimated Time	Timeline
	<ul style="list-style-type: none"> Attend a meeting to gain information on the E3 Process 	<ul style="list-style-type: none"> Present E3 Cycle and Process Allow for clarifying questions 	30 minutes (individual or group)	Due by October 27th, 2023
Purpose	The Overview Meeting provides notification to educators that are participating in a growth cycle for the current year.			
Activity Overview	<p>During this meeting, site administrators will facilitate a collaborative discussion to address the Growth and Development System, with information about the process, including:</p> <ul style="list-style-type: none"> Explain the steps needed to complete a growth cycle <ul style="list-style-type: none"> See Growth and Development Overview Video in Resources Acknowledge the use of reflection and self-assessment as fundamental elements of growth and development Highlight an option to connect the site focus and the growth goals Review the components of the E3 Handbook: <ul style="list-style-type: none"> E3 Cycle Protocols Standards Important Dates Access additional resource links at the bottom of the page 			
Classroom: California Standards for the Teaching Profession		Non-Classroom: Universal Best Practices		
Resources		E3 Cycle Link		

Notes

STEP 1 – SELF-ASSESSMENT AND REFLECTION

Individually	Educator Role	Administrator Role	Estimated Time	Window
	<ul style="list-style-type: none"> Reflect & self-assess on practice Analyze data relative to the students/group served Begin to draft professional goal 	<ul style="list-style-type: none"> Review educator’s self-assessment and draft goal 	60 minutes	Deadline collaboratively determined by educator and site administrator
Purpose	The purpose of this step is for educators to self-assess and reflect on their instructional practice using job-alike standards, analyze student data, and begin to formulate an initial draft goal based on their learning needs and the needs of the students/group they serve.			
Activity 1: Self Assessment	Depending on their job assignment, educators will use proficiency scales for the California Standards for the Teaching Profession (CSTPs) or the Universal Best Practices (UBPs) to assess their current level of practice.			
Activity 2: Initial Goal Writing	<p>After identifying potential areas of growth through self-assessment and a review of the analysis of data, educators will draft an initial goal using the 4 Critical Questions as a guide:</p> <ol style="list-style-type: none"> 1. <i>What are the areas of growth for my most struggling students? Who are the students?</i> 2. <i>What will I need to learn in order to support this group of students in their needed area of growth?</i> 3. <i>What is the best way for me to learn and demonstrate how I have implemented my learning?</i> 4. <i>What are the expected impacts on student outcomes and how will I know?</i> 			
Classroom: California Standards for the Teaching Profession		Non-Classroom: Universal Best Practices		
Resources		E3 Cycle Link		

Notes

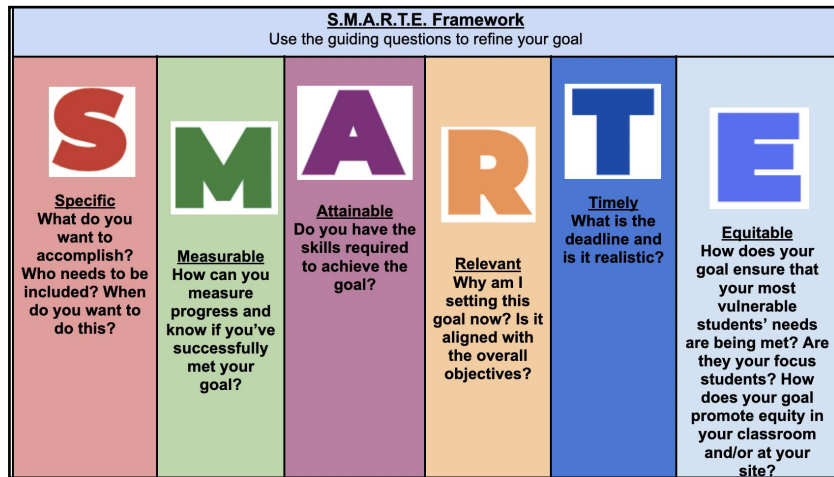
STEP 2 - COLLABORATIVE GOAL-WRITING CONFERENCE

Collaboratively	Educator Role	Administrator Role	Estimated Time	Window
	<ul style="list-style-type: none"> Present initial goal/action plan Collaboratively refine goal using SMART E Framework 	<ul style="list-style-type: none"> Listen to and coach through educator's reflection Collaboratively refine goal using SMART E Framework 	45-60 minutes in conference	Deadline collaboratively determined by educator and site administrator

Purpose Educators and their site administrators meet to review and reach an agreement regarding the educator's goal, action plan, evidence to monitor progress, and needed support to achieve the goal.

Activity Overview During this conference, the site administrator and educator engage in a collaborative conversation to reflect and refine the initial growth goal, including:

- Review the SMART E Framework to guide goal refinement
- Agree on the evidence to measure growth:
 - Review the CSTP/UBP Proficiency Scales for the selected growth areas
 - Identify a minimum of five Critical Attributes to gauge progress
- Consider action plan steps towards goal attainment
- Mutually agree upon final goal
- Plan support, identify resources needed, and establish coaching feedback and visitation processes to be followed



Classroom: California Standards for the Teaching Profession	Non-Classroom: Universal Best Practices
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Resources	E3 Cycle Link
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VISITS - REFLECTIVE CONVERSATIONS

Collaboratively	Educator Role	Administrator Role	Estimated Time	Window
	<ul style="list-style-type: none"> • Reflect on practice while sharing evidence of progress • Use feedback for next steps 	<ul style="list-style-type: none"> • Reflect on practice in focus area • Provide feedback sessions to discuss evidence and next steps 	Time could vary depending upon the visit focus	Deadline collaboratively determined by educator and site administrator
Purpose	The purpose of Reflective Conversations is to provide opportunities for informal discussions around practice and progress towards the goal. There may be an unlimited number of Visits for Reflective Conversations.			
Activity Overview	Reflective Conversation Visits can take shape in many forms, including but not limited to: <ul style="list-style-type: none"> • Debrief of an informal classroom visit • Collaboration in PLCs • Analysis of student work • Lesson planning • Reflection from a data dive • Etc. 			
Classroom: <u>California Standards for the Teaching Profession</u>		Non-Classroom: <u>Universal Best Practices</u>		
<u>Resources</u>		<u>E3 Cycle Link</u>		

Notes

VISITS - SCHEDULED OBSERVATIONS

Collaboratively	Educator Role	Administrator Role	Estimated Time	Window
	<ul style="list-style-type: none"> Plan and deliver a lesson Reflect on practice using CSTPs 	<ul style="list-style-type: none"> Observe lesson Gather evidence Prepare for post-conference 	Up to 60 minutes plus observation	Deadline collaboratively determined by educator and site administrator
Purpose	<p>Scheduled Observations are part of the Growth and Development Process. The purpose of the observation is to gather evidence of planning and instruction and to support the educator in continued efforts to meet their goal.</p> <p>A minimum of two Scheduled Observations are required during the school year.</p>			
Activity 1: Pre-Observation Feedback Conversation	Educators and site administrators discuss the lesson plan and focus area for the feedback.			
Activity 2: Observation	Site administrators gather evidence of practice based on the focus area, goal, and anticipated outcomes.			
Activity 3: Post-Observation Feedback Conversation	During the conference, educators and site administrators collaboratively discuss the outcomes of the lesson, including reflection, feedback, impacts on student and educator learning, and the next steps to goal attainment.			
Classroom: California Standards for the Teaching Profession		Non-Classroom: Universal Best Practices		
Resources		E3 Cycle Link		

Notes

STEP 3- MID-YEAR CHECK-IN

Collaboratively	Educator Role	Administrator Role	Estimated Time	Timeline
	<ul style="list-style-type: none"> Reassess practice Present evidence towards progress Collaborate on refining goal/action plan (if needed) 	<ul style="list-style-type: none"> Review educator's self-assessment and evidence of practice Assess progress towards goal using the CSTPs or UBPs proficiency scales Coach to refine goal/action plan (if needed) 	30 minutes in conference	Due by <ul style="list-style-type: none"> January 26th, 2024 (Prob 1/Prob 2/Temp Status) February 23th, 2024 (Permanent Status)
Purpose	Educators and site administrators meet to review progress relative to goal.			
Activity 1: Self-Assessment	Self-assessment is intended to help educators reflect on and gauge the progress of their practice throughout the year. In this activity, educators will use job-alike proficiency scales (CSTPs or UBPs) to assess their growth in instructional practice relative to their goal work up to this point in the year.			
Activity 2: Mid-Year Check-In Conversation	<p>The intent of the Mid-Year Conversation is to provide the educators and the administrators a collaborative space to discuss progress towards the goal, while looking at the evidence, and level of practice based on the CSTPs/UBPs, and to identify supports and next steps. Collaboration of goal revision and action plan is determined if needed.</p> <p>Possible topics for the Conversation could include:</p> <ul style="list-style-type: none"> Impacts from educator and student learning Review of data and artifacts Calibration of progress using the CSTPs/UPBs and Critical Attributes Assessment of current level of practice * Identification of further supports needed Revision of goal, if needed <p>*Administrator has the option to complete an Assessment of Instructional Practice</p>			
Classroom: California Standards for the Teaching Profession	Non-Classroom: Universal Best Practices			
Resources	E3 Cycle Link			

Notes

STEP 4 – SUMMARY GROWTH CONFERENCE

Collaboratively	Educator Role	Administrator Role	Estimated Time	Timeline
	<ul style="list-style-type: none"> Self-assess and reflect on practice Present evidence during the conference 	<ul style="list-style-type: none"> Review and reflect on all evidence gathered Identify progress of instructional practice based on job-alike standards Provide feedback on goal progress Discuss assessment of practice 	<p style="text-align: center;">45 minutes preparation</p> <p style="text-align: center;">30-45 minutes in conference</p>	<p style="text-align: center;">Due by</p> <p style="text-align: center;">March 8th, 2024 (Prob 1/Prob 2/Temp Status)</p> <p style="text-align: center;">April 30th, 2024 (Permanent Status)</p>

Purpose Educators and site administrators review and celebrate the educator’s insights, impacts, and influences.

Activity 1: Self-Assessment The final self-assessment is intended to help educators reflect on and gauge the progress of their practice throughout the year. In this activity, educators will use job-alike proficiency scales to assess their growth in instructional practice relative to their goal work up to this point in the year.

Activity 2: Summary Growth Conference Educators reflect on the following questions to help guide their self-reflection for the conversation:

- Insights:** What have you learned about your practice through this process? How did the creation of a goal help you reflect on your own learning needs?
- Impacts:** What has been the impact of growth on student learning? How does the data gathered to provide evidence of this impact?
- Influences:** What are the next steps in your learning? Is there something that you learned that you still want to implement? Are there additional aspects of learning that you want to explore?

During this Conference, educators and their site administrators will collaboratively:

- Discuss the educator reflection and site administrator feedback on educator’s professional growth
 - Review evidence towards growth in educator and student learning
- Discuss year-end assessment and the level of practice based on the identified Critical Attributes selected
- Identify progress towards the goal and potential areas for future growth

Activity 3: Progress of Instructional Practice **Administrator:** The final Assessment of Instructional Practice is intended to help site administrators gauge the progress of educators based on conversations and observations throughout the year. In this activity, site administrators will use the designated proficiency scales to assess educators’ instructional practice relative to their identified goal.

***To be completed before Summary Growth Conference**

Classroom: California Standards for the Teaching Profession	Non-Classroom: Universal Best Practices
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Resources	E3 Cycle Link
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III. CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION - CSTP

The classroom educator will utilize the CSTP framework to serve as a common language and a vision for the teaching profession, allowing educators to define and enhance practice.

In this section, you will find 2 placemats. The first placemat identifies the 8 Essential Elements within the CSTPs. Educators will self-assess progress throughout the growth cycle using these elements. The second placemat provides a complete version of the CSTPs for reference.





California Standards for the Teaching Profession and the 8 Essential Elements of the San Diego Unified School District (SDUSD) E3 Growth and Development Model

California Standards for the Teaching Profession (CSTP – 2009) San Diego Unified School District – 8 Essential Elements	
<i>“On Stage” Elements – Elements with work that occurs primarily in the classroom</i>	
Standard 1: Engaging and Supporting All Students in Learning	Standard 2: Creating and Maintaining Effective Environments for Student Learning
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
Standard 3: Understanding and Organizing Subject Matter for Student Learning	Standard 5: Assessing Students for Learning
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
<i>“Off Stage” Elements – Elements with work that occurs primarily out of the classroom</i>	
Standard 4: Planning Instruction and Designing Learning Experiences for All Students	Standard 6: Developing as a Professional Educator
4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	6.1 Reflecting on teaching practice in support of student learning 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

California Standards for the Teaching Profession and the 8 Essential Elements of the San Diego Unified School District (SDUSD) E3 Growth and Development Model

California Standards for the Teaching Profession (CSTP – 2009)	
“On Stage” Elements – Elements with work that occurs primarily in the classroom	
Standard 1: Engaging and Supporting All Students in Learning	Standard 2: Creating and Maintaining Effective Environments for Student Learning
<p>Elements:</p> <p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a Variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</p> <p><i>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</i></p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>Elements:</p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p><i>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</i></p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>
Standard 3: Understanding and Organizing Subject Matter for Student Learning	Standard 5: Assessing Students for Learning
<p>Elements:</p> <p><i>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</i></p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p> <p>3.6 Addressing the needs of English learning and students with special needs to provide equitable access to the content</p>	<p>Elements:</p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p><i>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</i></p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensive feedback with students and their families</p>
“Off Stage” Elements – Elements with work that occurs primarily out of the classroom	
Standard 4: Planning Instruction and Designing Learning Experiences for All Students	Standard 6: Developing as a Professional Educator
<p>Elements:</p> <p><i>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</i></p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p><i>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</i></p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>	<p>Elements:</p> <p><i>6.1 Reflecting on teaching practice in support of student learning</i></p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p><i>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</i></p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity and ethical conduct</p>



IV. CSTP PROFICIENCY SCALES

The proficiency scales listed below, are derived from the CSTPs and are used by all classroom educators to assess practice and track growth.

Consolidated Scales provide an overall description of the standards and will be used for self-assessment.

Analytic Scales offer detailed examples of each category on the continuum. They are commonly used for coaching and collaborative discussions.

Critical Attributes are descriptors that highlight specific educator actions that indicate growth. To measure progress toward the goal, a minimum of 5 Critical Attributes, along with supporting artifacts and data, will be considered.





CSTP 1: Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem-solving, and reflection. They monitor student learning and adjust instruction while teaching.

Element 1.5: Consolidated Scale

Element 1.5	Emerging	Developing	Accomplishing	Exceeding
<p>Promoting critical thinking through inquiry, problem-solving, and reflection</p>	<p>The educator uses mostly low-level questions that elicit minimal student responses or elaborated answers. Lessons have little creativity and rarely engage students in reflection to promote thinking.</p>	<p>The educator leads the discussion with a combination of low- and high-level questions with predetermined responses and a single path of inquiry. Strategies, including reflection and creativity, used to engage students in discussion and critical thinking produced uneven results among students.</p>	<p>The educator engineers the use of mostly high-level questions and discusses strategies that promote critical thinking and create genuine discussions among students that engage most students cognitively. Student reflection enhances critical thinking and problem-solving and promotes creativity and innovation in student work.</p>	<p>The educator and students pose predominantly high-level questions that promote critical thinking, problem-solving, and metacognition. Students lead discussions and help ensure all voices are heard. Student reflection regularly deepens learning and perspectives, and all students are required to think creatively and innovatively.</p>

Element 1.5: Analytic Scale

Element 1.5	Emerging	Developing	Accomplishing	Exceeding
<p>Promoting critical thinking through inquiry, problem-solving, and reflection</p>	<p>The educator's questions are mostly low-level, with single correct responses, and minimal wait time to encourage thinking. The educator mediates all questions and answers.</p>	<p>The educator's questions are a combination of low and high levels but lead students through a single path of inquiry with answers seemingly pre-determined. The educator asks some questions designed to engage students in critical thinking, but only a few students are involved.</p>	<p>The educator's questions are mostly high-level, designed to promote critical thinking and understanding, and involve most students. The educator challenges students to justify their thinking, communicate with clarity and precision, and pose and solve problems.</p>	<p>The educator's questions are mostly high-level and designed to promote critical thinking and understanding and involve most students. The educator challenges students to justify their thinking, communicate with clarity and precision, pose and solve problems, and promote metacognition.</p>
	<p>The educator accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The educator attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking with uneven results.</p>	<p>The educator uses a range of strategies to create a genuine discussion among students, providing adequate time for students to engage, reflect and respond, stepping aside when appropriate.</p>	<p>The educator uses a variety of strategies to facilitate student-led discussions. Students themselves, ensure that all voices are heard in the discussion.</p>
	<p>The educator's use of student reflection is sporadic and minimally used as a means to promote critical thinking or problem-solving.</p>	<p>The educator uses student reflection to promote critical thinking and problem-solving.</p>	<p>The educator's use of student reflection is a productive strategy to guide students to problem solve, consider diverse perspectives about the subject matter, and share and deepen their thinking.</p>	<p>The educator's regular use of student reflection is a productive strategy to guide students to problem solve, consider diverse perspectives about the subject matter, share and deepen thinking, and promote metacognition.</p>
<p>The educator occasionally uses creativity to enhance student thinking.</p>		<p>The educator encourages creativity as a means of promoting student thinking.</p>	<p>The educator encourages creativity, innovation, and imagination as a means of promoting student thinking.</p>	<p>The educator requires all students to think creatively, innovate, and imagine as a means of expanding student thinking.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 1.5	Emerging	Developing	Accomplishing	Exceeding
<p>Promoting critical thinking through inquiry, problem-solving, and reflection</p>	<ul style="list-style-type: none"> • Questions may not invite student thinking. • Most questions have a single correct answer. • The educator calls on students quickly. • All discussion is between the educator and students; students are not invited to speak directly to one another. • The educator does not ask students to explain their thinking. • Students may not be asked to reflect. • Opportunities for creativity are infrequent or non-existent. 	<ul style="list-style-type: none"> • The educator frames some questions designed to promote critical thinking. • The educator invites students to respond directly to one another's ideas, but few students respond. • The educator calls on many students, but only a small number actually participate in the discussion. • The educator asks students to explain their reasoning, but only some students attempt to do so. • Students may be asked to reflect on their work/thinking. • The educator encourages creativity. 	<ul style="list-style-type: none"> • The educator uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The educator makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by educators. • The educator calls on most students, even those who do not initially volunteer. • Many students actively engage in the discussion. • The educator asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The educator builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion. • Innovation, creativity and imagination are evident in student verbal and written work and contribute to the culture of learning in the classroom.

CSTP 2: Creating & Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Element 2.3: Consolidated Scale

Element 2.3	Emerging	Developing	Accomplishing	Exceeding
Establishing & maintaining learning environments that are physically, intellectually, and emotionally safe	The classroom environment has infrequent student-to-student interactions. The educator's response to student behavior is inconsistent, and expectations may be misunderstood by students. Students may be reluctant to take risks when it is encouraged, and only some students' achievements and contributions are recognized.	The classroom environment supports varying levels of student interactions. The educator's response to behavior generally maintains physical, emotional, and intellectual safety, and students generally understand classroom behavior expectations. The educator encourages risk-taking and sharing of opinions with inconsistent results, achievements and contributions are acknowledged.	A positive classroom environment facilitates positive and productive interactions. The educator anticipates behavior and responds effectively, and all students clearly understand behavior expectations. The educator regularly encourages risk-taking and respectful sharing of different student opinions. Student achievements and contributions are recognized and ensure a safe, accessible learning environment.	The educator and students share the responsibility to maintain an environment that facilitates positive and productive classroom interactions and mutually contributes to maintaining a safe environment. The educator responds proactively and effectively to misbehavior. Educator and students model risk-taking and expressing thoughtful and varied opinions. Achievements and contributions are recognized and celebrated by students and adults and foster positive self-esteem.

Element 2.3: Analytic Scale

Element 2.3	Emerging	Developing	Accomplishing	Exceeding
<p>Establishing & maintaining learning environments that are physically, intellectually, and emotionally safe</p>	<p>The educator creates a classroom environment where student interactions with one another are infrequent.</p>	<p>The educator creates a classroom environment that facilitates student interactions with varying levels of success.</p>	<p>The educator creates and maintains a classroom environment that facilitates positive and productive classroom interactions.</p>	<p>The educator and students share the responsibilities of creating and maintaining a classroom environment that facilitates positive and productive classroom interactions.</p>
	<p>The educator inconsistently responds to behaviors that impact student physical and/or emotional safety. Students are unclear about school and classroom behavior expectations.</p>	<p>The educator responds to behaviors that impact student physical and/or emotional safety and explores strategies to maintain physical, emotional, and intellectual safety. Students are clear about school and classroom behavior expectations.</p>	<p>The educator anticipates and reduces risks to behavioral, emotional, and intellectual safety in the classroom and school with all students' needs in mind. When necessary, the educator responds effectively. Students are clear about school and classroom behavior expectations.</p>	<p>The educator anticipates and reduces risks to behavioral, emotional, and intellectual safety in the classroom and school with all students' needs in mind. When necessary, the educator responds effectively. Students are clear about school and classroom behavior expectations and contribute to maintaining a safe learning environment.</p>
	<p>The educator may encourage students to take risks, but students are reluctant to take risks or express opinions.</p>	<p>The educator encourages students to take risks and to express opinions related to the topic of discussion with uneven results.</p>	<p>The educator regularly encourages students to take risks and to express thoughtful and respectful opinions related to the topic of discussion.</p>	<p>The educator regularly models and encourages students to take risks and express thoughtful and respectful opinions related to the topic of discussion.</p>
	<p>The educator may recognize the achievements and contributions of some students to foster students' self-esteem in a safe, accessible learning environment.</p>	<p>The educator recognizes the achievements and contributions of all students to foster the development of each student's self-esteem in a safe, accessible learning environment.</p>	<p>The educator encourages, supports, and recognizes the achievements and contributions of all students to foster the development of each student's self-esteem in a safe, accessible learning environment.</p>	<p>The educator encourages, supports, and recognizes the achievements and contributions of all students to foster the development of each student's self-esteem in a safe, accessible learning environment. Students take pride in their own and others' achievements and contributions.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 2.3	Emerging	Developing	Accomplishing	Exceeding
<p>Establishing & maintaining learning environments that are physically, intellectually, and emotionally safe</p>	<ul style="list-style-type: none"> The educator attempts to have students communicate respectfully with uneven results. Student behavioral referrals are unmanageable and may be inappropriate. The educator attempts to support student outcomes in non-cognitive factors (work ethic, growth mindset, perseverance, teamwork, conflict resolution, and empathy). Student work may be displayed, and teaching artifacts may be evident. Room and seating arrangements in the classroom support access to essential learning for a few students. Students are hesitant to share opinions. 	<ul style="list-style-type: none"> The educator refers to social development and respectful behaviors when the occasion arises. Student behavioral referrals are manageable but may be inappropriate. The educator references and supports student outcomes in some non-cognitive factors (work ethic, growth mindset, perseverance, teamwork, conflict resolution, and empathy). Student work is displayed, and teaching artifacts are evident. Room and seating arrangements in the classroom support access to essential learning for most students. Some students share their opinions related to the topic. 	<ul style="list-style-type: none"> Social development and respectful behaviors are taught explicitly. Student behavioral referrals are infrequent and appropriate. The educator references and supports student outcomes in non-cognitive factors. Current student work is displayed, and a variety of teaching artifacts are evident. Room and seating arrangements in the classroom support access to essential learning for all students. Adjustments in the classroom environment and instructional decisions are based on student needs. Most students share their opinions related to the topic. 	<ul style="list-style-type: none"> The educator and students maintain classroom routines, procedures, artifacts, and practices to support collaborative learning for all students. The educator and students reference and support student outcomes in non-cognitive factors. Students refer to student work that is effectively displayed and changed regularly. A variety of teacher artifacts are evident and used by students. Room and seating arrangements in the classroom support access to essential learning for all students, including those with special needs. Students freely share their opinions related to the topic.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit an in-depth working knowledge of the subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curricula to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make the subject matter accessible to all students. They address the needs of multilingual learners and students with disabilities to provide equitable access to the content.

Element 3.1: Consolidated Scale

Element 3.1	Emerging	Developing	Accomplishing	Exceeding
<p>Demonstrating knowledge of the subject matter, academic content standards, and curriculum frameworks</p>	<p>The educator displays beginning knowledge of the key concepts of the discipline, standards, and curriculum frameworks. The educator communicates the purpose of the lesson in terms of activities rather than learning outcomes. The educator's explanation of content includes inaccuracies. The educator does not model or explain academic vocabulary.</p>	<p>The educator displays familiarity with the key concepts of the discipline, the standards, and curriculum frameworks. The educator communicates the purpose of the lesson, explains the academic content accurately, and models the correct use of the academic vocabulary. The educator does not make connections to students' previous and future learning.</p>	<p>The educator displays a deep knowledge of the key concepts and underlying themes of the discipline, the content standards, and curriculum frameworks. The educator anticipates student misunderstandings and connects the academic content to students' prior knowledge, backgrounds, and experiences. The educator uses specific academic vocabulary and accurately explains content that invites student participation and thinking. Students can articulate the instructional purpose of the lesson.</p>	<p>The educator displays extensive knowledge of the key concepts and underlying themes of the discipline, content standards, curriculum frameworks, and interdisciplinary connections. The educator and students clearly communicate the instructional purpose through cross-curricular connections and real-world application of the content. The educator anticipates and addresses student misunderstandings and extends students' vocabularies within the discipline. Students accurately use academic vocabulary and explain the content to each other.</p>

Element 3.1: Analytic Scale

Element 3.1	Emerging	Developing	Accomplishing	Exceeding
<p>Demonstrating knowledge of the subject matter, academic content standards, and curriculum frameworks</p>	<p>The educator is becoming familiar with the important concepts in the discipline but lacks awareness of how they relate to one another.</p>	<p>The educator is familiar with the important concepts in the discipline and how these concepts relate to one another.</p>	<p>The educator has a deep understanding of the important concepts in the discipline and how these concepts relate to one another horizontally and vertically across the discipline.</p>	<p>The educator displays extensive knowledge of the important concepts in the discipline and how these relate horizontally and vertically across the discipline and how they relate to other disciplines.</p>
	<p>The educator has some awareness of the relationships between subject matter concepts, current content standards, and frameworks and attempts to teach the key concepts to students.</p>	<p>The educator is aware of the relationships between subject matter concepts, current content standards, and frameworks and teaches key concepts to students.</p>	<p>The educator understands and teaches students the key concepts and underlying themes in the content standards and curriculum frameworks.</p>	<p>The educator understands and teaches students the key concepts and underlying themes in the content standards and curriculum frameworks and how those concepts relate to other disciplines.</p>
	<p>The educator explains the instructional purpose in terms of activities rather than learning outcomes.</p>	<p>The educator explains the instructional purpose of the lesson to students.</p>	<p>The educator clearly explains the instructional purpose of the lesson to students, including its connection to previous and future learning. The educator anticipates possible misconceptions.</p>	<p>The educator clearly explains the instructional purpose of the lesson to students, including its connection to previous and future learning. The educator anticipates and proactively addresses possible misconceptions.</p>
	<p>The educator's explanation of the content may contain minor errors; some portions are clear, and others are difficult to follow.</p>	<p>The educator's explanation of the content is clear and accurate.</p>	<p>The educator's explanation of content is clear, accurate and connects with students' knowledge and experience.</p>	<p>The educator's explanation of content is clear, accurate and connects with students' knowledge and experience and connects to other disciplines.</p>
	<p>The educator's spoken language is correct but rarely models or explains academic vocabulary.</p>	<p>The educator's spoken language is correct and models the use of academic vocabulary.</p>	<p>The educator's spoken language and use of academic vocabulary is precise and serves to extend student understanding of academic vocabulary and subject matter.</p>	<p>The educator's spoken language and use of academic vocabulary extends students' vocabularies within the discipline. Students contribute to the correct use of academic vocabulary.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 3.1	Emerging	Developing	Accomplishing	Exceeding
<p>Demonstrating knowledge of the subject matter, academic content standards, and curriculum frameworks</p>	<ul style="list-style-type: none"> The educator's knowledge of the important concepts of the discipline is superficial. The educator conveys to students what they will be <i>doing</i> rather than what they will be <i>learning</i>. Students indicate through body language or questions that they do not fully understand the content being presented. The educator makes no serious content errors but may make minor ones. When the educator attempts to explain academic vocabulary, it is only partially successful. 	<ul style="list-style-type: none"> The educator can identify important concepts of the discipline and their relationships to one another. The educator provides an explanation about what the students will be learning. The educator's explanation of content is clear and accurate but does not elaborate on how the content relates to previous or future learning. The educator's vocabulary and use of academic vocabulary is correct. 	<ul style="list-style-type: none"> The educator can identify important concepts of the discipline and their relationships to one another at different grade bands. Students can articulate the purpose of the lesson. The educator's explanation of content is clear and accurate and invites student participation and thinking. The educator's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 	<ul style="list-style-type: none"> The educator cites intra- and interdisciplinary content relationships. Students are able to explain what they are learning and where it fits into the larger curriculum context. The educator's explanation is clear, and accurate, invites student thinking, and anticipates and points out possible areas for misunderstanding. The educator invites students to explain the content to their classmates. The educator uses correct and rich vocabulary; students use academic vocabulary accurately.

CTSP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Element 4.1: Consolidated Scale

Element 4.1	Emerging	Developing	Accomplishing	Exceeding
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	Limited academic data for the class as a whole is used to plan instruction. The educator has a superficial knowledge of students' cultural backgrounds and attempts to use of that knowledge in planning. Some resources are created to elicit information about students' interests for use in planning. While the value of using student information when planning instruction is acknowledged, it is used inconsistently in practice.	Readily accessible student data for groups of students are used to plan instruction. The educator has basic knowledge of students' cultural background that is used to plan culturally appropriate lessons. While the educator is aware of bias and culturally responsive pedagogy, it may have minimal influence when planning. Resources are created to build an understanding of students' cultures and interests and that information is used in planning.	Varied student data sources are used in planning to move individual students to the next level of proficiency. The educator uses a deep understanding of students' cultural backgrounds to plan culturally sensitive and appropriate lessons that are influenced by an awareness of bias and stereotyping, and culturally responsive pedagogy. Resources created to learn about students' skills and interests are consistently used in planning.	Varied student data sources, including colleague conferencing and data, are used in planning to move individual students to the next level of proficiency. The educator uses a deep understanding of students' cultural backgrounds to plan culturally sensitive and appropriate lessons that celebrate students' cultures and address bias and stereotyping, through culturally responsive pedagogy. Information from colleagues and from resources created to learn about students' skills and interests are consistently used in planning.

Element 4.1: Analytic Scale

Element 4.1	Emerging	Developing	Accomplishing	Exceeding
<p>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p>	<p>The educator utilizes limited student data about academic readiness, language proficiency, and individual development to plan instruction for the class as a whole.</p>	<p>The educator utilizes student data about academic readiness, language proficiency, and individual development to plan instruction for groups of students.</p>	<p>The educator utilizes varied student data sources about academic readiness, language proficiency, and individual development to plan instruction that will move students from where they are to the next level of proficiency.</p>	<p>The educator utilizes varied student data sources about academic readiness, language proficiency, and individual development and confers with colleagues to supplement the data and plans instruction that will move students from where they are to the next level of proficiency.</p>
	<p>The educator has a superficial understanding of students' cultural backgrounds and attempts to plan some lessons that are appropriate and sensitive to the students' cultures. The educator is aware of the impact of bias on learning</p>	<p>The educator has a basic understanding of students' cultural background to plan lessons that are appropriate and sensitive to the students' cultures. The educator is aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>The educator has a deep understanding of students' cultural backgrounds and uses that information to plan lessons that are appropriate and sensitive to the students' cultures. The educator examines sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>The educator has a deep understanding of and appreciation for students' cultural backgrounds and uses that information to plan lessons that are appropriate, sensitive to, and celebrate the students' cultures. The educator engages students in the analysis of bias, stereotyping, and assumptions.</p>
	<p>The educator creates some informational resources to use as a means to learn about student skills or interests which is sometimes utilized to inform instruction.</p>	<p>The educator creates informational resources as a means to learn about students' skills or interests and uses that information to plan lessons.</p>	<p>The educator creates various informational resources as a means to learn about student skills and interests and consistently uses that information to plan lessons.</p>	<p>The educator creates various informational resources as a means to learn about student skills and interests and confers with colleagues for additional information and consistently uses that information to plan lessons.</p>
	<p>The educator sees the value of using student information to plan instruction but may be unclear as to how best to incorporate that information into instruction.</p>	<p>The educator understands the value of using student information to plan instruction.</p>	<p>The educator understands and appreciates the value of using student information to plan instruction.</p>	<p>The educator understands, appreciates, and invites student input to plan lessons that use student information.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 4.1	Emerging	Developing	Accomplishing	Exceeding
<p>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p>	<ul style="list-style-type: none"> Lessons include available student data that was utilized to plan lessons for the class as a whole. Lessons acknowledge some understanding of students' cultural background but there is limited use of this information to select materials or design activities. Lessons mention some information regarding student skills or interests for the class as a whole. Lessons include some information indicating that the educator has taken student information into consideration when planning for the class as a whole. Lessons include materials/resources that minimally address cultural bias. 	<ul style="list-style-type: none"> Lessons include limited information about student data that was utilized to plan lessons. Lessons acknowledge some understanding of students' cultural background and use this understanding to occasionally select materials or design activities. Lessons mention some connection to student skills and interests; materials or activities reflect that information for groups of students. Lessons include some information about student data showing the educator values having that information when planning for groups of students. Lessons include materials/resources that address cultural bias. 	<ul style="list-style-type: none"> Lessons include student data about readiness, language proficiency, and individual development and links that information to most materials and activities. Lesson materials and activities are regularly chosen that appropriately engage students' cultural backgrounds. Lessons are designed to include materials and activities that reflect individual student's interests and skill levels. Lessons consistently include the student data that is used to select materials and design activities appropriate for individual students. Lessons include materials/resources and pedagogical approaches responsive to cultural bias. 	<ul style="list-style-type: none"> Lessons include student data about readiness, language proficiency, and individual development and links that information to all materials and activities. Lesson materials and activities are regularly chosen that appropriately engage and celebrate students' cultural backgrounds. Lessons are designed to include materials and activities that are specific to individual student's interests and skill levels. Lessons consistently include the student data that is used to select materials, design activities and to chart progress for individual students. Lessons include materials/resources and pedagogical approaches that are responsive to cultural bias. Lessons include activities in which students analyze the effects of stereotyping, cultural bias, and assumptions.

CSTP 4: Planning Instruction and Designing Learning Experiences for all students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Element 4.4: Consolidated Scale

Element 4.4	Emerging	Developing	Accomplishing	Exceeding
<p>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>	<p>Lesson plans are limited in appropriate instructional strategies primarily for whole class instruction. The lesson/unit structure is recognizable, however uneven with reasonable time allocations. Assessment results of the class as a whole are used to plan instruction.</p>	<p>Lesson plans use a variety of appropriate instructional strategies designed to meet the needs of groups of students. The lesson/unit structure is recognizable, with logical progressions of activities and reasonable time allocations. Assessment results for student groups are used to plan instruction, including remediation and acceleration.</p>	<p>Lesson plans use a variety of appropriate instructional strategies designed to meet the needs of all students. The lesson/unit structure progresses coherently, with reasonable time allocations for instruction, checking for understanding and closure. Assessment results for individual students are used to plan instruction, including remediation and acceleration.</p>	<p>Lesson plans use a variety of appropriate and differentiated instructional strategies designed to meet the needs of individual students including those on IEPs. The lesson/unit structure progresses coherently, with reasonable and flexible time allocations for instruction, checking for understanding, and closure which includes formative assessment and student reflection. Various assessment results, both formative and summative, for individual students, are used to plan instruction, including remediation and acceleration.</p>

Element 4.4: Analytic Scale

Element 4.4	Emerging	Developing	Accomplishing	Exceeding
<p>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>	<p>The educator's plans reflect a limited range of appropriate instructional strategies designed for whole class instruction.</p>	<p>The educator's plans reflect a variety of appropriate instructional strategies that are designed for groups of students.</p>	<p>The educator's unit and lesson plans reflect a variety of appropriate instructional strategies in the subject and are aligned to meet the language and learning needs of all students.</p>	<p>The educator's unit and lesson plans reflect a variety of appropriate and differentiated instructional strategies in the subject and are aligned to meet the language and learning needs of individual students including student's IEP.</p>
	<p>The lesson or unit has a recognizable structure, but the progression of activities is uneven with only some reasonable time allocations.</p>	<p>The lesson or unit has a recognizable structure with a logical progression of activities and reasonable time allocations.</p>	<p>The lesson or unit has a coherent sequence of activities with reasonable time allocations, including adequate time for checking for understanding and closure.</p>	<p>The lesson or unit has a coherent sequence of learning activities with reasonable and flexible time allocations including adequate time for checking for understanding and closure which includes formative assessment, such as student self-reflection in order to adjust the plan as needed.</p>
	<p>The educator utilizes formative and summative assessment results to plan instruction to meet the learning needs of the class as a whole.</p>	<p>The educator utilizes formative and summative assessment results to plan instruction and learning activities for groups of students periodically including remediation and/or acceleration.</p>	<p>The educator utilizes formative and summative assessment results to plan instruction and learning activities for individual students including remediation and/or acceleration.</p>	<p>The educator utilizes a broad range of ongoing formative and summative assessment results to plan instruction and learning activities to meet the individual needs of all students including remediation, and acceleration.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 4.4	Emerging	Developing	Accomplishing	Exceeding
<p>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>	<ul style="list-style-type: none"> Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. Lesson plans are structured but the sequence of learning activities or pacing may be awkward. Lesson plans include formative and/or summative assessment strategies that are designed for the whole class. 	<ul style="list-style-type: none"> Lesson and unit plans use a variety of instructional strategies. Lesson plans are structured, sequenced, and paced appropriately. Lesson plans include formative and summative assessments that are designed for groups of students. 	<ul style="list-style-type: none"> Lesson plans include a variety of instructional strategies and are aligned with the learning goal(s). Lesson plans are structured, sequenced, and paced to include sufficient time for proper closure. Lesson plans include formative and summative assessments for individual students that have been used to determine specific student needs. 	<ul style="list-style-type: none"> Lesson plans include a variety of differentiated instructional strategies that are aligned with learning and IEP goals. Lesson plans are structured, sequenced and allow enough time for student learning, reflection, and assessment. Educator's plans include ongoing formative and summative assessments for individual students that are clearly used to determine specific student needs.

CSTP 5: Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use this data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in the assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Element 5.4: Consolidated Scale

Element 5.4	Emerging	Developing	Accomplishing	Exceeding
Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Educator's use of assessment data is limited. Students are unaware of the assessment criteria. The use of formative assessment, including diagnostic questioning provides insufficient data from which instructional improvements can be made. Feedback is broad and learning is monitored for the class as a whole.	Educator uses assessment data aligned to standards to support learning goals. Some students are aware of the assessment criteria. The use of formative assessment, including diagnostic questioning provides some data from which instructional adjustments are made. Some students use feedback to self-assess and revise their work. Learning is monitored for groups of students.	Educator uses assessment data aligned to standards, content, and skills to support learning goals. All students are aware of the assessment criteria. A variety of formative assessments, including diagnostic questioning provides data and evidence of learning from which instructional adjustments are made. Most students use specific feedback from the educator to self-assess / revise their work and learning goals. Learning is monitored for individual students.	Educator uses multiple sources of assessment data aligned to standards, content, and skills to support & revise learning goals and measure individual student progress. All students are aware of and contributed to the development of the assessment criteria. A variety of formative assessments, including diagnostic questioning, provides data and evidence of learning from which adjustments in instruction and differentiation are made immediately. Students use specific feedback from the educator and peers to self-assess/revise their work and learning goals. Learning is monitored and adjusted for individual students in real-time.

Element 5.4: Analytic Scale

Element 5.4	Emerging	Developing	Accomplishing	Exceeding
<p>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>	<p>The educator's use of assessment data is limited or insufficient to support the attainment of appropriate learning goals.</p>	<p>The educator uses assessment data to support the attainment of learning goals that are loosely aligned to the standards or framework.</p>	<p>The educator uses assessment data to support the attainment of learning goals that are aligned with the standards or framework and that reflect subject matter concepts, skills, and applications.</p>	<p>The educator uses multiple sources of assessment data to support the attainment of learning goals, measure progress, and revise goals as needed. Learning goals are tightly aligned to the standards or framework and include subject matter concepts, skills, and applications.</p>
	<p>The educator's approach to using formative assessment is rudimentary and adjustments to instruction while teaching are difficult, awkward, or absent.</p>	<p>The educator uses formative assessments while teaching to adjust instruction with uneven results.</p>	<p>The educator uses a variety of formative assessments while teaching to immediately adjust instruction.</p>	<p>The educator skillfully integrates a variety of formative assessments while teaching, to immediately adjust and differentiate instruction and to plan future instruction.</p>
	<p>The educator has developed assessment criteria, but students do not appear to be aware of the assessment criteria and monitoring of student learning is for the class as a whole.</p>	<p>The educator has developed assessment criteria and some students appear to be aware of the assessment criteria. Educator monitors student learning for groups of students.</p>	<p>The educator has developed assessment criteria and students are aware of the assessment criteria. Educator monitors individual student learning to adjust and differentiate instruction.</p>	<p>The educator develops assessment criteria with student input. Students apply criteria to self-assess and the educator monitors individual student learning to adjust and differentiate instruction.</p>
	<p>The educator's feedback to students is general; a few students self-assess or revise their work as a result.</p>	<p>The educator's feedback to students is accurate and specific; some students engage in self-assessment and review/revise their work and/or learning goals.</p>	<p>The educator's feedback to students is accurate, specific, and timely; most students engage in self-assessment and review/revise their work and/or learning goals</p>	<p>The educator's feedback to students is accurate, specific, and timely; peer feedback is regularly provided, and student learning is advanced through regular self-assessment, review/revision of their work and learning goals.</p>
	<p>The educator rarely uses diagnostic questions as an assessment method to evaluate evidence of learning.</p>	<p>The educator uses diagnostic questions as an assessment method to critically evaluate evidence of learning.</p>	<p>The educator uses diagnostic questions as an assessment method to critically evaluate evidence of learning and to adjust instruction.</p>	<p>The educator uses differentiated diagnostic questions as an assessment method to evaluate evidence of learning and to adjust instruction.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 5.4	Emerging	Developing	Accomplishing	Exceeding
<p>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <ul style="list-style-type: none"> ● Assessment data are used to design lesson plans for the whole class. ● Assessment data minimally support the learning outcomes of the lesson. ● Formative assessment strategies are basic or not well suited to assess understanding. ● Assessment criteria are not understood by the students. ● The educator monitors understanding through a single method or elicits evidence of understanding from the class as a whole. ● Feedback is global or directed to only one student. ● Few students revise their work/thinking as a result of teacher feedback. ● Few students self-assess their work. ● Few diagnostic questions are used to diagnose the level of student understanding. 	<ul style="list-style-type: none"> ● Assessment data are used to design lessons for groups of students. ● Assessment data is somewhat aligned to the learning goals. ● Formative assessment strategies are used to adjust instruction in the moment, but the adjustments are not always successful. ● Assessment criteria are explained to students, but not all students may be clear. ● The educator monitors understanding and elicits evidence of understanding from groups of students. ● Feedback to students is accurate and specific. ● Some students revise their work/thinking as a result of teacher feedback. ● Some students self-assess their work. ● Some diagnostic questions are used to diagnose the level of student understanding. 	<ul style="list-style-type: none"> ● Assessment data are used to design lessons for individual students. ● Assessment data is aligned to the learning goals and important concepts in the discipline. ● A variety of formative assessment strategies are used to successfully adjust instruction in the moment. ● Assessment criteria are clearly written and shared with students. ● Most students are able to explain the assessment criteria. ● The educator monitors student understanding to adjust and differentiate. ● Feedback to students is accurate, specific, and timely. ● Students assess their own work and make revisions as a result of teacher feedback. ● The teacher regularly uses diagnostic questions to diagnose the level of student understanding and to adjust instruction as needed. 	<ul style="list-style-type: none"> ● Assessment data are used to design lessons and measure progress for individual students. ● Assessment data is tightly aligned to learning goals, important concepts, skills, and application of the discipline. ● A variety of differentiated assessment strategies are used to adjust and differentiate instruction in the moment. ● Students participate in designing assessment criteria for their own work. ● The educator monitors individual student understanding to adjust and differentiate. Students monitor their own level of understanding and share their findings with the educator. ● Feedback to students is accurate, specific, and timely and provided by both teacher and peers. ● Students self-assess, reflect, and revise their work as a result of teacher and/or peer feedback. ● The teacher regularly uses differentiated diagnostic questions to diagnose the level of student understanding and adjust instruction for individual students. 	

CSTP 6: Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Element 6.1: Consolidated Scale

Element 6.1	Emerging	Developing	Accomplishing	Exceeding
<p>Reflecting on teaching practice in support of student learning</p>	<p>The educator’s reflection of teaching practice is minimally based on formal learning data. The educator makes limited connections between analyzing student data and selecting professional growth opportunities.</p>	<p>The educator’s reflection on teaching practice is based on some formal learning data. The educator makes inconsistent connections between analyzing student data and selecting professional growth opportunities.</p>	<p>The educator’s reflection on teaching practice is consistently based on formal and informal learning data. The educator makes appropriate connections between analyzing student data and selecting professional growth opportunities.</p>	<p>The educator regularly analyzes formal and informal learning data and makes immediate adjustments in teaching practices. Based on data analysis, the educator leads and seeks out professional growth opportunities that will have the most impact on student learning.</p>

Element 6.1: Analytic Scale

Element 6.1	Emerging	Developing	Accomplishing	Exceeding
<p>Reflecting on teaching practice in support of student learning</p>	<p>The educator examines some formal student learning data but does not relate it to teaching practice.</p>	<p>The educator examines some formal learning data to analyze teaching practice.</p>	<p>The educator regularly examines formal and informal student learning data to analyze the quality of teaching practice.</p>	<p>The educator regularly examines formal and informal student learning data to analyze the quality of teaching practice and makes immediate adjustments.</p>
	<p>The educator makes a superficial connection between analyzing student learning data and selecting professional growth opportunities but needs assistance in selecting appropriate opportunities.</p>	<p>The educator understands the connection between analyzing student learning data and professional growth opportunities but needs some assistance in selecting appropriate opportunities.</p>	<p>The educator understands the connection between student learning data and professional growth opportunities and selects appropriate opportunities.</p>	<p>The educator understands the connection between student learning data and professional growth opportunities and seeks out those opportunities that will have the most impact on student learning.</p>
	<p>The educator engages in professional growth opportunities that are tied to student learning data but may not fully analyze or understand its impact on student learning.</p>	<p>The educator engages in professional growth opportunities that are tied to student learning data and minimally analyzes its impact on student learning.</p>	<p>The educator engages in professional growth opportunities that are tied to student learning data and fully analyzes its impact on student learning.</p>	<p>The educator engages in or leads professional growth opportunities that are specific to student learning data and fully analyzes its impact on student learning.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 6.1	Emerging	Developing	Accomplishing	Exceeding
<p>Reflecting on teaching practice in support of student learning</p>	<ul style="list-style-type: none"> The educator's reflection includes minimal information about student learning data, but the data is not reflected in how the educator thinks about practice. The educator's reflection includes an interest in professional growth opportunities, but they may not be aligned to the student learning data. The educator's reflection after engaging in professional growth opportunities makes limited connections to its impact on student learning data. 	<ul style="list-style-type: none"> The educator's reflection includes some information about student learning data and how it is related to the educator's practice. The educator's reflection includes an interest in professional growth opportunities, but they may be loosely aligned to the student learning data. The educator's reflection after engaging in professional growth opportunities makes general connections to its impact on student learning data. 	<ul style="list-style-type: none"> The educator's reflection includes both formal and informal student learning data and how it is related to the educator's practice. The educator's reflection includes specific professional growth opportunities that align to the student learning data. The educator's reflection after engaging in professional learning opportunities includes specific student learning data as a result of the educator's learning. 	<ul style="list-style-type: none"> The educator's reflection includes both formal and informal learning data and how it is related to specific strategies of the educator's practice. The educator's reflection includes specific professional growth opportunities that are specific to student learning data and to strategies the educator identified. The educator's reflection after engaging in professional learning includes specific student learning data as a result of the educator's learning. The educator invites colleague(s) to provide feedback as another data point to analyze.

CSTP 6: Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Element 6.3: Consolidated Scale

Element 6.3	Emerging	Developing	Accomplishing	Exceeding
Collaborating with colleagues and the broader professional community to support teacher and student learning	The educator attends required school/district events and projects. The educator minimally engages with colleagues and supervisors in professional conversations, including feedback on teaching performance.	The educator collaboratively participates in school/district events and projects and supports a culture of professional inquiry. The educator engages with colleagues and supervisors in some professional conversations, including feedback on teaching performance.	The educator actively participates and collaborates in many school/district events. The educator actively promotes a culture of professional inquiry and regularly engages with colleagues and supervisors in professional conversations, including feedback on teaching performance.	The educator actively organizes, facilitates, and leads many school/district events. The educator takes leadership roles to contribute to a culture of professional inquiry. The educator actively engages with colleagues and supervisors in professional conversations and solicits additional feedback on teaching performance.

Element 6.3: Analytic Scale

Element 6.3	Emerging	Developing	Accomplishing	Exceeding
<p>Collaborating with colleagues and the broader professional community to support teacher and student learning</p>	<p>The educator collaborates with colleagues to fulfill duties that the school and district require.</p>	<p>The educator collaborates, consults, and reflects with colleagues to enhance content knowledge and pedagogical skill.</p>	<p>The educator collaborates, consults, reflects, and may co-teach with colleagues to enhance content knowledge and pedagogical skill to meet students' diverse needs.</p>	<p>The educator organizes, facilitates, and participates in collaboration, and consultation, and may co-teach with colleagues to enhance content knowledge and pedagogical skill to meet students' diverse needs.</p>
	<p>The educator maintains a cordial relationship with most colleagues.</p>	<p>The educator maintains a professional relationship with all colleagues and school staff and participates in a culture of professional inquiry.</p>	<p>The educator maintains a professional relationship with all colleagues and school staff and actively participates in a culture of professional inquiry.</p>	<p>The educator maintains a professional relationship with all colleagues and school staff and actively participates in a culture of professional inquiry, with the educator taking initiative in assuming a leadership role.</p>
	<p>The educator is minimally involved in school events or school and district projects.</p>	<p>The educator supports school and district priorities and participates in some school and district events/projects.</p>	<p>The educator supports school and district priorities and actively participates in many school and district events/projects.</p>	<p>The educator supports school and district priorities and actively participates in many school and district events/projects, taking initiative in assuming a leadership role.</p>
	<p>The educator minimally engages with colleagues and supervisors in professional conversations about practice, including feedback on teaching performance.</p>	<p>The educator engages with colleagues and supervisors in professional conversations about practice, including feedback on teaching performance.</p>	<p>The educator actively engages with colleagues and supervisors in professional conversations about practice, including feedback about performance.</p>	<p>The educator actively engages with colleagues and supervisors in professional conversations about practice, including feedback about performance, and regularly solicits additional feedback, from both supervisors and colleagues.</p>
	<p>The educator assists in limited ways to support other educators or to contribute to the profession.</p>	<p>The educator assists in supporting other educators and looks for ways to contribute to the profession.</p>	<p>The educator regularly supports other educators and looks for ways to contribute to the profession in the school and district.</p>	<p>The educator regularly supports other educators and looks for ways to contribute to the profession in the school, district, and broader professional community.</p>

Critical Attributes: Critical attributes are created as a list of potential examples of practice for the element. This is not a checklist or an all-inclusive list.

Element 6.3	Emerging	Developing	Accomplishing	Exceeding
<p>Collaborating with colleagues and the broader professional community to support teacher and student learning</p>	<ul style="list-style-type: none"> When required, the educator collaborates with colleagues. The educator has cordial relationships with colleagues. When invited, the educator participates in activities related to professional inquiry. The educator participates in school/district or community events when they are required or by the district. The educator reluctantly accepts feedback from supervisors and colleagues. The educator contributes in a limited fashion to the support of other educators and involvement with professional organizations. 	<ul style="list-style-type: none"> The educator collaborates with colleagues for the purpose of improving practice. The educator has professional relationships with colleagues. The educator participates in and supports activities related to professional inquiry. The educator participates in and supports school or activities, as well as the district and community projects. The educator accepts feedback from supervisors and colleagues. The educator supports other educators and contributes to professional organizations. 	<ul style="list-style-type: none"> The educator's relationships with colleagues (teachers, administrators, education specialists, paraeducators, and staff) are characterized by mutual respect and collaboration. The educator regularly and actively participates in activities related to professional inquiry. The educator volunteers to participate in school events and in school and district projects, making a substantial contribution. The educator accepts and appreciates feedback from supervisors and colleagues. The educator supports other educators and looks for ways to contribute to the profession. 	<ul style="list-style-type: none"> The educator's relationships with colleagues (teachers, administrators, education specialists, paraeducators, and staff) are characterized by mutual respect, support, and collaboration. The educator takes a leadership role in promoting activities related to professional inquiry. The educator regularly contributes to and leads events that positively impact school life. The educator regularly contributes to and leads significant district and community projects. The educator actively supports other educators and seeks feedback from supervisors and colleagues.





V. Additional Resources

The following section provides additional resources to support your understanding and implementation of the Educator Growth and Development System.



Frequently Asked Questions for the 2023-24 School Year

What is E3?

E3 stands for Educator Effectiveness & Empowerment

Does the 5 year evaluation apply to E3?

Yes, it is included in the Ed Code language, which applies to anyone who has taught for 10 years and had effective evaluations.

Is E3 mandatory or do SDEA members have a choice?

E3 is not mandatory for the 23-24 school year. Educators have the option of participating in E3 or the Alternative evaluation. Educators should communicate with their administrator about which process they select.

Who can participate in Educator Growth and Development?

All on-cycle educators and non-classroom educators can participate in the Growth and Development process for the 23-24 school year.

If I'm participating in Induction do I have to do E3?

Educators participating in Induction have the option of participating in E3 or the alternative Stull evaluation. Educators should communicate with their administrator about which process they select.

Can I use the same goal for Induction and E3?

Yes. Educators can use the same goal for both processes. Please refer to the Induction/E3 alignment guide for further information.

If I'm participating in Induction do I have to do E3 for 3 years in a row?

All educators designated as Probationary 1, Probationary 2 and during their first year of tenure, will be "on-cycle". At this time, educators can opt to participate in E3 or the Alternative evaluation.

Is the timeline for E3 and Alternative evaluation the same?

While there are some similarities in timelines, each process has timelines specific to their components.

How many Scheduled Observations are required?

A minimum of two Scheduled Observations are required for an E3 growth cycle.

Frequently Asked Questions for the 2023-24 School Year

What is the difference between a Reflective Conversation and a Scheduled Observation?

- Reflective Conversations and Scheduled Observations are both considered a type of “Visits”.
- Reflective Conversations are an opportunity to engage in informal discussion around practice and progress toward growth goal.
- Scheduled Observations are a formal process that includes an observation with the intention to gather evidence of planning and instruction.

How many CSTPs do I have to align to my goal?

Educators will select one CSTP as their focus as well as select 2 or 3 additional CSTPs that align with their goal.

How many times do I self-assess?

Participating educators self-assess 3 times throughout the growth cycle. Once at the beginning, once at the Mid-Year Check-In, and once at the summary reflection stage.

How many times do I measure progress of instructional practice for each educator?

Administrators have the opportunity to measure progress of instructional practice during the Mid-Year Check-In and the Summary Growth Conference.

How will completion of a cycle be documented?

A growth cycle in E3 is considered complete if all elements are completed on the platform and when the administrator enters the completion on PeopleSoft.

If I participate in E3 will I be held harmless?

Only the following job classifications will be held harmless for the 2023-24 school year: Nurses, Librarians and Audiologists. All other Educators will no longer be held harmless.

Glossary of Terms

Competencies and Standards - Derived from professional standards (classroom/non-classroom) and based on job-alike descriptors used to assess current level of practice

Critical Attributes - Indicators that can be used to show progress

CSTPs - California Standards Teaching Profession

E3 - Educator Effectiveness and Empowerment

E3 Growth Cycle - A process for educators to reflect on their practice while engaging in a cycle of continuous improvement

MyPGD - My Growth and Development is an online learning management system where all artifacts, reflections and self-assessment are housed

Placemat - A one page document that identifies the essential elements of the CSTPs

Proficiency Scales - Are used to track growth over time. There are broken down into three categories (Consolidated, Analytic Critical Attributes)

Protocols - Are an in depth view and description of each step

Reflective Conversations - An opportunity to engage in informal discussion around practice and progress toward goal

Scheduled Observation - A formal process that includes an observation with the intention to gather evidence of planning and instruction

UBP - Standards and competencies that represent all non-classroom areas within the district.

Visits - Different types of opportunities to obtain feedback (i.e. reflective conversations & scheduled observations)

Indicators of Progress

Goal: (cut and paste your goal here)

Select a minimum of (5) Critical Attributes that will act as indicators of your professional growth

Standards connected to goal	Critical Attributes Mid-Year	Critical Attributes Year-End	Evidence/Artifacts

Action Plan Template

Educator Name:

School(s)/Site:

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List each action/task that you need to implement in order to complete your goal. Be sure to include the expected completion date for each task and the training or support needed. This is a living document that may be revisited during Mid-Year Check-In and add any new actions/tasks.

Goal:		
Actions/Tasks	Training or Support Needed	Expected Completion Date
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Mid Year Check In

Modified Professional Growth Goal (if applicable):

Actions/Tasks	Training or Support Needed	Expected Completion Date
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



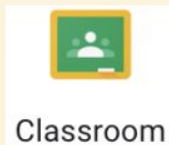
Stay Informed

Discover Our Communication Methods

We aim to keep you updated with the latest information. Explore the various methods we use to stay connected!



Google Classroom



Classroom

Educator Class Code:

tqlv4xk



Newsletters

- Important dates
- Training Opportunities
- Announcements
- Resources



Educator Updates

- Action Item Reminders
- Open Lab Opportunities

Stay in touch! Reach us at E3@sandi.net

Check out our Website for additional resources



EDUCATOR GROWTH &
DEVELOPMENT

SAN DIEGO UNIFIED SCHOOL DISTRICT

