CSUDH | COLLEGE OF EDUCATION

Teacher Education Division

Teaching Performance Expectations Guide to Classroom Practice

To develop common understandings of what the TPEs look like in practice for candidates, supervisors, and master/mentor teachers, the Teaching Performance Expectations Guide to Classroom Practice was created. This resource provides examples of evidence that a candidate may demonstrate through observations, conferencing, and documents (lesson plans, reflections, journal, handouts, student work, etc.). Intended to be a starting point and living document, the guide is not comprehensive. Candidates may demonstrate the TPEs in ways that are not included within this guide.

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 Evidence:*
> - Shows knowledge of students through interactions and discussions
> - Uses knowledge of students for grouping and assigning tasks
> - Includes student demographics, assets, cultural, language and socioeconomic connections within lesson plans
> - Constructs a culturally responsive lesson
> - Holds conferences with student to get to know them and build relationships
> - Collects individual student data through surveys and uses the data to inform plans
> - Utilizes strategies to activate students' prior knowledge

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 Evidence:*
> - Uses email to communicate with families and/or students
> - Constructs and sends class letters, bulletins, or notices to families
> - Calls parent/guardian to discuss student performance and progress
> - Attends school activities and interacts with families
> - Plans or sponsors school extra-curricular activities
> - Maintains home to school communication log
> - Utilizes a learning management system (e.g. Schoology, Edmodo, Google Classroom, Classroom Dojo) for communication
> - Shares achievement data/grades through a student information system (Aeries, PowerSchool)

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 Evidence:*
> - Involves parents or guest speakers to connect content to real world
> - Encourages students to share experiences in relation to the lesson
> - Uses visuals and videos of real-life situations to engage/extend student learning
> - Designs projects and assessments that require students to apply knowledge and skills to "real life" situations
> - Engages students in learning by doing through participation in field trips and hands on activities
> - Engages students in reciprocal teaching
> - Utilizes online student exchange opportunities to engage with peers around the world (e.g. podcasts, video conferencing)

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 Evidence:*
> - Differentiates instructional activities

- Utilizes small group instruction, cooperative learning groups, flexible workspaces, assignment options
- Provides a variety of resources (e.g. large print, books on tape, leveled texts) for students to access curriculum
- Utilizes UDL strategies and assistive technology (see goalbookapp link below)

Resources:
- https://goalbookapp.com/toolkit/v/strategies
  http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl
- https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp

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 Evidence:
- Asks students open-ended and higher-level questions
- Requires students to elaborate on answers by providing evidence and reasoning for thinking
- Assigns activities that include more than one method/approach to the task
- Provides opportunities for students to explore solutions before requiring answers to problems

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 Evidence:
- Connects SDAIE strategies to ELD levels
- Collaborates with special needs and EL teachers to identify available materials, resources and technologies
- Uses realia, visuals, and different media within lessons
- Includes opportunities for reading, writing, listening and speaking in the lesson
- Models participation in activities and expectations for completing assignments
- Pairs students to assist each other with language acquisition
- Uses a variety of grouping strategies to support the diverse learners in the classroom
- Reteaches, changes strategies, or provides further support when students do not understand expectations

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 Evidence:
- Allows students to role play or present skits or plays
- Supports students to create videos to show understanding of content
- Facilitates students' creation of artwork to describe concepts or different perspectives of content
- Uses visual art to engage students in content
- Engages students in learning by incorporating music

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

Examples of Evidence:
- Checks for understanding throughout instruction (questioning, monitoring groups, thumbs up)
- Reteaches using different words and strategies
- Provides background information as part of instruction
- Uses scaffolding and pacing throughout lesson
- Uses anchor papers at all levels

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 Evidence:

- Uses "equity sticks" to call on students
- Posts and utilize a fair behavioral system with clear steps
- Uses restorative circles to build community
- Establishes and implements class norms for all students
- Teaches, models, and uses conflict resolution strategies
- Models constructive ways to agree and disagree
- Supports students to recognize, critique, and change social inequities
- Provides multicultural learning opportunities with literature, music, videos

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 Evidence:
- Creates a culturally responsive environment where all students feel valued and safe
- Arranges classroom seating to encourage peer-to-peer interaction
- Arranges classroom to facilitate ease of movement and access to materials
- Displays student work from a variety of students
- Uses visual resources to support student learning
- Provides numerous opportunities for students to collaborate and share ideas (think-pair-share, small group, whole class)
- Uses strategies to encourage discussions from different perspectives

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 Evidence:
- Models positive praise that provides clear expectations for positive peer interactions
- Provides opportunities for students to practice using supportive words
- Uses wait time to encourage students to complete thoughts and express opinions
- Arranges classroom and seating to monitor student interactions
- Facilitates role-playing of ways to respond to and eliminate bullying, racism, and sexism

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 Evidence:
- Utilizes activities to build community
- Utilizes strategies to repair harm and restore positive relationships (community circle)
- Sets up spaces for students to access for quiet time and breaks, when feeling the need
- Consults with colleagues to plan individual support for students
- Utilize cross-age tutors, caring adults, community mentors to support trauma sensitive classrooms

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

Examples of Evidence:
- Provides adequate time based on knowledge of students' development to complete learning activities
- Includes a variety of levels of processing information in each lesson
- Uses different strategies to reinforce a concept during independent practice
- Ensures that each student has the opportunity to participate and share thinking
- Provides consistent structure and scaffolding for students to reach expectations

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 Evidence:
- Posts, shares, and reinforces classroom objectives and learning goals
- Utilizes a fair behavioral system with clear expectations
- Provides responsibilities and jobs for students
- Provides clear expectations for beginning class, transitions, and ending class

- Uses a timer to support transitions and maximize learning
- Provides explicit expectations for behavior during different activities (independent work, pair work, group work, whole-class discussion)

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 Evidence:
- Remains current with developments in content through research (internet, professional community)
- Uses state standards along with adopted curriculum to guide planning and instruction
- Maintains clear objectives in lesson plans that align with standards
- Shares content standards in student friendly language
- Instruction and assessment are purposefully chosen and planned to meet or exceed standards
- Shows content knowledge when answering student questions and eliciting student thinking
- Builds bridges between new skills and content and students' prior experiences
- Identifies and describes required grade level skills in the content area
- Uses and teaches academic vocabulary as it relates to the content
- Integrates key concepts, themes, relationships and connections across subject matter areas
- Incorporates different perspectives and interpretations of the content

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 Evidence:
- Uses scaffolding to build foundational skills in support of developing more complex, higher-order skills and knowledge (uses backwards mapping or Understanding by Design)
- Uses graphic organizers and classroom charts to illustrate the sequence of the lesson content (KWL charts, thinking maps, etc.)
- Uses entry level assessments to determine students' prior knowledge
- Reteaches content based on evidence from student work and discussion
- Uses instructional materials that are appropriate to students' developmental levels
- Builds opportunities within lessons for students to access content through multiple means (reading, writing, listening, verbalizing)

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 Evidence:
- Plans for and activates students' prior knowledge and skills
- Uses preassessments to plan and monitor student readiness
- Ensures short term goals build toward long term goals
- Enables students to reflect on the critical concepts and themes that span content areas
- Organizes instruction to share and value different cultural perspectives
- Shares how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills
- Explains the different types of knowledge students must comprehend in order to master the subject matter, including processes (e.g. writing process, group collaboration, discussion norms, etc.)
- Uses visual art, music and/or performance to engage students in exploring the content (e.g. readers' theater, dances, museum artwork, music to evoke mood)

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 Evidence:
- Attends professional development, department and/or grade level meetings
- Analyzes student work with colleagues/master teacher

- Plans with colleagues/master teacher to address needs determined from analysis of student data
- Creates long and short-term goals for students that can be found in individual lesson plans and unit plans
- Uses UDL strategies to incorporate multiple means of representation, expression, and engagement

Resources:
- https://goalbookapp.com/toolkit/v/strategies
- http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

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 Evidence:
- Frontloads vocabulary (e.g. word wall, choral reading)
- Pairs students with peer mentors or incorporates pair share strategies
- Uses game-based instruction (e.g. Kahoot, jeopardy, etc.)
- Uses graphic organizers (KWL), note cards, pictures with definitions, Frayer model
- Supports students with special needs by modifying the curriculum

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 Evidence:
- Creates supplemental resources to meet individual students' learning needs
- Identifies and provides access to applications that support students in building foundational skills
- Provides access to materials to support learning
- Provides multiple means of representing content by using technology (e.g. smartboards, laptops, iPads, Power Point, document camera)

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 Evidence:
- Creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that builds relationships and community
- Models evaluation of media for accuracy, perspective, credibility and relevance of information
- Provides opportunities to explore real-world issues to determine ethical solutions
- Maintains a positive digital identity/reputation and communicates the permanence of actions in the digital world
- Mentors students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property

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

Examples of Evidence:
- Uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs
- Uses digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning
- Designs authentic learning activities that align with content area standards and uses digital tools and resources to maximize active, deep learning
- Creates learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems
- Models and nurtures creativity and creative expression to communicate ideas, knowledge or connections
- Provides alternate ways for students to demonstrate competency and reflect on their learning using technology

Resources:

- https://www.iste.org/standards/for-students
- https://www.iste.org/standards/for-educators

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 Evidence:
- Incorporates activities for getting to know students (e.g. icebreakers, team builders, interest inventories)
- Implements instruction that draws upon students' backgrounds, interests, and developmental learning needs and styles (e.g. anticipatory sets, video clip questions)
- Implements class discussions to engage students' interests and dispel misconceptions (e.g. think-pair-share, stand and share, whole class and small group)
- Applies student achievement data to modify instruction
- Uses ELD strategies aligned to students' levels
- Makes available scaffolding and extension options to enable all students to build on their previous learning (e.g. KWL, graphic organizers)
- Provides opportunities for students to articulate the relevance and impact of lessons on their lives, families, and community (e.g. reflection journals, exit ticket, answering closing questions – what did you learn today?)
- Describes demographics of class, language levels, IEP students, community, socio-economic level of school

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 Evidence:
- Uses grouping strategies to address students' socio-emotional needs
- Models appropriate social interactions between peers during pair, group, and whole class activities
- Teaches time management, organization and other study skills if needed
- Uses scaffolding to support all learners in reaching high standards

Resources:
- https://www.understood.org/en/learning-attention-issues
- https://developingchild.harvard.edu/resources/

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 Evidence:
- Includes reading instruction and vocabulary study within lesson plans
- Promotes reading and ELA across content areas (e.g. students discuss or debate social issues, interpret data and charts, close read articles, create visuals, and study academic vocabulary)
- Shares similarities across content areas such as common themes, concepts or skills utilized

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; 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 Evidence:
- Uses agendas, schedules, closure and review
- Times activities to focus students on reaching learning goals and utilizing time wisely
- Communicates and focuses on daily learning targets to reach long term goals
- Provides multiple means of representing content to support all students in learning (e.g. multiple media, auditory and visual information, clarification of vocabulary and symbols, etc.)

- Provides students multiple means and tools for expression and communication by varying methods of students sharing responses
- Provides students multiple means of engagement by optimizing student choice, minimizing distractions, fostering collaboration, varying demands, and/or providing appropriate challenge
- Collaborates with colleagues and administrators to analyze student data and provide instructional interventions to improve student learning

Resources:
- https://goalbookapp.com/toolkit/v/strategies
- http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl
- https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.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 Evidence:
- Collaborates with students to set individual learning goals
- Embeds IEP and 504 goals in daily learning objectives
- Uses exit tickets to monitor and discuss student progress
- Engages students in self-assessment
- Provides models of exemplary work for students to analyze and advocate support
- Provides extra support outside of class

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 Evidence:
- Provides collaboration agendas
- Attends professional development, department or grade level meetings with mentor or master teacher
- Researches lessons and strategies to support students by consulting colleagues or accessing digital resources
- Seeks out opportunities to join educational organizations

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 Evidence:
- Uses learning centers or stations to vary activity modes (e.g. independent work, pair work, group work)
- Adjusts instruction if students are not meeting the learning goals to encourage participation
- Implements "I do, we do, you do" activity modes
- Re-groups students during instruction to encourage participation
- Uses different strategies to call on students and promote responses (e.g equity sticks, think-pair-share)

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 Evidence:
- Uses internet resources to construct lessons and find resources to personalize lessons for students
- Engages students in content through projected visuals/videos/websites (e.g. document camera, Smartboard)
- Provides targeted practice through leveled digital resources (e.g. Achieve 3000, Newsela, etc.)
- Enables students to create multi-media presentations (e.g. Google slides, Power Point, video editing)
- Provides opportunities for students to use iPads/laptops to develop digital literacy
- Utilizes a learning management system (e.g. Google Classroom, Schoology) to extend learning online

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.

Examples of Evidence:

- Designs summative assessment and formatively assesses students though backwards mapping
- Provides reasoning for choice of assessment structure (e.g. multiple-choice, short answer, essay, oral presentation, drawing, etc.)
- Uses grading practices that support student learning (e.g. student-friendly rubrics)
- Implements different types of formative and summative 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

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
Examples of Evidence:
- 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 informal signs of student progress
- Identifies and uses multiple sources of information to inform understanding of student progress toward meeting learning goals
- Observes and documents anecdotal records or notes, student responses during discussion, running records, essays, student dialogue with peers, performance tasks, interviews with students, teacher-made tests, interviews with families, standardized tests, gradebook, teacher journal, student portfolios, student group projects, student-generated questions/inquiry
- Makes adjustments for differentiated planning for single lessons or sequence of lessons based on analysis of assessment data

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.
Examples of Evidence:
- Provides a rubric for students to rate themselves
- Administers exit tickets for student reflection on learning
- Has students graph scores to determine learning over time
- Provides checks for understanding to allow students to reflect on understanding throughout lessons (e.g. rate with 1-5 fingers, thumbs up, online quizzes - Kahoot, games, surveys)
- Requires students to write reflective journals

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
Examples of Evidence:
- Uses email to communicate with families and/or students
- Constructs and sends class letters, bulletins, or notices to families
- Uses district databases, communication tools, and grading programs (e.g. Aeries, PowerSchool, Schoology)
- Shares data/grades with parents through digital interfaces (e.g. Classroom Dojo, ST Math, SBAC, etc.)

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
Examples of Evidence:
- Provides instructions to accessing student assessments through district databases, communication tools, and grading programs
- Provides support interpreting student progress based on assessment results
- Communicates student progress through notes/emails home and progress reports prior to the end of a grading period

5.6 Not assessed in student teaching/fieldwork
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.
Examples of 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
- Works to identify underlying causes for achievement patterns and trends

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.
Examples of Evidence:
- Collaborate with colleagues to identify ELL/IEP seating arrangements, groupings, and further support
- Use data to determine strengths and focus areas for improvement

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.
Examples of Evidence:
- Plans for when a group of students do not understand a concept or learn to use a skill or procedure
- Uses a variety of assessment data to set student learning goals for content and academic language
- Redirects/assists students who need extra help
- Takes into account all of the students in the class (holistically and individually) when monitoring learning, adjusting instruction, and providing feedback
- Consciously reflects on teaching strengths and weaknesses to improve planning and instruction

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.
Examples of Evidence:
- Writes reflections to analyze effectiveness of teaching
- Communicates alternative approaches to move teaching practice forward for whole class and individual students
- Annotates planner to improve future teaching of same content
- Analyzes feedback to determine impact on student learning (e.g. room arrangement, student proximity, time on task, instructional delivery, learning environment, student engagement, pacing and questioning skills)
- Designs future lessons that extend content study based on student results
- Assesses own teaching for strengths as well as areas to target for growth
- Applies strengths to planning and teaching
- Seeks out professional development or consults colleagues/mentor teachers to support areas for growth
- Identifies students' assets and learning needs and how they are met in planning and instruction to improve 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.
Examples of Evidence:
- Actively examines personal beliefs and practices
- Monitors language habits that indicate bias orientation (e.g. use of "guys" to address all genders)
- Critically analyzes resources and literature selections for representation
- Uses a variety of means to effectively communicate to all community members
- Broadens language choice to be inclusive (e.g. "guardians" instead of "parents")
- Adds movement to lessons to engage kinesthetic learners

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
Examples of Evidence:
- Consistently attends professional development opportunities
- Is actively engaged in fine-tuning instructional practice

- Responds to reflective practice with identified and specific goals for improvement; has benchmark goals identified
- Demonstrates a continued interest in developing as a professional educator
- Shows evidence of using the "plan-teach-reflect-apply" cycle
- Cites professional literature to inform teaching
- Demonstrates good school citizenship by engaging positively with committee work
- Seeks opportunities for feedback

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.
> *Examples of Evidence:*
- Demonstrates understanding and implementation of students' funds of knowledge/assets
- Seeks out community connections that bring the classroom and community together
- Demonstrates an ethos of collaborative practice
- Demonstrates positive dispositions toward all school personnel that elevate the teaching profession
- Elicits help from other professionals and demonstrates a team mindset

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.
> *Examples of Evidence:*
- Shows an understanding of legal issues in education (e.g. creative commons, student rights, and confidentiality of student work/grades/information)
- Has a mandated reporter training certification
- Actively creates a safe space classroom that increases academic rigor
- Maintains professional conduct and integrity in the classroom and community
- Actively accommodates for English language learners, gifted and talented students, and children with special needs

6.6 Not assessed in student teaching/fieldwork
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.
> *Examples of Evidence:*
- Has appropriate health and safety training certifications
- Understands emergency and safety protocols and policies
- Has an understanding of social media literature
- Effectively uses new media technologies in the professional setting; utilizes new learning in the classroom

6.7 Not assessed in student teaching/fieldwork
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.
> *Examples of Evidence:*
- Has a working understanding of Brown v. Board of Education and can articulate where this law is today in regards to segregated and/or integrated schooling
- Has a working understanding of Mendez v. Westminster to desegregate California schools in regards to how separate is never equal