



**Standard 6 Rubric
 Essential Element 6.3 for Practitioners with Permanent Status**

Essential Element 6.3	Not Meeting Standards	Approaching	Meeting Standards		
<p><i>Collaborating with colleagues and the broader professional community to support teacher and student learning</i></p>	<p>Avoids collaborating with colleagues.</p> <p>Is unsure of what resources are available to support own professional growth or student learning.</p>	<p>Rarely collaborates with colleagues to consider how best to support teacher and student learning.</p>	<p>Regularly collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Knows how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Interacts with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities for colleagues within the broader professional community focused on student progress.</p>

Adapted from the Continuum of Teaching Practice



6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
Strategies listed are suggestions NOT requirements

How might I ...	P-12 Strategies
<p>- collaborate with teacher, administrators, education specialists, para-educators, and staff to ensure that all students’ diverse learning needs, interests, and strengths are met?</p>	<ul style="list-style-type: none"> ▪ Collaborate through Professional Learning Communities (PLC) ▪ Implement the recommended instructional strategies for special needs students ▪ Differentiate to meet the needs of all students ▪ Share in the responsibility and accountability for continuous improvement in student learning ▪ Other
<p>- remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?</p>	<ul style="list-style-type: none"> ▪ Maintain high standards for teaching and lifelong learning ▪ Use “Plan-Teach-Reflect-Apply” Cycle for continual improvement ▪ Seek opportunities for feedback ▪ Reflect on data and instructional practices with colleagues ▪ Other
<p>- support school and district goals and priorities?</p>	<ul style="list-style-type: none"> ▪ Understand district and site Strategic Plans ▪ Collaborate with colleagues to identify and implement district and school focuses ▪ Incorporate your schools’ goals and priorities in your lesson planning ▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading ▪ Other



How might I ...	P-12 Strategies
<p>- contribute to school-wide events, activities, and decision-making?</p>	<ul style="list-style-type: none"> ▪ Volunteer for a program or committee and contribute your expertise ▪ Actively participate in creating a positive school climate ▪ Dedicate time and energy for events and activities that positively impact students ▪ Other
<p>- establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?</p>	<ul style="list-style-type: none"> ▪ Participate in Professional Learning Communities (PLC) , departmental, or grade-level meetings ▪ Fulfill site/department/grade level expectations and commitments in a timely manner ▪ Engage in staff and community social activities ▪ Contribute to an atmosphere of respect and collaboration ▪ Other
<p>- contribute to the learning of other educators?</p>	<ul style="list-style-type: none"> ▪ Support new teachers ▪ Stay current through professional reading and sharing of new learning ▪ Facilitate a workshop/book study with colleagues ▪ Be willing to share your practice (e.g. classroom observations, lesson study, video taping) ▪ Share your resources and/or lessons with colleagues ▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading ▪ Other



How might I ...	P-12 Strategies
<p>- benefit from and contribute to professional organizations to improve my teaching?</p>	<ul style="list-style-type: none"> ▪ Participate as a member of a professional organization ▪ Participate in Professional Learning Communities (PLC) ▪ Subscribe to a teaching journal ▪ Facilitate a workshop/book study with colleagues ▪ Attend a professional organization’s workshop, meeting, or presentation ▪ Other
<p>- benefit from and add to the knowledge base of the profession?</p>	<ul style="list-style-type: none"> ▪ Review new research-based ideas and incorporate into lessons ▪ Engage in research related to an area of teaching practice ▪ Collaborate with colleagues and identify effective teaching strategies ▪ Contribute to an atmosphere of respect and collaboration ▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading ▪ 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.