Did you know?

- **The California Standards for the Teaching Profession (CSTP) were adopted by the State in 1996, and are currently used as the basis for teacher preparation, professional development, and evaluation throughout California.**

- **SFUSD does not currently have an "official" set of standards to measure teacher performance.**

- **A joint task force of the United Educators of San Francisco (UESF) and the District used the CSTP to develop the attached rubric for a pilot project in standards-based teacher evaluation.**

- **Since 2000, teachers in over 40 SFUSD schools have volunteered to participate in the pilot project, and use the CSTP/SFUSD rubric as the basis for their teacher evaluations. Their feedback has been overwhelmingly positive.**

- **The UESF and District are negotiating the design of a standards-based teacher evaluation system in the SFUSD.**

- **For more information on this UESF/SFUSD pilot project, please go to: <u>www.sfusd.edu/dept/starss</u> or call Brad Stam, Director, Office of Teacher Affairs, at 355-7646.**

How Should I use this Rubric?

- **Read through the six Standards. Pick out a few Elements that interest you.**

- **Read the rubric for those Elements. Highlight where you think your performance level currently is.**

- **Set some professional growth goals, (i.e. where would I like to be on the rubric in June?)**

- **Discuss your goals with your administrator as the focus for your professional development and evaluation process for the current year. Write those goals on your Professional Growth Plan used for credential renewal.**

- **Use the rubric as a study text or resource in discussing effective teaching with colleagues.**

Overview of the California Standards for the Teaching Profession (as modified for use in San Francisco Unified School District)	
Standard 1: Engaging and Supporting All Students in Learning **Teachers…** **1.1** Connect students' prior knowledge, life experience and interests with classroom learning. **1.2** Use a variety of instructional strategies to respond to students' diverse needs. **1.3** Facilitate learning experiences that promote autonomy, interaction and choice. **1.4** Engage students in problem solving, critical thinking and other activities that make subject matter meaningful. **1.5** Promote self-directed, reflective learning of all students.	**Standard 4**: Planning, Designing and Delivering Learning Experiences for All Students **Teachers…** **4.1** Design long-term and individual lesson plans to foster and support student learning. **4.2** Value students' backgrounds, interests, languages, and developmental needs. **4.3** Establish and articulate student learning outcomes, consistent with *Content and Performance Standards.* **4.4** Sequence and use instructional time effectively. **4.5** Modify instructional plans to adjust for student needs.
Standard 2: Creating and Maintaining an Effective Environment for Learning **Teachers…** **2.1** Create a physical environment that engages all students. **2.2** Establish a learning environment that promotes fairness and respect. **2.3** Promote social development and group responsibility. **2.4** Establish and maintain standards for student behavior. **2.5** Plan and implement classroom procedures and routines that support student learning.	**Standard 5**: Assessing Student Learning **Teachers…** **5.1** Establish and communicate learning outcomes for students. **5.2** Use multiple sources of information to assess learning. **5.3** Involve and guide students in assessing their own learning. **5.4** Use results of assessment to guide instruction. **5.5** Communicate with students and families about progress.
Standard 3: Understanding and Organizing Subject Matter Knowledge **Teachers…** **3.1** Demonstrate knowledge of subject matter. **3.2** Organize curriculum to support student understanding of subject matter based on *Content and Performance Standards* and *Core Curriculum.* **3.3** Interrelate ideas and information within and across subject matter areas. **3.4** Develop student understanding through instructional strategies that are appropriate to the subject. **3.5** Use materials, resources, and technologies to make subject matter accessible and engaging to students.	**Standard 6**: Developing as a Professional Educator **Teachers…** **6.1** Reflect on teaching practices. **6.2** Work with families to foster collaboration and ensure student success. **6.3** Work with communities to foster collaboration and ensure student success. **6.4** Establish professional goals and pursue growth opportunities. **6.5** Work with colleagues to improve professional practice. **6.6** Share in responsibility for implementing school expectations, priorities, policies, and procedures.

Standard 1: Engaging and Supporting All Students in Learning

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*
Element 1.1: Connect students' prior knowledge, life experience, and interests with classroom learning.			
The teacher makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.	The teacher makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between classroom learning and students' prior knowledge, experiences, and interests. Teacher elicits students' cultural, class, and ethnic perspectives, and uses students' questions and comments during a lesson to extend their understanding.	The teacher helps *students* make connections between classroom learning and their own prior knowledge and experiences. The teacher facilitates activities that focus on students' interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.
Element 1.2: Use a variety of instructional strategies to respond to students' diverse needs.			
The teacher uses instructional strategies, but they lack variety, and are sometimes inappropriate to the students' learning needs. Few or no modifications are made to respond to students' individual needs.	The teacher uses 2-3 alternate instructional strategies that are appropriate to address the students' developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students' individual needs	The teacher uses a variety of instructional strategies to effectively address the students' developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students' individual needs	The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address students' diverse needs and include adaptations, modifications and differentiations to meet students' individual needs. Students identify optimal strategies for their learning.
Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice.			
The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.	The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.	The teacher facilitates the learning experiences to promote constructive student interactions, and to develop student decision-making responsibility through choices about learning, and the use of time and materials.	The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and manage their learning, time and materials.
Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher encourages student questioning, but most are low order, fact based.	The teacher models and encourages open ended, higher order questions, and provides opportunities for students to ask questions and solve problems within a subject, but seldom directly develops students' questioning skills. Teachers and students ask higher order questions.	The teacher regularly provides opportunities and support for students to engage in problem solving, and to explore diverse perspectives of concepts within a subject matter area. Students' questions are half higher order. Teacher scaffolds skill building for these activities.	The teacher frequently engages students in problem solving and higher–order question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.
Element 1.5: Promote self-directed, reflective learning in all students.			
The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning.	The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.	The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use *Content & Performance Standards* and other criteria to assess their learning and discuss it with peers.	The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use *Content & Performance Standards* and other criteria to assess their own and their peers' learning, and to set new learning and improvement goals.

Standard 2: Creating and Maintaining an Effective Environment for Learning

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*
Element 2.1: Create a physical environment that engages all students.			
The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.	The physical environment is clean and arranged for safety and accessibility for *all* students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.	The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.	The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.
Element 2.2: Establish a climate that promotes fairness and respect.			
Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher responses to student behaviors are often unfair, inconsistent, or inequitable.	Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender.	The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take risks and be creative.	The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.
Element 2.3: Promote social development and group responsibility.			
The teacher does not actively support students' social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.	Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.	Students respect each other's differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.	The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings, and points of view.
Element 2.4: Establish and maintain standards for student behavior.			
Few or no standards for behavior appear to have been established or enforced. The teacher's response to student behavior is inconsistent and often inappropriate.	The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety.	The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.	The teacher establishes/maintains opportunities for students to share in decision-making, establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.
Element 2.5: Plan and implement classroom procedures and routines that support student learning.			
Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task.	Classroom and routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task.	Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.	The teacher implements reasonable and flexible schedules and routines that promote student self-sufficiency. S/he modifies procedures and rules to support student learning.

Standard 3: Understanding and Organizing Subject Matter Knowledge

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*
Element 3.1: Demonstrate knowledge of subject matter.			
The teacher's lack of knowledge of subject matter is frequently evident. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.	The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.	The teacher's knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.	Teacher knowledge of content has depth, is current and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.
Element 3.2: Organize curriculum to support student understanding of subject matter based on the *California Academic Content and Performance Standards.*			
The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Content and Performance Standards. Teacher may not encourage students to think critically.	The teacher organizes and designs curriculum based on essential, grade level appropriate CA Academic Content and Performance Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.	The teacher clearly organizes and aligns curriculum to the CA Academic Content and Performance Standards. The curriculum design clearly focuses on key themes and concepts and facilities standards based achievement. Teacher frequently engages students in critical thinking about standards.	The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The CA Content and Performance Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, higher order thinking about the subject matter.
Element 3.3: Interrelate ideas and information within and across subject matter areas.			
The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.	The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.	The teacher identifies and integrates for students the key concepts and information within the *Core Curriculum*, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.	The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and *Standards*. S/he challenges students to make their own connections and extend and apply knowledge.
Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject.			
Instructional strategies are rarely matched appropriately to subject matter content or concepts and may not encourage students to think critically.	The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter.	The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter.	The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships.
Element 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students.			
Instructional materials, resources and technologies are either not adequately used, or may be inaccessible to some students. Teacher makes little effort to locate supplementary materials, to reflect diverse perspectives or to relate to cultural or linguistic backgrounds of students.	The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students.	The teacher consistently uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students.	The teacher selects and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*

Element 4.1: Design long-term and individual lesson plans to foster and support student learning.

Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.	Individual lesson plans have a structure with pertinent lesson plan elements that will develop students' conceptual understanding and application of content knowledge. They fit within a unit or long-range context. Provision for review and assessment may be inconsistently evident.	Individual lesson plans have all pertinent components, are well-sequenced, and build upon previous learning to promote understanding of content area concepts, and provide for review and assessment. Long-term plans are organized, coherent, and developmental	Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.

Element 4.2: Value students' backgrounds, interests, languages, and developmental needs.

The teacher's instructional plans show limited reflection of students' backgrounds, experiences, interests, and developmental needs.	The teacher's lesson design uses information about students' backgrounds, experiences, language, and developmental needs.	The teacher's lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, language, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.	The teacher solicits students' input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.

Element 4.3: Establish and articulate student learning outcomes, consistent with *Content* and *Performance Standards*.

The teacher rarely establishes clear instructional learning outcomes, or aligns outcomes with standards. Expectations for students are usually low or unrealistic.	The teacher sometimes articulates student learning outcomes. Expectations for most students that are generally high and realistic.	The teacher clearly articulates short-term and long-term student learning outcomes that are challenging and represent *Content and Performance Standards*. Expectations for students are generally high and realistic.	The teacher consistently articulates how instructional activities are related to student learning outcomes and *Standards*. Expectations promote achievement by all students at high levels.

Element 4.4: Sequence and use instructional time effectively.

Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons.	Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing.	Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning.	Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Beginning and closing activities make connections to previous make connections to previous and future learning.

Element 4.5: Modify instructional plans to adjust for student needs.

Instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning.	The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students.	The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources.(IEP, CELT, Standardized Tests, etc.)	The teacher adapts plans, and modifies and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment.

Standard 5: Assessing Student Learning

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*
Element 5.1: Establish and communicate learning outcomes for students.			
There are few or no student learning outcomes established or clearly communicated to students or families.	The teacher establishes expected learning outcomes for students based on *Core Curriculum* and *Standards*. Teacher communicates student learning outcomes and a clearly defined grading system to all students and families.	The teacher establishes student learning outcomes based on the *Core Curriculum* and *Standards*. Teacher communicates the outcomes to students and their families, and revises them as needed. The grading system is aligned with the outcomes and relevant *Standards* and clearly described to students and families.	The teacher uses *the CA Academic Standards* to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. The grading system is designed to provide ongoing feedback on student progress toward achievement of outcomes and *Standards.*
Element 5.2: Use multiple sources of information to assess learning.			
The teacher does not regularly use appropriate data or strategies to monitor and assess student learning and achievements.	The teacher regularly uses one or two appropriate sources of information and strategies to monitor student progress and assess student learning.	The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to *CA Academic Standards.*	The teacher uses a wide variety of assessment strategies aligned with *CA Academic Standards.* The teacher uses student work to reflect upon and modify assessment strategies and adapt instruction.
Element 5.3: Involve and guide students in assessing their own learning.			
The teacher rarely provides opportunities for students to reflect on or assess their own work.	The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.	The teacher includes student reflection and self-assessment in most learning activities. The teacher has established *Performance Standards,* and teaches a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.	The teacher uses assessment to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.
Element 5.4: Use results of assessment to guide instruction.			
The teacher rarely uses results of assessment to plan, guide, or adjust instruction.	The teacher uses information from one or two assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.	The teacher uses information from more than two sources of assessment to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.	The teacher uses ongoing formal and informal assessments to guide planning and adjust instruction. Assessment data is used to address individual student needs and prepare individual education plans.
Element 5.5: Communicate with students and families about progress.			
The teacher provides little or no information about student progress to students and their families, aside from report card grades.	The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be at the end of the grading period or in response to learning difficulties exhibited by the student.	The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using more than one method of communication. This communication may occur as ongoing progress reports or reviews of student work.	The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant *Standards*. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.

Standard 6: Developing as a Professional Educator

Does Not Meet Standard	Meets Standard *(Each level is inclusive of the ones before it.)*		
	Basic	*Proficient*	*Distinguished*
Element 6.1: Reflect upon teaching practices.			
The teacher does not demonstrate reflection on his/her practices. The teacher does not make professional development growth plans based on analysis of school priorities and objectives and student needs.	The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development growth plans may not be related to the review of teacher's own practices.	The teacher reflects on student work and achievement in designing his/her professional growth plans. The Professional Growth Plan is related to the teacher's instructional practices and content expertise.	The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work.
Element 6.2: Work with families to foster collaboration and ensure student success.			
The teacher does not use families as a source of information about students, actively communicate with families, or involve them in opportunities for student learning.	The teacher provides periodic communication to families about student learning and achievement. The teacher does not engage families in learning opportunities at school.	The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.	The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.
Element 6.3: Work with communities to foster collaboration and ensure student success.			
The teacher does not actively utilize or work with community services, businesses, agencies or universities to enhance student learning or improve his/her own professional knowledge.	The teacher uses 1-2 community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.	The teacher uses a variety of school and community services to support student learning and personal areas of need. The teacher seeks greater understanding of students personal, cultural, language and learning strengths, and individual areas of need.	The teacher promotes school/community collaboration. S/he identifies and uses community services and resources to benefit students and families. The teacher uses community-based experiences to support student learning and help address their needs.
Element 6.4: Establish professional goals and pursue growth opportunities.			
The teacher does not engage in ongoing learning opportunities or participate in school or district professional development opportunities.	The teacher participates in school-based and/or district offered professional development activities. The teacher may participate in professional growth opportunities through universities, professional organizations, or community agencies.	The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.	The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.
Element 6.5: Work with colleagues to improve professional practice.			
The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.	The teacher collaborates and actively works with colleagues in grade level and/or content areas to ensure that all students' diverse learning needs are met.	The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.	The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.
Element 6.6: Share in responsibility for implementing school expectations, priorities, policies, and procedures.			
The teacher does not meet basic professional expectations to follow procedures or participate in required teacher activities.	The teacher participates in most school-wide activities, meets basic professional expectations, and follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations.	The teacher consistently participates in all school-wide activities, follows policies and procedures, meets professional expectations including accurate reflection of student progress, and actively supports school expectations for students and staff.	The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.

California Standards for the Teaching Profession

San Francisco Unified School District's

Rubric for Professional Growth & Evaluation

Engaging and Supporting All Students in Learning

Creating and Maintaining an Effective Environment for Learning

Understanding and Organizing Subject Matter Knowledge

Planning, Designing & Delivering Learning Experiences for All Students

Assessing Student Learning

Developing As a Professional Educator

2003-2004 SFUSD PILOT VERSION