TPE 1: Engaging and Supporting All Students in Learning

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

Examples of Observable Evidence
- Provides vehicles so that students begin taking ownership of their learning; track own progress, journals, writing activities prior/after
- Provides opportunities for students to use available technologies, ensuring equitable access to the curriculum
- Differentiates instruction based on students' strengths, interests, and needs
- Builds trust with and among students and fosters relationships so that students can thrive academically
- Helps students build friendships with each other
- Fosters relationships and develops activities so that students can thrive academically
- Shows respect for students and encourages them to show respect to others
- Understands reasons for students' behavior and recognize atypical student behavior
- Develops activities that support positive interactions among students
- Provides opportunities for students to work together
- Creates and maintains a safe learning environment
- Adapts teaching to reflect comprehensive knowledge of students
- Gets to know parents and connect with the teaching community

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

Examples of Observable Evidence
How do you maintain ongoing communication with **students** to communicate achievement expectations and progress?
Examples may include:
-Agendas
-Email
-Remind
-Jupiter grades
-Phone Logs
-Classroom Dojo
-Power School

How do you maintain ongoing communication with **parents** to communicate achievement expectations and progress?
-Blackboard
-Jupiter grades
-Classroom Dojo
-Weekly letter, newsletter
-Progress reports, grades
-Parent conferences: student led
-Family night

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

Examples of Observable Evidence
- Establishes connection between subject matter and purpose for learning: videos, posters, illustrations, realia, etc.
- Provides ongoing feedback regarding relevance/connection of subject matter to their lives
- Engages students in multi-modality instructional strategies
- Differentiates instruction based on students' strengths, interests, and needs
- Instructional strategies: surveys, exit tickets, jigsaw, skill inventories, interest centers (review/enrich), literature circles, collaborative grouping, peer mentoring/modeling, Socratic seminars, etc.

1.4   Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Examples of Observable Evidence
- Universal Design for Learning Engagement:
  - Class discussion: verbal response; pair share; peer mentoring/teaching/presentation
- Differentiation
  - Present information in different ways: verbally, written on board, overhead, videos
  - Process: 1:1 instruction, small or large group; pair share; use proximity; use SDAIE strategies

Resources:

Definition of Multi-Tiered System of Supports

http://www.cde.ca.gov/ci/cr/ri/mtssdiffinstr.asp

UDLcenter.org

http://www.udlcenter.org/

1.5   Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

Examples of Observable Evidence
- Instructional strategies: Corners, hot seat, role play, analyze characters-ask character questions
- Demonstrate comprehension via projects/visual medium: paintings, poems
- Math: What is result; what type of function; is this predictive of functions…
- Reading A Musical Day…short /o/ sounds; think about words; sounded out; rapid fire; whole group; kinesthetic activities; critical thinking-questions, personal experiences…

1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Examples of Observable Evidence
- Uses a wide variety of instructional strategies matched to students' learning needs that offer several ways for students to approach and demonstrate learning
- Facilitates students use of available technologies to support and / or advance their learning
- Offers opportunities for students to explore important ideas using a variety of resources and available technologies
- Offers students choice within teacher and state frameworks
- Taps prior knowledge and links it to new learning
- Provides support for students who are not succeeding
- Provides opportunities for advanced learners to enhance their learning
- Reflects on the learning goals/objectives
- Reflects on students' developmental needs
- Plans and implements lessons that reflect students' individual strengths and cultural norms
- Encourages participation in a variety of ways
- Allows time for students to practice, and internalize, and apply subject specific learning strategies
- Plans and implements activities and materials that are developmentally appropriate to ensure all students understand essential learning goals
- Makes modifications for students who have specific physical, emotional, behavioral, language, or learning differences
- Uses resources that maximize bias
- Facilitates group activities that maximize productivity and increases engagements

1. 7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

Examples of Observable Evidence
- Incorporate art and music projects
- Project-based instruction with visual and performing arts strategies incorporated

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Examples of Observable Evidence
- Encourages students to develop and have confidence in their own ability to think independently and with others
- Builds on basic knowledge and skills to enable students to apply their thinking to solving problems
- Breaks down text into component parts through understanding of structure (topic, subtopic, claims and evidence, sequence and comparison)
- Uses rubrics and guidelines to evaluate work in progress
- Develops anchor papers at high, high average, low average, and struggling levels of performance
- Builds plans to address and answer questions in accordance with Bloom's Taxonomy
- Groups students in pairs or small working groups to develop a plan to solve problems presented by teachers
- Allows adequate time for students to think about their answers
- Provides opportunities to collect and interpret data
- Assigns activities that include more than one method of approaching or completing work
- Systematically checks for student understanding and revises plans accordingly
- Implements a variety of instructional strategies to match students' learning needs
- Offers several ways for students to approach and demonstrate learning
- Paces lesson to adjust to student needs
- Provides additional support for students who have mastered lesson objectives
- Adjusts lessons "on the spot"
- Allows opportunities for students to monitor their own progress

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

Examples of Observable Evidence:
- Conflict resolution in place/time
- Collaborative strategies: set rules for conflicts, how to communicate positively, give choices
- Establish ground rules for respect: talk about speech, physical interaction, peers responding positively and supportive

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

Examples of Observable Evidence:
- End of week exit ticket regarding likes/dislikes, highlights/challenges
- Pair share, collaborative learning
- Physical environment to encourage peer to peer interaction
- High frequency praise, prompts, cues
- Establishing ground rules for acceptance, diversity
- Use of videos
- Peer editing, pair up/peer tutoring

2.3   Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

Examples of Observable Evidence:
- Makes accommodations for individual classroom seating as well as group needs
- Models ways in which students perceive they are authentically valued within the school community
- Assures the environment is one where students feel safe to take risks and be creative
- Includes learning profiles, learning styles, multiple intelligences, modalities, strengths, interests and vocational goals in everyday routines
- Learns and implements methods in which students understand their learning preferences and areas in which to stretch
- Asks student to self-assess, self-monitor and develop study skills
- Includes authentic examples of students' subject specific knowledge and skills in background knowledge proficiencies
- Plans flexible groups based upon assessment of student strengths, needs, interests, or readiness
- Develops student autonomy through choice and self-assessment
- Recognizes students' contributions and achievements
- Models fairness and respect
- Values students' ideas and responses
- Models constructive ways to agree and disagree
- Provides opportunities for all students to participate in activities and discussions
- Responds consistently to inappropriate behavior
- Offers all students the opportunities to engage in tasks that are equally interesting, important and engaging
- Expects all students to demonstrate continuous growth
- Presents tasks that require genuine collaboration to achieve shared understanding
- Provides support for students who are not succeeding, including ELs and/or those who are struggling
- Extends the curriculum by connecting to students' interests and learning profiles

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

Examples of Observable Evidence
- Consult with colleagues, counselors and administrators regarding school support, resources, policies and procedures.
- Collaborate with colleagues and engage in professional development opportunities
- Find out what resources are available such as after school support systems and students being bullied

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

Examples of Observable Evidence
- Expectations posted; explicitly stated
- Norms, rubric
- Behavioral system: point system; verbal warnings, contracts, etc.
- Character Counts: specific behaviors

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to- student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Examples of Observable Evidence
- Posts classroom objectives and learning goals
- Addresses content standards
- Involves students in development of classroom procedures and routines
- Provides seamless transitions from one activity to next
- Provides adequate time based on knowledge of students' development to complete learning activities
- Gives support based on knowledge of students' physical, social, cognitive, and emotional development
- Develops daily schedules to maximize learning
- Adapts routines, procedures, and norms to ensure success of all students
- Models fairness and respect
- Respects and is aware of cultural diversity and learning abilities in the make-up of the class
- Responds to inappropriate behavior consistently
- Maintains routines
- Provides class outlines/syllabus
- Newsletters
- Class meetings
- Timely feedback given

TPE 3: Understanding and Organizing Subject Matter for Student Learning

3.1   Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Examples of Observable Evidence
- Uses state and district standards as curricular guideposts to align curriculum
- Uses assessments to provide the next structure for instruction
- Identifies and describes required grade level skills in the content areas
- Scaffolds instruction so that early skills are foundational and requisite for later, more complex, higher-order skills and knowledge
- Understands the importance of planned instruction to meet learning expectations
- Reinterprets historical events and literature based on the social understanding of the time
- Ensures that subject matter is not static; it changes
- Is familiar with how the content relates to students' development
- Knows the content, current findings, and how they are interpreted
- Is knowledgeable about subject matter
- Is knowledgeable of student's cognitive development
- Builds bridges between the new skills and content and students' prior experiences
- Provides instruction that supports all students' learning
- Uses academic vocabulary
- Makes relevant connections to standards during instruction to extend student learning
- Integrates key concepts, themes, relationships and connections across subject matter areas
- Incorporates different perspectives, appropriate to discipline
- Utilizes current understanding of relevant content standards and frameworks

3.2   Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

Examples of Observable Evidence
- Understands students' individual cognitive, social and physical development and scaffolds instruction accordingly
- Connects content to students' prior knowledge and their experiences
- Implementation of instructional strategies to match students' learning needs
- Engages and facilitates students' understanding by linking students' previous knowledge
- Scaffolds instruction to address achievement gaps for the full range of learners
- Builds understanding of English learners' levels of language acquisition to best support their learning
- Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities
- Guides all students in using analysis strategies that provide equitable access of subject matter
- Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles
- Designs instruction that is responsive to that motivates students
- Matches students' instruction with their pattern of abilities
- Acknowledges and understands students' cultural differences
- Transforms standards into incremental classroom targets and informs students of targets
- Checks for understanding so as to design instruction that meets students' learning needs
- Offers choices to encourage ownership

3.3   Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

Examples of Observable Evidence
- Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills
- Organizes subject matter based on optimal pedagogical understanding to promote and support student learning
- Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development
- Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge
- Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs
- Adjusts instruction within and across subject matter to ensure student learning
- Organizes instruction to reveal and value different cultural perspectives
- Organizes instruction to incorporate subject or grade level expectations and curriculum frameworks to support student learning
- Implements instructional strategies to demonstrate key concepts and their interrelationships
- Analyzes collected assessment data to plan for future instruction
- Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups and individual needs

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

Examples of Observable Evidence
- Long/short term lesson plans/planning (unit plans, benchmark planning, grade level planning) incorporates multiple means of representation, expression, and engagement

Resource:
UDLcenter.org
http://www.udlcenter.org/

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

Examples of Observable Evidence:
- Frontloading of vocabulary: word wall, choral reading
- Graffiti wall
- Pair share; pair with peer mentors
- Game based: jeopardy
- Graphic organizers, note cards, pictures with definitions, Frayer model
- Struggling with reading; letter blocks; crashing game
- Modifications based on IEPs

3.6   Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

Examples of Observable Evidence:
- Scanners to encourage academic responsibilities
- Access materials
- Haiku
- Socrative quiz maker: chunking of material; focus; questions
- Smartboards; laptops, iPads; PP; digital version of student selection
- Data director
- Videos
- iPads as reinforcer
- Elmo
- iPads for expressive language

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

Examples of Observable Evidence:
- Model knowledge, skills, and fluency in using digital tools for instruction
- Have students use digital tools to learn, create new content, and demonstrate learning
- Model and promote digital citizenship and critical digital literacy
- Promote equal access of all students to digital tools and assure that students are safe in their digital participation

3.8   Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Examples of Observable Evidence:
- Uses technology to deepen teaching and learning
- Provides opportunities for students to participate in a digital society and economy
- Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications

Resources:
International Society for Technology in Education (ISTE)
https://www.iste.org/
International Association for K-12 Online Learning (iNACOL)
https://www.inacol.org/

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

4.1   Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

Examples of Observable Evidence:
- Incorporates activities for "Getting to Know Students"
- Implements instruction that draws upon students' backgrounds, interests and developmental learning needs and styles
- Implements content based class discussions
- Makes available scaffolding and extension options to enable all students to build on their previous learning (KWL, graphic organizers)
- Uses student background knowledge and experiences in instruction
- Allows for grouping activities and arrangements
- Becomes familiar with and sensitive to the background of students in different ethnic, language, socio-economic, and exceptionality groups
- Adapts activities and finds materials that engage students in learning the content and skills in the curriculum through familiar contexts that include students' background knowledge, interests, and personal strengths
- Has a repertoire of instructional activities and materials to draw upon to meet the needs of all students
- Incorporates students' prior knowledge and experience in the curriculum and instructional planning
- Provides opportunities for students to articulate the relevance and impact of lessons on their lives, families, and community

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

Examples of Observable Evidence:
- Incorporates model curriculum standards appropriate for grade level(s)
- Building on independent work packets; scaffolding-review
- Explicit college and career skills: time management, self-advocacy

4.3   Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

Examples of Observable Evidence:
- Lesson Plan: incorporates academic content standards into lesson plans
- Reading/ELA: increased discussion; debate regarding social issue-T chart/pros and cons; data/charts; read articles, write/draw posters, fliers; oral language
- Structures learning activities over time to help students achieve essential academic learning goals
- Sequences instruction by choosing or creating instructional activities and materials that transition into next instructional learning plan
- Builds on previous activities or activates prior knowledge to help students achieve the intended learning goals
- Sequences activities and materials to reflect learning goals that specify knowledge, skills, and abilities students are to acquire
- Ensures that all students have the knowledge and skills needed to complete a learning activity, e.g., vocabulary, concepts, procedures, reading, writing, measuring, language, prior to implementation of next learning goal
- Comprehensively explains to students how the content of a particular lesson or learning activity fits with what came before and what will follow
- Identifies and explains the connections between activities, materials, and learning goals
- Writes individual descriptions of what was learned—anecdotal records
- Incorporates professional knowledge into the prescribed curriculum, pace, and district assessment calendar
- Uses assessments to design long- and short-term planning

- Incorporates diverse subject matter perspectives in planning
- Examines a learning goal and determines the knowledge, skills, and abilities required to meet that goal
- Selects or creates a series of activities to help students acquire what they need to successfully achieve that goal
- Knows how mastery of one element is prerequisite to or related to learning another
- Creates or uses a syllabus for the course to distribute content and learning goals across the year
- Understands the district's curriculum and the particular concepts, knowledge, and skills that students are expected to master by the end of the school year
- Planning includes identifying the major categories of knowledge, skills, and abilities that students are expected to accomplish throughout the year

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
- *appropriate use of instructional technology, including assistive technology;• applying principles of UDL and MTSS (Multi-Tiered Systems of Supports)*
- *use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;*
- *appropriate modifications for students with disabilities in the general education classroom;*
- *opportunities for students to support each other in learning; and use of community resources and services as applicable*

Examples of Observable Evidence:
- Agendas, schedules: closure and review
- Daily learning target

Resources:
National Center on UDL
http://www.udlcenter.org/
ELL Strategies
http://www.colorincolorado.org/ell-strategies-best-practices
MTSS components
http://www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

Examples of Observable Evidence:
- Lessons planned based on IEPs, assessment
- Exit ticket; progress monitoring
- Rubric: self-assess, grade themselves
- Models of exemplary work
- Exit tickets: lab days; tracker finished assignments; reflection on how to improve
- Notebook check in: what they missed points on; how to improve
- How ready do you feel? (I will be room 212…)

Resources:
Social Emotional Strategies
http://www.pbs.org/parents/arthur/activities/development.html?cat=development
Social Emotional Issues-Teacher Resources
https://www.teachervision.com/emotional-development/teacher-resources/32913.html
Dipsticks: Efficient Ways to Check for Understanding
https://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

Examples of Observable Evidence:
- Collaboration agendas from Professional Developments, Professional Learning Communities, co-teaching, mentoring, coaching and/or networking

Resources:
ASCD, Association for Supervision and Curriculum Development
www.ascd.org
CEC, Council for Exceptional Children
www.cec.sped.org/Tools-and-Resources
LACOE CTE Professional Development
www.lacoe.edu/cte

4.7   Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Examples of Observable Evidence:
- Determines, before and after a lesson, whether students are making progress towards the learning goals
- Makes changes in plans in instruction if students are not making progress
- Monitors students' understanding of content through a variety of means
- Makes changes to plans in response to observed difficulties that students are having with instructional materials, the learning activities, or content
- Engages in long term monitoring of student understanding through reflecting on a lesson or series of lessons in light of student work or the pattern of student responses over time
- Focuses reflection on the extent to which students were able to meet the learning goals
- Reflects on how specific instructional methods, learning activities, and materials might have facilitated or hindered student understanding
- Does not simply move on to the next topic if students are not meeting the learning goals
- Modifies instructional plans to re-teach the missing concepts, methods, or skills, and/or incorporates further work in future instruction
- Modifications made in response to observed difficulties include:
  - Supplying different types of examples
  - Providing more structure for an activity
  - Extending the period of time for student to work
  - Scaffolding an activity so that students can accomplish more than they might on their own
  - Approaching a concept through different mediums
- Monitors by a variety of informal means:
  - Asking questions
  - Paying attention to nonverbal cues from students
  - Watching for signs of student progress
  - Student misconceptions when checking student work

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Examples of Observable Evidence:
- Document cameras/Elmos
- Smart board
- iPads
- Internet
- Chrome books

TPE 5: Assessing Student Learning

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

Elements of Observable Evidence:
- Identifies and uses multiple sources of information to inform his/her understanding of student progress toward meeting learning goals
- Uses different types of assessments to inform instruction
- Selects assessment strategies and instruments appropriate to the learning outcomes being evaluated
- Implements assessment concepts (validity, reliability, and bias) to the appropriateness of the students
- Grading practices reflect student learning
- Models the methods that students will use to explore and find answers to questions
- Implements different types of formative and summative assessments, addressing students' needs and progress
- Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency
- Allows English learners and students with special needs various methods to demonstrate learning
- Examines short term goals periodically in light of student progress
- Modifies learning goals as needed
- Reflects, through assessments, district curriculum and student expectations as well as their levels of knowledge
- Allows students to demonstrate understanding of learning goals before, during, and after a lesson
- Revises learning goals to support or extend learning in light of subtle signs of student progress

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Elements of Observable Evidence:
- Identifies and uses multiple sources of information to inform his or her understanding of student progress toward meeting learning goals (standardized, diagnostic tools, and developmental assessments)
- Teacher observations and documents in:
  - Anecdotal records or notes
  - Student responses to teacher
  - Running records
  - Student dialogue with teacher
  - Essays
  - Student dialogue with peers
  - Performance tasks
  - Interviews with students
  - Teacher made tests
  - Interviews with families about relevant student achievements and activities outside of school
  - Standardized tests
  - Current grade book
  - Teacher journal
  - Student portfolios
- Makes adjustments for differentiated planning for single lessons or sequence of lessons based on analysis of assessment data
- Designs and integrates assessment plan that provides both formative and summative assessment data on student learning
- Allows English learners and students with special needs various methods to demonstrate learning
- Uses assessment strategies to implement and monitor individualized student learning including IEP goals

- Communicates with families to gather information about all students and their learning
- Uses concepts learned to derive new information, connect to previously learned concepts, solve real-world problems, and recognize the concepts in different settings.
- Uses a variety of sources to collect information about student learning Collects multiple sources of information for learners who are not yet fluent speakers, readers, or writers of English or special needs students
- Takes into account students who may have limited backgrounds due to limited exposure to oral and written standard English
- Collects information on English learners or students with special needs progress in achieving literacy in different content areas
- Collects information about their students' abilities to demonstrate and use specific content knowledge and content specific skills through a method that does not require communication skills that students clearly do not yet possess
- Collects information specifically focused on knowledge and skills that the teacher has reason to believe the students have acquired through the learning activities for all students
- Requires knowledge and skills that are within the students' current ability levels
- Uses multiple sources of data to identify critical gaps in student understanding and skills
- Imbeds assessment within instruction
- Plans a wide range of appropriate assessment strategies and uses the results to understand student progress
- Assesses student behavior to support learning
- Interprets data based on how an assessment is scored and what results it reports
- Keeps a continuous and comprehensive record of group and individual achievement

5.3 Involve all students in self-assessment and reflection on their learning goals and progress; and provide students with opportunities to revise or reframe their work based on assessment feedback.

Elements of Observable Evidence:
- Students given rubric; rate themselves
- Exit tickets
- Graph scores
- Students assess each other (peer review)
- Dipsticks, popsicle sticks, Kahoots, thumbs up

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

Elements of Observable Evidence:
- District and school required systems
- Classroom Dojo
- Socrative
- Jupiter
- Razz Kids: Learning A-Z
- Compass Learning
- Smart City: levels of mastery

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

Elements of Observable Evidence:
- Tests, quizzes, projects, pre and post assessments, authentic assessments
- Socrative
- Formative assessment progress monitoring
- Communications with students and parents

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

Elements of Observable Evidence:

- Reviews student assessment data with colleagues to identify trends, causes, and patterns among groups of students
- Reviews and monitors available assessment data, required by the site and district processes
- Uses assessment results to monitor teaching, guide planning and differentiate instruction
- Determines when and how to revisit content that has been taught through assessment information
- Uses assessment data to eliminate gaps between students potential and their performance
- Uses assessment results in planning instruction for support of English learners and students' IEPs
- Monitors a variety of data on student learning, individually and with colleagues, to identify trends and patterns among groups of students
- Reviews and monitors a broad range of data to identify underlying causes for trends
- Facilitates collaborative work to identify and address underlying causes for achievement patterns and trends

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5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

Elements of Observable Evidence:

- Data meetings/IEP meetings
- Collaborative meetings
- Student study teams: fall spring testing to review CELDT scores; strategies to use
- Accelerated Reader data
- Reading inventories
- CELDT data at beginning of year; identify ELLs/IEP-seating arrangements, groupings
- Grade level teams agendas: PD days to address strategies to implement and try
- Look at strengths (listening, reading), challenges (speaking, writing)
- Use student data to make decisions about instruction

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Elements of Observable Evidence:

- Is prepared with a plan when a group of students do not understand a concept or learn how to use a skill or procedure
- Uses a variety of assessment data to set student learning goals for content and academic language
- Uses level of student understanding to improve use of instructional methods, materials, and learning activities
- Uses student learning to plan and differentiate instruction to meet the individual and group learning needs
- Works on enhancing, strengthening, and further improving the understanding and skills of students who are on track
- Redirects or assists students who need extra help
- Takes into account all of the students in the class when monitoring, adjusting, and providing feedback
- Analyzes teaching of a lesson in terms of the successes and areas needing improvement
- Consciously reflects on lessons and analyzes his/her own strengths and weaknesses to learn from experiences and improve teaching skills
- Demonstrates skills by constructively critiquing their own performance
- Assigns specific tasks designed to ensure that each student assumes responsibility for a critical piece of the group work
- Monitors student understanding and makes adjustments in the course of teaching a lesson
- Uses assessments to adjust and differentiate instruction while teaching in response to student needs

TPE 6: Developing as a Professional Educator

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Elements of Observable Evidence:
- Engages in self-directed improvement
- Maintains a focus on instructional goals
- Questions and reflects **after** lessons:
    - Were my students productively engaged?
    - Did my students learn what I had intended them to learn?
    - Could the class run more smoothly?
    - Did I treat all students with fairness and respect?
    - Did I discover, as I started my lesson with my students, that they were missing a critical prerequisite skill?
    - Were the activities and work expected appropriate?
- Does my assessment match the learning goal or objective?
- Professionally converses among colleagues as an opportunity for reflection
- Reflects on practice and considers alternative approaches to move practice forward
- Reflection leads directly to improved planning and therefore to enhance interaction with student learning
- Assesses own teaching to learn strengths as well as areas to target for development
- Collaborates with colleagues or draws upon areas of strength, to support own teaching
- Develops awareness of potential bias that might influence teaching or affect student learning
- Assesses growth as a teacher over time
- Analyzes teaching to understand what contributes to student learning
- Formulates professional development plans that are based on reflection and analysis
- Develops awareness of potential bias that might influence teaching or affect student learning

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Elements of Observable Evidence:
- Reflections regarding bias
- Awareness of own bias
- Parent conferences: speak native language; awareness of cultural differences
- Syllabus in English and Spanish
- Electronic messages; translates into native language
- Select books representative of various cultures/perspectives
- Modeling appropriate interaction
- Bias vs intuition
- Effort to provide equitable opportunities to participate
- Interpreting behavior: rambunctious, developmental stages
- Racial diversity: how to teach acceptance; modeling, literature

Resource:
When Implicit Bias Shapes Teacher Expectations
http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

Elements of Observable Evidence:
- PD meetings with colleagues
- Sets and modifies professional goals connected to the CSTP, to improve instructional practice and impact student learning
- Ensures that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and personal reflections
- Engages in professional growth that are goal directed, arise from identified needs, and reflect areas of priority to the teacher, the school, or the district
- Seeks out or tracks professional growth activities through courses, conferences, workshops, study groups, journal articles, conversations with colleagues, and seminars
- Engages in professional development activities beyond those required by their district and induction programs
- Engages in professional activities to develop his or her skill in teaching
- Continues to seek out and refine approaches that make the curriculum accessible to all students
- Expands knowledge and effective application of new instructional methods and technologies
- Uses professional literature, district professional development and other professional opportunities to increase the understanding of teaching and learning
- Participates in and contributes to the professional community
- Serves on school or district curriculum committees
- Contributes to or participates in professional organizations
- Maintains an attitude of lifelong learning
- Engages in ongoing inquiry into teacher practice for professional development

6.4   Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Elements of Observable Evidence:
- Interacts with students' community to ensure that all students' diverse learning needs, interests, and strengths are met
- Acquires a deep understanding of students' cultures
- Identifies and accesses community resources to enhance learning experiences and to gain knowledge about community agencies
- Locates the local resources for students who may need certain resources or information from community facilities
- Makes a concerted effort to become aware of local resources and appreciate their value to the curriculum
- Promotes collaboration between school and community
- Considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand content
- Supports students with experiences derived from the community to support their learning
- Fully attends staff, grade level, department, and other required meetings and collaborations
- Contributes to school-wide events, activities and decision making
- Collaborates with colleagues to improve student learning and reflect on instructional practice at the classroom level
- Establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities
- Remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning
- Contributes to the learning of other educators
- Benefits from and contributes to professional organizations to improve teaching practices
- Supports school and district goals
- Benefits from and adds to the knowledge base of the profession
- Collaborates with colleagues for the benefit of the entire instructional program
- Works with specialists, school committees, curriculum projects, paraprofessionals, and other educators

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Elements of Observable Evidence:
- Remains informed of, understands, and upholds all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities
- Takes responsibility for students' academic outcomes
- Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students
- Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs
- Reports suspected cases of child abuse, and/or neglect to appropriate agencies
- Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior
- Complies with legal and professional obligations to protect the privacy, health and safety of student, families, and other school professionals
- Models appropriate behavior for students, colleagues, and the profession
- Acts in accordance with ethical considerations for students
- Maintains professional conduct and integrity in the classroom and school community
- Contributes to school and students success by being knowledgeable of learning goals and established standards
- Meets professional obligations to implement school, district, state, and federal guidelines and policies
- Extends knowledge about professional and legal responsibilities for students' learning, behavior, and safety
- Maintains professional conduct and integrity in the classroom, school and community
- Interacts appropriately with students and families outside the classroom
- Demonstrates professional obligations to students, colleagues, school, and profession
- Keeps "profession" in professional by demonstrating appropriate attitude, behavior, and appearance

Resource:
Family Educational Rights and Privacy Act (FERPA)
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Elements of Observable Evidence:
- Attended trainings regarding Mandated Reporting; emergency procedures-Lock downs, earthquake, search rescue; confidentiality regarding IEPs; technology ethics
- Uses established school protocols for texting, emails, and website
- Attended training and uses social media responsibly
- Google voice: school number vs private cell phone

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Elements of Observable Evidence:
- Maintains professional development and lifelong learning in issues effecting public education
- Reviews professional journals, publications, newsletters, policy papers, and resources for education finance issues
- Belongs to professional associations for educators and in their subject area