

SALARY SCHEDULES

Lemon Grove School District

CERTIFICATED SALARY SCHEDULE						
Effective July 1, 2007 through June 30, 2008						
	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>	(185 work days) <u>Class VI</u>
YRS	B.A. Degree Plus Cred.	B.A. Degree Plus 15hrs.	B.A. Degree Plus 30 hrs.	B.A. Degree Plus 45 hrs or M.A. Degree	B.A. Degree Plus 60 hrs. Incl. M.A.; M.A. Plus 15 hrs or B.A Plus 75 hrs.	B.A. Degree Plus 90 Hrs. Or M.A. Plus 30 hrs.
1	\$39,267	\$39,267	\$39,552	\$40,219	\$44,171	\$46,434
2	\$39,267	\$39,552	\$39,836	\$43,851	\$46,211	\$48,483
3	\$39,267	\$39,836	\$43,745	\$45,877	\$48,251	\$50,533
4	\$39,267	\$43,745	\$45,766	\$47,902	\$50,290	\$52,583
5	\$43,745	\$45,766	\$47,785	\$49,926	\$52,331	\$54,630
6	\$45,766	\$47,785	\$49,805	\$51,952	\$54,368	\$56,681
7		\$49,805	\$51,825	\$53,974	\$56,408	\$58,729
8		\$51,825	\$53,843	\$56,000	\$58,447	\$60,778
9			\$55,863	\$58,023	\$60,485	\$62,829
10			\$57,882	\$60,047	\$62,527	\$64,877
11				\$62,073	\$64,565	\$66,928
12				\$64,097	\$66,606	\$68,976
13					\$68,644	\$71,026
14					\$70,683	\$73,077
15					\$71,390	\$73,808
16					\$72,104	\$74,546
17					\$72,825	\$75,292
18					\$73,554	\$76,044
19					\$74,289	\$76,805
20					\$75,032	\$77,573
21					\$75,782	\$78,349
22					\$76,540	\$79,132
23					\$77,305	\$79,923
24					\$78,079	\$80,723
25					\$78,859	\$81,530
26					\$79,648	\$82,345
27					\$80,444	\$83,169
28					\$81,249	\$84,000
29						\$84,840
30						\$85,689
35						
37						
39						

Maximum placement for new teacher is step 12, effective July 1, 2006

Master's degree holder receives additional \$1,311 per year.

Doctorate degree holders receive additional \$550 per year.

Special teachers stipend additional \$550 per year.

STATE PRESCHOOL TEACHER'
SALARY SCHEDULE

Effective January 1, 2007 through June 30, 2007

1	\$ 21,490
2	\$ 22,565
3	\$ 23,693
4	\$ 24,877
5	\$ 26,121
6	\$ 27,427
7	\$ 28,799

- A. Placement on the schedule requires holding of a State Child Care Certificate or equivalent license authorizing work in a state preschool program, but without a regular teaching credential or certificate.
- B. Step 1 of the Preschool Salary Schedule is based on 50% of the Certificated Nonmanagement Salary Schedule Class III, Step 3.
- C. A 5% differential will be maintained between each step.

Lemon Grove School District

Speech Language Pathologist

July 1, 2007 - June 30, 2008

184 work days

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>
	B.A. Degree Plus 45 hrs or M.A. Degree	B.A. Degree Plus 60 hrs. Incl. M.A.; M.A. Plus 15 hrs or B.A Plus 75 hrs.	B.A. Degree Plus 90 Hrs. Or M.A. Plus 30 hrs.
1	\$60,047	\$62,527	\$64,877
2	\$62,073	\$64,565	\$66,928
3	\$64,097	\$66,606	\$68,976
4		\$68,644	\$71,026
5		\$70,683	\$73,077
6		\$71,390	\$73,808
7		\$72,104	\$74,546
8		\$72,825	\$75,292
9		\$73,554	\$76,044
10		\$74,289	\$76,805
11		\$75,032	\$77,573
12		\$75,782	\$78,349
13		\$76,540	\$79,132
14		\$77,305	\$79,923
\$2,000 Stipend per year for Certificate of Clinical Competence or State Licensure			
\$2,000 Stipend per year for Bilingual Certificate from University Program			
\$1,311 Stipend per year for Master's degree			
\$550 Stipend per year for Doctorate			
\$550 Stipend per year for Special Education			


SIDE LETTERS

**Side Letter of Agreement
between the
Lemon Grove School District
and the
Lemon Grove Teachers Association**


This Side Letter of Agreement is entered into between the Lemon Grove School District (District) and the Lemon Grove Teachers Association.

Both parties are in agreement to establish a revised salary scale and step placement process for Speech Language Pathologist unit members commencing July 1, 2007.

SLP Unit Members will be placed according to the revised step placement schedule as shown on Exhibit A. Those Unit Members with 1 to 9 years of experience will be placed on Step 1. Current SLP unit members will be placed according to Exhibit B. Unit members with more than twenty years of service would remain on the current teacher salary schedule.



For District 6-14-07
Date



For LGTA 6/18/07
Date

SIDE LETTER OF AGREEMENT
BETWEEN
LEMON GROVE SCHOOL DISTRICT
AND
LEMON GROVE TEACHERS ASSOCIATION

PURSUANT TO ARTICLE 11: PEER ASSISTANCE AND REVIEW SECTION B. 1
Both parties are in agreement to amend existing Article language relative to the composition of the PAR Council effective 10-01-06. The PAR Council will consist of five (5) members. Three (3) members of the PAR Council will be selected by the Association, one (1) member being the LGTA President or designee and two (2) members appointed by the District, one (1) member being the Assistant Superintendent, Human Resources.

This Side Letter of Agreement shall continue into effect until subsequent negotiations are completed and ratified by both the Association membership and the Governing Board.

Ollie Matus 10-25-06
For District Date

Dee Lewis 10/25/06
For LGTA Date

CERTIFICATED OBSERVATION

And

EVALUATION DOCUMENTS

STANDARD III	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)	Not Observed
Understanding and Organizing Subject Matter for Student Learning				
a. Demonstrating knowledge of subject matter content and student development. b. Organizing curriculum to support student understanding of subject matter. c. Interrelating ideas and information within and across subject matter. d. Developing student understanding through instructional strategies that are appropriate to the subject matter. e. Using materials, resources and technologies to make subject matter accessible to students.				
NARRATIVE:				

STANDARD IV	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)	Not Observed
Planning Instruction and Designing Learning Experiences for All Students				
a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs. b. Establishing and articulating goals for student learning. c. Developing and Sequencing instructional activities and materials for student learning. d. Designing long and short term plans to foster student learning. e. Modifying instructional plans to adjust for student needs.				
NARRATIVE:				

STANDARD V	Meet/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)	Not Observed
Assessing Student Learning				
<p>a. Establishing and communicating learning goals for all students.</p> <p>b. Collecting and using multiple sources of information to assess student learning.</p> <p>c. Involving and guiding all students in assessing their own learning.</p> <p>d. Using the results of assessment to guide instruction.</p> <p>e. Communicating with students, families, and other audiences about student progress.</p> <p>f. Evidence of student achievement towards meeting grade level standards on district assessments.</p>				
<p>NARRATIVE:</p>				

STANDARD VI	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)	Not Observed
Developing as a Professional Educator				
<p>a. Reflecting on teaching practice and planning professional development.</p> <p>b. Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>c. Working with communities to improve professional practice.</p> <p>d. Working with families to improve professional practice.</p> <p>e. Working with colleagues to improve professional practice.</p> <p>f. Complies with district established rules, regulations, policies, contracts and laws.</p>				
<p>NARRATIVE:</p>				

*STANDARDS BASED IMPROVEMENT PLAN

Identify Standard and Element: _____

Specific Improvements Needed:

Specific Suggestions for Improvement:

Resources Provided:

Timeline and Tentative dates for Future Observations:

My signature indicates this Improvement Plan has been reviewed with me. This Improvement Plan will be attached to my Standards Based Evaluation Form for Teachers.

Evaluators Signature

Title

Teacher's Signature

Date

STANDARD III	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)
<p align="center">Understanding and Organizing Subject Matter for Student Learning</p>			
<p>a. Demonstrating knowledge of subject matter content and student development.</p> <p>b. Organizing curriculum to support student understanding of subject matter.</p> <p>c. Interrelating ideas and information within and across subject matter.</p> <p>d. Developing student understanding through instructional strategies that are appropriate to the subject matter.</p> <p>e. Using materials, resources and technologies to make subject matter accessible to students.</p>			
<p>NARRATIVE:</p>			

STANDARD IV	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)
<p>Planning Instruction and Designing Learning Experiences for All Students</p>			
<p>a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.</p> <p>b. Establishing and articulating goals for student learning.</p> <p>c. Developing and Sequencing instructional activities and materials for student learning.</p> <p>d. Designing long and short term plans to foster student learning.</p> <p>e. Modifying instructional plans to adjust for student needs.</p>			
<p>NARRATIVE:</p>			

STANDARD V	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standard (Unsatisfactory)
Assessing Student Learning			
<p>a. Establishing and communicating learning goals for all students.</p> <p>b. Collecting and using multiple sources of information to assess student learning.</p> <p>c. Involving and guiding all students in assessing their own learning.</p> <p>d. Using the results of assessment to guide instruction.</p> <p>e. Communicating with students, families, and other audiences about student progress.</p> <p>f. Evidence of student achievement towards meeting grade level standards on district assessments.</p>			
<p>NARRATIVE:</p>			

STANDARD VI	Meets/Exceeds Standard	Approaching Standard	*Does Not Meet Standards (Unsatisfactory)
Developing as a Professional Educator			
<p>a. Reflecting on teaching practice and planning professional development.</p> <p>b. Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>c. Working with communities to improve professional practice.</p> <p>d. Working with families to improve professional practice.</p> <p>e. Working with colleagues to improve professional practice.</p> <p>f. Complies with district established rules, regulations, policies, contracts and laws.</p>			
<p>NARRATIVE:</p>			

***STANDARDS BASED IMPROVEMENT PLAN**

Identify Standard and Element: _____

Specific Improvements Needed:

Specific Suggestions for Improvement:

Resources Provided:

Timeline and Tentative dates for Future Observations:

My signature indicates this Improvement Plan has been reviewed with me. This Improvement Plan will be attached to my Standards Based Observations Report.

Evaluator's Signature

Title

Teacher's Signature

Date

LEMON GROVE SCHOOL DISTRICT
ALTERNATIVE EVALUATION FINAL FORM

TEACHER NAME: _____ SCHOOL: _____

ASSIGNMENT: _____ DATE: _____

TEACHER COMPLETES PRIOR TO CONFERENCE

1. Evaluation of goals/objectives: (Summarize the extent and degree to which you accomplished your goals/objective(s). Were the evaluation criteria met?)

2. Reflection of teaching: (How did this evaluation enhance your professional growth? How did it affect student learning?)

3. Plans for subsequent growth:

REVIEW AND REACTION OF ADMINISTRATOR

Evaluator's Signature _____ Teacher's Signature _____

Date: _____ Date: _____

Five (5) year evaluation cycle option (Article 10 C.1.c.)

- The Evaluator and Unit member agree that the criteria in Article 10 C.1.c. have been met and the five (5) year evaluation cycle shall apply commencing with the _____ school year.
NOTE: Consent may be withdrawn at any time by either the Evaluator or the Unit member.

Evaluator

Unit member

**DESCRIPTION OF PRACTICE FOR
ENGAGING AND SUPPORTING ALL
STUDENTS IN LEARNING**

1 Description of Practice For Engaging And Supporting All Students In Learning

ELEMENT	Practice Not Consistent With Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
1.2 Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

2 Description of Practice For Engaging And Supporting All Students In Learning

ELEMENT	Practice Not Consistent With Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
2.1 Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work will individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
2.2 Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
2.3 Promoting social development and group responsibility	Students' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
2.4 Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
2.5 Planning and implementing classroom procedures and routines	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Procedures and routines work smoothly, with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
2.6 Using instructional time effectively	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

3 Description of Practice For Understanding and Organizing Subject Matter for Student Learning

ELEMENT	Practice not consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
3.1 Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
3.2 Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of core concepts for some students.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills and the relationship between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
3.3 Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.
3.5 Using materials, resource, and technologies to make subject matter accessible to students.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

4 Description of Practice For Planning Instruction and Designing Learning Experiences for all Students

ELEMENT	Practice not consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
4.2 Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experiences, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experiences, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
4.3 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
4.4 Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
4.5 Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessments and students' suggestions, to ensure deeper conceptual understanding by all students.

5 Description of Practice For Assessing Student Learning

ELEMENT	Practice not consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
5.1 Establishing and communicating learning goals for all students	Few or no goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
5.2 Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
5.3 Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
5.4 Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
5.5 Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

Description of Practice For Developing as a Professional Educator

ELEMENT	Practice not consistent with Standard Expectations	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice That Exemplifies The Standard
6.1 Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.
6.3 Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the students.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning, and support collaboration between school and community.	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning, and promote collaboration between school and community.
6.4 Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and district-wide decision making, events, and professional development.