# Standard 6 Rubric

## Essential Element 6.1 for Practitioners with Temporary and Probationary Status

<table>
<thead>
<tr>
<th>Essential Element 6.1</th>
<th>Not Meeting Standards</th>
<th>Developing</th>
<th>Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on teaching practice in support of student learning</td>
<td>Attempts to reflect, but is unsure what evidence to use for reflection on practice or is unclear on the need for reflection.</td>
<td>Rarely reflects on evidence of practice and focuses on overall student learning needs rather than individual student progress.</td>
<td>Regularly reflects on the relationship between making adjustments in teaching practice and impact on the full range of learners.</td>
</tr>
</tbody>
</table>

Adapted from the Continuum of Teaching Practice
### 6.1 Reflects on teaching practice in support of student learning

**Strategies listed are suggestions NOT requirements**

<table>
<thead>
<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
</thead>
</table>
| *assess my growth as a teacher over time?* | - 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 |
| *learn about teaching as I observe and interact with my students?* | - 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 |
| *reflect on my instructional successes and challenges to move my practice forward?* | - 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 |
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| - analyze my teaching to understand what contributes to student learning? | ▪ 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 |
| - formulate professional development plans that are based on my reflection and analysis? | ▪ 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 |
| - develop awareness of potential bias that might influence my teaching or effect student learning? | ▪ 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.