



**Standard 6 Rubric
 Essential Element 6.1 for Practitioners with Permanent Status**

Essential Element 6.1	Not Meeting Standards	Approaching	Meeting Standards		
<i>Reflecting on teaching practice in support of student learning</i>	Attempts to reflect, but is unsure what evidence to use for reflection on practice or is unclear on the need for reflection.	Rarely reflects on evidence of practice and focuses on overall student learning needs rather than individual student progress.	Regularly reflects on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning.

Adapted from the Continuum of Teaching Practice



6.1 Reflects on teaching practice in support of student learning

Strategies listed are suggestions NOT requirements

How might I ...	P-12 Strategies
<p>-assess my growth as a teacher over time?</p>	<ul style="list-style-type: none"> ▪ Assess practice against the Continuum of Teaching Practice ▪ Use the Continuum of Teaching Practice to identify areas of strength and desired growth ▪ Set professional goals and reflect on growth over time ▪ Analyze student progress toward mastery of standards ▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop ▪ Solicit feedback from students (e.g. surveys, exit tickets, student interviews, learning journals) ▪ Reflect daily on the effectiveness of lessons, using the “Plan-Teach-Reflect-Apply” Cycle ▪ Work with a colleague to review teaching practice (e.g. videos of lessons) ▪ Other
<p>-learn about teaching as I observe and interact with my students?</p>	<ul style="list-style-type: none"> ▪ Monitor students for purposeful and active engagement ▪ Provide multiple checks for understanding ▪ Adjust the pacing and delivery of lessons to meet the needs of students ▪ Reflect on teaching and learning to inform next steps ▪ Use “Plan-Teach-Reflect-Apply” Cycle for continual improvement ▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop ▪ Other
<p>-reflect on my instructional successes and challenges to move my practice forward?</p>	<ul style="list-style-type: none"> ▪ Consult with colleagues and administrators for feedback ▪ Create an annotated notebook of lesson planning ideas and improvements ▪ Be willing to try new strategies ▪ Maintain high standards for teaching and lifelong learning ▪ Plan future lessons based on student work ▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop ▪ Other



How might I ...	P-12 Strategies
<p>-analyze my teaching to understand what contributes to student learning?</p>	<ul style="list-style-type: none"> ▪ Analyze data related to student progress ▪ Expand your teaching style to address the learning modalities of all students ▪ Participate in lesson studies ▪ Examine the impact of teacher choices on student learning (e.g. room arrangement, student proximity, time on task, instructional delivery, learning environment, student engagement, pacing and questioning skills) ▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop ▪ Other
<p>-formulate professional development plans that are based on my reflection and analysis?</p>	<ul style="list-style-type: none"> ▪ Design teacher inquiry based on observation feedback (e.g. How might I...? Why do I?...) ▪ Attend departmental/grade level and school-wide staff development opportunities ▪ Participate in professional learning communities (e.g. book study, SJTA classes, District offerings, join professional organizations) ▪ Utilize new learning throughout the inquiry process ▪ Observe colleagues ▪ Consider further education including National Board Certification ▪ Other
<p>-develop awareness of potential bias that might influence my teaching or effect student learning?</p>	<ul style="list-style-type: none"> ▪ Engage in dialogue and information discovery about the causes of the achievement gap ▪ Monitor language habits that indicate particular bias or orientation ▪ Examine personal beliefs and practices ▪ Be respectful of all students to optimize engagement and learning ▪ Other

* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.