



**Standard 6 Rubric**  
**Essential Element 6.1 for Practitioners with Temporary and Probationary Status**

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

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



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

\* 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.