What Does a CSTP Classroom Look Like?

Award of Excellence

Compliments of
SCOE BTSA

Adapted from work shared by
Kern County BTSA Consortium

Standard 1: Engaging and supporting all students in learning

1.1 Connecting students prior knowledge, life experience, and interests with learning goals

What the classroom looks like:

- Engages and facilitates students' understanding by linking students' previous knowledge, life experiences, and interests

- Uses real world applications

- Allows students some choice in learning activities

- Uses student interests

- Builds on students' comments and questions during lessons to extend their understanding

- Uses pictures, realia, models, diagrams, hands-on activities to build vocabulary and conceptual understanding

- In elementary schools, uses 'Focus Boards' or 'Concept/Question Boards' to build on students knowledge as the themes progress

- Provides choice activities that allow for autonomy ('may do' lists, 'when you are finished' lists, spelling activities/HW options)

- Provides open-ended opportunities/activities

Teacher's Instructional Methods

—Interviewing—Scaffolding—Student derived projects—Environmental print books—Choose topics of interest—Homework options—Presentation choice—Reviews (background knowledge)—Uses cognitive tools to assess prior knowledge—Show and Tell—Guest speakers—Cultural awareness—Cooking—Student goal setting and self monitoring—KWL—Brainstorming—Webbing—Quickwrite—Field Trips—Reflective journals— Realia—Graphic Organizers—Printrich Environments—Technology such as United Streaming

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs

What the classroom looks like:

- Uses a variety of instructional materials

- Uses a variety of instructional activities

- Reflects on the learning goal/objective

- Reflects on students' developmental needs

- Lessons reflect students' individual strengths and cultural norms

- Encourages to help participation

- Uses a variety of strategies that offer several ways for students to approach and demonstrate learning

- Activities are developmentally appropriate

- Materials are developmentally appropriate

- Modifications are made for students who have specific physical, emotional, behavioral, language, or learning differences

Teacher's Instructional Methods

—Facilitate—Lecture—Observe—ELD support—Interactive—TPR—Question—Consult—Model—Test taking strategies—AV equipment—Computers—Overhead—Visuals—Charts, posters, etc.—Cooperative groups—Rubrics—Student created rubrics—Peer tutoring—Questioning techniques—Teachable moments—Able to complete assignments in different ways—Authentic assessment—Ability grouping—Music—Hands-on activities—Guest speakers—presenters—Uses ELD strands/SDAIE—Interviewing—Field Trips—Interactive—Pictorial Response—Chants—Arts and/or crafts—Call on students to rephrase/summarize lesson—Illustrations—Adjust assignments and homework to ability levels—Leveled books—Realia—Other—

Student Activities

—Read—Write—Share—Present—TPR—Chant—Model—Test—Role-play—Class discussion—Build models—Class/choral reading—Hands-on activities/projects—Experiments—

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

What the classroom looks like:

- Works with individuals students or small groups

- Involves students in inventing routines, structures, classroom rules

- Provides a variety of accessible materials and/or activities

- Works to develop each student's willingness and ability to work independently and with others

- Provides opportunities for students to develop and explore his/her own ideas and experiences

- Provides opportunities for students to develop and internalize criteria by which they make decisions about their own learning

- Allows for students to take turns, build on each other's ideas

- Models constructive interaction

- Provides norms and structures

- Students are not overwhelmed or confused by too many choices

- Structures the process of choosing so that students have opportunities to exercise informed judgment to build their sense of efficacy and independence

- Goals and structures are aimed at helping students manage time, materials, and ideas to complete learning activities

- Reviews homework activities prior to dismissing students

Teacher's Instructional Methods

—Career pathways—Cooperative learning—Centers—Peer Tutoring—Presentation options—Assignment options—High level questions/open ended—Student centered classroom—Grading rubrics—Journal writing—Timeline—Materials are at hand and available—Team teaching—Field trips—Book reports—Role play—Writer's workshop—integration of technology—Puppets—Anticipatory sets—Clear class routines—Bulletin boards that display interactive work of all students of what is being learned—Class jobs and responsibilities—Group projects—Multiple prompts—Sharing—Peer sharing and editing—Author's corner—student choice projects—partner projects—think-pair-share—think-write-pair-share

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

What the classroom looks like:

- 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

- Asks open ended questions

- Allows adequate time for students to think about their answers (wait time)

- Provides opportunities to collect and interpret data

- Assigns activities that include more than one method of approaching or completing work

Teacher's Instructional Methods

—Interact—Simulations—Themes, integrated curriculum planning—Hands-on activities—Collaborative grouping—Bloom's Taxonomy—Allows adequate time to accomplish activity (planned timing)—Open ended questions—Research projects—Extension activities—Technology—

Connections to real life—Centers with student choice—Cultural links—
Student generated math problems—Student presentations—Group problem-
solving—logic games—Peer tutoring—Cross-age reading/tutoring—

Student Activities

Competitions—Spelling bees—Geography bees—Math field day—
Debates—Oral discussions—Use of manipulatives—Student generated
graphs/diagrams—Reflective journals—Self-evaluation—Flexible
grouping—Role playing—Real life applications

1.5 Promoting self-directed learning for all students

What the classroom looks like:

- Helps students learn how to critique their own work and direct their own learning

- Helps students become familiar with their current level of knowledge and skills

- Rubrics are provided

- Students present and critique their own work

- Willing to provide and manage learning activities where students choose individual topics, projects, or activities

- End of day class discussion, review or reflection of work or activities accomplished for the day

- Student portfolio of work with written reflections are kept

- Supports students in learning to manage their work on long-term assignments or projects

- Is sensitive to student needs

- Integrates opportunities for reflection and self-directed learning into regular instruction

- Familiar with signs of student growth

- Able to use knowledge of student growth to better help students critique their own work and that of others
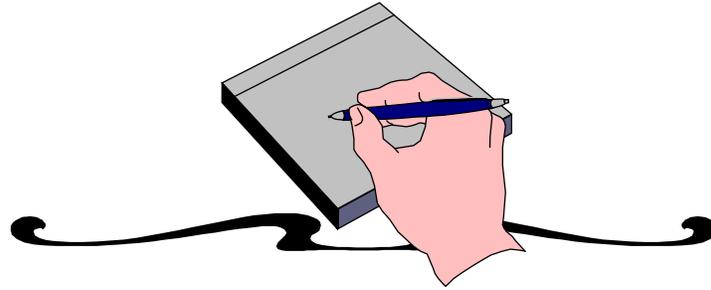
Teacher's Instructional Methods

—Rubrics, student generated—Contests and competitions—Procedures, writing process—Cooperative grouping—Science inquiry—Modeling—Portfolios—Homework posted/homework scheduling available to students—In class homework chart—Centers—Leveled reading groups—Group discussions—Peer discussions—Peer Editing and Revising—Class discussions—Literature circles—Research—Self-assessment/evaluations—Student-teacher conferences—

Student Activities

—High expectations—KWL charts—Peer editing—Library skills—Web surfing—Computer based research projects—Student generated projects—Story maps—Progress chart/posted grades—Self evaluation—Student goals—Clearly set objectives—Venn diagrams—In class assignment journals—
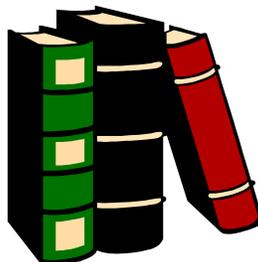
Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Creating an environment that engages all students

What the classroom looks like:

- Smooth transitions/routines established

- Aware of all rules, procedures, and expectations

- Safe environment-materials stored safely (sharp objects, chemicals, obstructions, etc.)

- Classroom environment that facilitates learning

- Classroom arranged in a way to facilitate learning

Teacher's Instructional Methods

—Grouping—Display rubrics for self assessment—
Rules and consequences posted—

2.2 Establishing a climate that promotes fairness and respect

What the classroom looks like:

- Teacher models fairness and respect

- Ideas and student responses are valued

- Teacher respects and is aware of cultural diversity make-up of the class

- Teacher models constructive ways to agree and disagree

- Teacher provides opportunities for all students to participate in activities and discussions

- Students feel safe to take risks and be creative

- Teacher consistently responds to inappropriate behavior

- Models and promotes tolerance

- Celebrates diversity

- Establishes a cooperative community of learners

2.3 Promoting social development and group responsibility

What the classroom looks like:

- Multiple viewpoints

- Rules/procedures

- Community involvement

- Teacher provides opportunities for students to exercise leadership

- Teacher modeling

- School duties

- Monitors

- Teacher fosters self-esteem

Teacher's Instructional Methods

—Group projects—Student Council—Buddy system—Centers—
Cooperative groups—Forums—

2.4 Establishing and maintaining standards for student behavior

What the classroom looks like:

- Posted rules and consequences

- Teacher reminds students of expected behavior

- Teacher models positive behavior

- Signals

- Anticipates problems

- Evidence that students know what to do

- Proximity to students

- Behavior standards are maintained by students

- Students understand the consequences

- Group responsibility
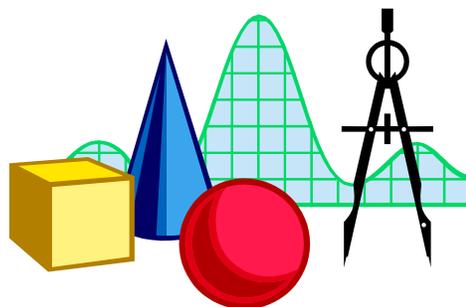
2.5 Planning and implementing classroom procedures and routines that support student learning

What the classroom looks like:

- Classroom objectives

- Class rules

- Class materials in assigned areas

- Practice routines/procedures

- Good, detailed sub-plans

- Job/responsibilities chart

- Class assignments

- Timelines

- Class clocks

- Maintaining routines/procedures

- Class outlines/syllabus/agendas for students
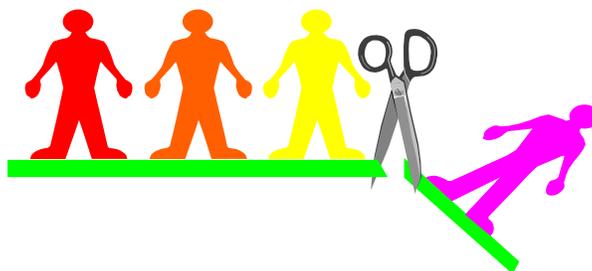
2.6 Using instructional time effectively

What the classroom looks like:

- Appropriate pacing of instruction (use of pacing guides/timelines)

- Irrelevant topics avoided

- Meaningful and relevant extension activities are provided for remaining/extra instructional time

- Students productively engaged

- Time spent on non-instructional processes is minimized (i.e. taking roll, distributing materials, collecting work, lining up)

- Effective classroom procedures and routines for smooth transitions

- Extension activities provided for fast paced learners

- Scaffolding strategies provided for ELL and or struggling students
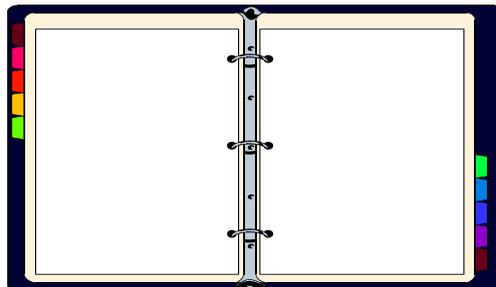
Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development

What the classroom looks like:

- Historical events and literature are reinterpreted based on the social understanding of the time

- Content is not static; it changes

- Is familiar with how the content relates to students' development

- Multiple Intelligences and learning styles considered

- Knows the content, current findings, and how they are interpreted

- Knowledgeable about subject matter/content standards

- Knowledgeable of student's cognitive development

- Builds bridges between the curriculum and students' prior experiences

- Supports all students' learning

3.2 Organizing curriculum to support student understanding of the subject matter

What the classroom looks like:

- Knows how content is learned by students

- Prepares to teach a concept and considers students' prior knowledge and skills

- Understands the different types of knowledge students must master 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

- Organizes subject matter to promote and support student learning

- Is aware of which ages of the text deal with concepts students need to master

- Understanding of optimal pedagogical organization of subject matter

- Test taking strategies
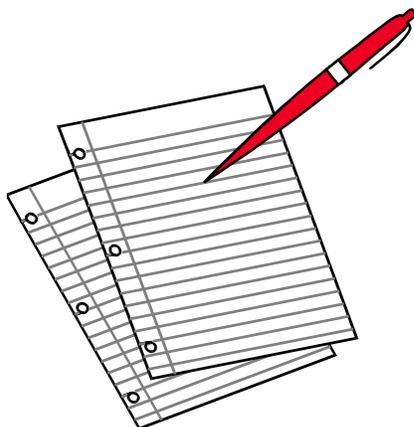
3.3 Interrelating ideas and information within and across subject matter areas

What the classroom looks like:

- Addresses the different relationships between and among disciplines when planning curriculum

- Helps students understand that disciplines rarely exist in isolation with integrated lessons or examples

- Recognizes when it is appropriate to integrate different disciplines

- Coordinates and integrates different subject matter

- Is familiar with the curriculum, available materials, and resources

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

What the classroom looks like:

- Uses instructional strategies that enable students to engage with subject matter

- Approach selected areas that the teacher can control, appropriate to both the subject and to the students being taught

- Able to engage students in content in a way that allows for student choice

- Emphasizes depth rather than breadth

- Uses a variety of strategies in order to teach all students

- Instructional strategies reflect current pedagogical research and engages students in constructing their understanding
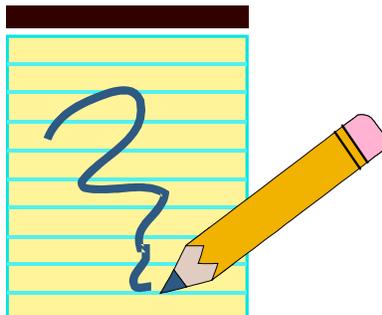
3.5 Using materials, resources, and technologies to make subject matter accessible to students

What the classroom looks like:

- Makes appropriate use of instructional materials, resources, technologies

- Instructional materials are suitable to the students

- Instructional materials are appropriate to the subject

- Instructional materials have clear value in enhancing student understanding of content

- Students have access to the use of computers, calculators, internet, and other materials to enhance learning
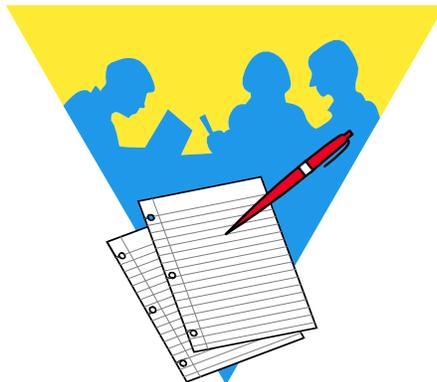
Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs

What the classroom looks like:

- Home visits

- Class discussions

- Student interests, motivation, developmental levels, cultural resources

- Conferences with parents

- Consultations with colleagues

- Observation of students in and out of school

- Conferences with community members

- Plans instruction that draws upon students' backgrounds, interests, and developmental learning needs

- Scaffolding and extension options available to enable all students to build on their previous learning (KWL, graphic organizers)

- Knows various strategies for learning about students' backgrounds and experiences

- Uses student background knowledge and experiences in instruction

- Familiar with and sensitive to the background of students in different ethnic, language, socio-economic, and exceptionality groups

- Takes notice of the range of development exhibited by students

- Consults with colleagues to learn additional grouping and instructional strategies to meet the needs of all grouping and instructional strategies for all students

- 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

- Builds a repertoire of instructional activities and materials to draw upon to meet the needs of all students

4.2 Establishing and articulating goals for student learning

What the classroom looks like:

- "Learning goals" are the desired learning outcomes or objectives for each lesson

- Translates important content into learning goals

- Goals are clearly distinguished from activities

- Goals may include values, thinking skills, performance skills, and or behavioral goals

- Articulates how the students' actions, attitudes, knowledge, and /or skills will be enhanced through participation in the learning activities

- Goals represent valuable learning

- Expectations for students are consistently high

- Goals chosen challenge most students yet are within their grasp

- Goals address both long-term and short-term learning

- Short term goals logically contribute to the accomplishment of long term goals

- Specific goals reflect students' language, prior knowledge, home and school experiences

- Teacher is able to explain the appropriateness of the goals for particular students or groups

- Modifies or adjust expected outcomes to meet the needs of particular students
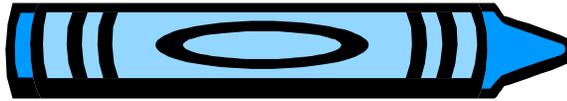
4.3 Developing and sequencing instructional activities and materials for student learning

What the classroom looks like:

- Structures learning activities over time to help students achieve specific learning goals

- Sequences instruction by choosing or creating instructional activities and materials that follow each other

- Builds on previous activities or activates prior knowledge to help students achieve the intended learning goals

- Offers a variety of materials or options within activities that reflect multiple modalities

- Enables each student to engage with the content in a way that they can understand

- For English learners, materials and activities are structured in a way that is accessible, given their current level of language development

- Activities are linked to students' interests and prior knowledge that is likely to result in student learning

- Sequence of activities and materials 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, other

- 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

- Sequences activities and materials

- Includes giving directions for open-ended tasks

- Provides opportunities to work on the task in small groups

- Writes individual descriptions of what was learned—anecdotal records

- Sequence of activities depends on knowledge to be gained in later activities
- 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

Student Activities

—Read—Write—Talk together—Exchange ideas—Class discussion—Perform—Present—Experiment—Art/craft activities—Group work—Centers—Work with others—

Student Materials

—Texts—Objects—Manipulatives—Workbooks—Crayons, markers, paints—Handouts—Worksheets—Paper/pencil—Audio tapes— Computers—Scissors, glue—Video tapes—Laserdiscs—

# 4.4 Designing short-term and long-term plans to foster student learning

What the classroom looks like:

- Translates content into a set of short-term and long-term learning goals for students

- Understands the structure or hierarchy of a discipline

- Knows how mastery of one element is prerequisite to or related to learning another

- Planning includes breaking down knowledge, skills, and abilities into logically sequenced learning goals that reflect sets of more specific knowledge, skills, and abilities

- Examines and learns the table of contents of textbooks

- Studies the district curriculum, grade level expectancies, and state standards

- Draws upon student interests, experiences, and prior knowledge

- Chooses or creates specific learning activities, instructional materials, assessments, that are appropriate for their students' prior knowledge, interests, and backgrounds

- Creates or uses a syllabus for the course to distribute content and learning goals across the year

- Prescribes materials and procedures

- Progressively allows students to assume more responsibility for designing and conducting experiments

- Looks for activities with regard to learning objectives

- Provides learning opportunities in activities "Teachable moments" (mini lessons)

- 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

- Sequences lessons and learning activities

- Draws upon knowledge of subject matter to identify where the current lesson or learning activity fits within the broader scope of the discipline as a whole as well as the curriculum

- Reviews specific knowledge, skills, and abilities that they expect students to learn

- Planning includes identifying the major categories of knowledge, skills, and abilities that students are expected to accomplish throughout the year

- Estimates the time necessary to complete the learning activities to ensure that they can be finished within the time available

- Consults with colleagues

- Examines different instructional materials

- Reflects upon observations of students in and out of school

- Activities are comprehensible to the students through connections with their prior knowledge and experiences

- Familiar with the curriculum and grade level or course

- Familiar with the length of time that different types of activities take

- Able to select a manageable series of learning activities to develop student knowledge and skills to promote student understanding of complex concepts
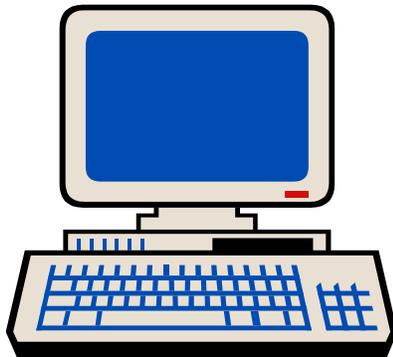
4.5 Modifying instructional plans to adjust for student needs

What the classroom looks like:

- 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

- Reflection focuses 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

- Teacher modifies his or her instructional plans to reteach the missing concepts, methods, or skills, and or incorporate further work in future instruction
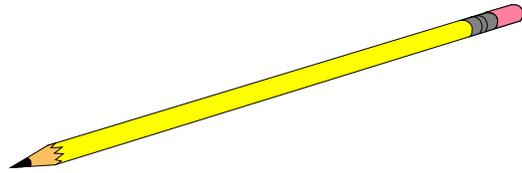
- Modifications made in response to observed difficulties include:
  -Supplying different types of examples
  -Providing more structure for an activity
  -Extending the period of time for student to work
  -Scaffolding an activity so that students can accomplish more than they might on their own
  -Approaching 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

- The Culturally Diverse classroom
  -Is sensitive to the verbal and nonverbal signals that each student might use to indicate that she or he does not understand textbook passages
  -Has insight into culturally specific ways of a student expressing understanding and confusion
  -Provides graphic organizers to help students understand textbook passages
  -Has students talk about what was easy and what was difficult about a unit that they have just completed
  -Collects information about their students' responses and modifies the next use of each activity or unit
  --Does not ignore the individual needs of students who master the content easily or those who need more support
  --Adjust instruction when teacher recognizes a "teachable moment" and changes plans to capitalize on it
  --Anticipates student misunderstanding and difficulties

--Checks for student misunderstanding and difficulties during instruction and learning activities
--Responds to signs of student misunderstanding with a wide repertoire of modifications to accommodate diverse student needs

Standard 5: Assessing Student Learning

5.1 Establishing and communicating learning goals for all students

What the classroom looks like:

- Selects learning goals that are appropriate for all students

- Ensures that students and their families understand the learning goals

- Reflects on the District curriculum and student expectations as well as levels of knowledge

- Learning goals differentiate through setting separate goals for individual students

- Learning goals differentiate through setting modifications of goals for individual groups of students

- Examines short term goals periodically in light of student progress

- Modifies learning goals as needed

- Modifications include focusing on specific knowledge and skills that students need for attaining the goals and expanding the goals to reflect more complete understandings

- Reflects upon students' interests emerged during the learning activities

- Models the methods that students will use to explore and find answers to questions

- Understands the relative importance of different concepts, skills, and abilities

- Establishes multiple learning goals that reflect the complete range of knowledge, skills, and abilities that students are to learn

- Communicates and makes learning goals explicit at the beginning of the lesson, either orally or in writing for direct instruction

- Students infer the learning goals at the end of the learning activity for an inquiry or discovery lesson

- Students show evidence of understanding the learning goals before, during, and after a lesson

- Communicates learning goals to families via:
  -Beginning of the school year
  -Conferences
  -Newsletters
  -Notes to parents
  -Homework directions
  -Individualized Education Plan (IEP)
  -Report cards

- Fluently incorporates the methods for communicating with students into daily instruction

- Recognizes the need to revise learning goals to support or extend learning in light of subtle signs of student progress

5.2 Collecting and using multiple sources of information to assess student learning

What the classroom looks like:

- Identifies and uses multiple sources of information to inform his or her understanding of student progress toward meeting learning goals

- 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

- Allows English learners various (appropriate to CELDT level) methods to demonstrate learning (TPR: demonstrate by action: asking students to point to an object or picture in response to a word or a short phrase)

- 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 special needs students 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

- Information collected is specifically focused on knowledge and skills that the teacher has reason to believe the students have acquired through the learning activities for all students

- Knowledge and skills are required within the students' current ability levels

- Uses multiple sources of data to identify critical gaps in student understanding and skills

- Assessment imbedded within instruction

- A wide range of appropriate assessment strategies are used to understand student progress

5.3 Involving and guiding all students in assessing their own learning

What the classroom looks like:

- Provides routine opportunities for students to examine, reflect, and revise their own work

- Routinely supports and teaches students to develop the skills and strategies to examine, reflect, and revise their own work

- Clearly communicates learning and performance goals

- Models and provides opportunities for students to learn a variety of methods for assessing their work

- Provides opportunities for students to revise their work in response to their self-critique so they learn how to improve performance

- Students understand a target for their learning from clear learning goals and performance criteria

- Performance criteria is communicated through:
  -Rubrics
  -Examples of student work at different levels
  -Several student papers that illustrate a range of performances
  -district- mandated assessment tools

- Provides ongoing opportunities for student reflection and self-assessment integrated into learning activities

- Fosters the habit of self-assessment in students

- Engages students in applying the rubric or analyzing their own work to ensure that students can identify elements that make their work strong

- Students create performance criteria

- Students relate their work to criteria provided by the teacher

- Students self-assess across content areas

- Students apply strategies for evaluating communication learned in English/language arts to assess their written work and understanding of text

- Students solicit feedback from others, including peers

- Provides students with substantial support when they are learning the strategies for self-assessment in the form of graphic organizers, rubrics, specific procedures, questions for students to self monitor

- Provides opportunities for students to complete the processes by revising and reassessing their work

- Provides students with the tools necessary to understand what they did well and what needs improvement
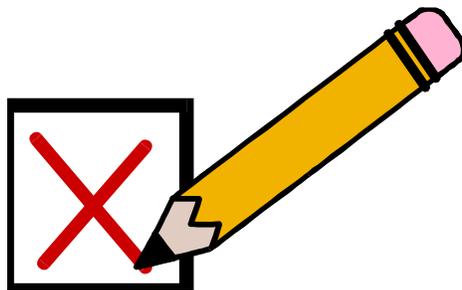
5.4 Using the results of assessments to guide instruction

What the classroom looks like:

- Prepared with a plan when a group of students do not understand a concept or learn how to use a skill or procedure

- Uses level of student understanding to improve use of instructional methods, materials, and learning activities

- Uses student learning to plan instruction to meet the needs of all students

- 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

- Teachers consciously reflect on lessons and analyze their own strengths and weaknesses to learn from their experiences and improve their 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 etching a lesson

- Assessments are used to adjust instruction while teaching in response to student needs

- Information from a variety of ongoing assessments is used to:
  -Support class
  -teacher reflection
  -Modify
  -Plan
  -Support individual student needs
  -Support student achievement

5.5 Communicating with students, families, and other audiences about student progress

What the classroom looks like:

- Communicates students' learning to assist families, support teachers, instructional aides, in identifying ways to improve individual student learning

- Methods of communicating progress to students include:
    -Letter grades
    -District achievement criteria
    -Rubrics
    -Report cards
    -Test scores
    -Conferences
    -Detailed narrative descriptions
    -Portfolios of student work with commentary
    -Comments on individual pieces of student work

- Assist students in using a portfolio of their work to illustrate their progress in terms of rubrics

- Sends notes home to families with comments on positive aspects of student work, areas of focus for improvement, suggestions for families to support student progress in academics and behavior.

- Communicates student progress to parents or guardians:
    -Scheduled conferences with families
    -Telephone calls
    -Emails
    -Written notes about positive events or

        -Written notes about individual needs
        -Student work sent home
        -Class newsletters
        -Class/School websites
        -Home visits

- Communication is handled in a non-threatening way that is respectful of the cultural diversity in the community

- Is sensitive to the effects that a call to a family member at work or home could have

- Teaches students how to identify and communicate progress in learning

- Students participate with the teacher to exchange information about their learning to encourage academic progress

Standard 6: Developing as a Professional Educator

6.1 Reflecting on teaching practices and planning professional development

What the classroom looks like:

- 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 has 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

- Reflection leads directly to improved planning and therefore to enhanced 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

- Fully participates in grade level, team, department, staff meetings

- Life-long learning attitude

6.2 Establishing professional goals and pursuing opportunities to grow professionally

What the classroom looks like:

- Engages in professional activities to develop his or her skill in teaching

- Activities teacher engages in for professional growth are goal directed, arise from identified needs, and reflect areas of priority to the teacher, the school, or the district

- Participates in and contributes to the professional community

- Serves on school or district curriculum committee

- Tutors students in after-school programs

- Involved with people who are learning

- Engages in professional development activities beyond those required by their district and induction programs

- Seeks out or tracks for professional growth activities through courses, conferences, workshops, study groups, journal articles, conversations with colleagues, and seminars
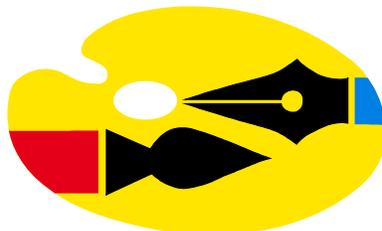
6.3 Working with communities to improve professional practice

What the classroom looks like:

- Interacts with students' community to enhance student learning

- Acquires a deep understanding of students' cultures

- Takes advantage of community resources to enhance learning experiences to gain knowledge about community agencies

- Locates resources for students who may need certain resources or information from community facilities

- 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

- Makes a concerted effort to become aware of local resources and appreciate their value to the curriculum

- Locates the local resources in the community and learns the cultural backgrounds of their students

- Supports students with experiences derived from the community to support their learning

6.4 Working with families to improve professional practice

What the classroom looks like:

- Uses connection with families to enhance learning experiences for students

- Makes an effort to understand students' family backgrounds, communicate with families regarding student learning, and engages families, as appropriate, in the instructional program

- Uses a number of techniques to keep families informed about the instructional program and each child's progress in the curriculum

- Uses a number of techniques to keep families informed about events such as open house, back to school night, or student-initiated parent evenings

- Keeps families informed of their child's progress in the curriculum by complying the school policy in narrative summaries, student portfolios, student-led conferences, report cards, and parent conferences

6.5 Working with colleagues to improve professional practice

What the classroom looks like:

- Collaborates with colleagues for the benefit of the entire instructional program

- Works with specialist, school committees, curriculum projects, paraprofessional, and other educators

- Is aware of the instructional approach being used by specialists working with students in their classroom and keeps close communications

- Is familiar with who on staff has specialized expertise

- Develops and shares one's own expertise

- Works with veteran teachers to effectively implement strategies to the educational environment

- Concentrates on collaboration with colleagues that directly benefits students

- Gains experience and develops confidence in their own skills