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| **Evidence Binder Artifacts**  **Alignment with PSTs and Proficient Descriptor** | | | |
| **Standard/Element** | **Indicators** | **Proficient Descriptor on CAP** | **Possible Artifacts/Tabs** |
| **Standard 1: Curriculum, Planning, and Assessment**: *Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.* | | | |
| 1.A.4: Well-Structured Lessons | **Curriculum and Planning**   * Knows subject matter well * Good grasp of child development and how students learn * Designs effective and rigorous standards-based instruction   **SEI**   * Approaches support students of diverse cultural and linguistic backgrounds, strengths and challenges | * challenging, measurable objectives * appropriate student engagement strategies, pacing, and sequence * appropriate activities and materials * appropriate resources and technologies * appropriate and grouping |  |
| 1.B.2: Adjustment to Practice | **Assessment**   * Uses variety of informal and formal methods of assessment to measure student learning, growth, and understanding that develops differentiated and enhanced learning experiences, and improve future instruction | * Organizes and analyzes results from a variety of assessments * determines progress toward intended outcomes * uses these findings to adjust practice * uses these findings to identify and/or implement appropriate differentiated interventions and enhancements |  |
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| **Standard/Element** | **Indicators** | **Proficient Descriptor on CAP** | **Possible Artifacts/Tabs** |
| **Standard 2: Teaching All Students:** Promotes learning and growth of all students through instructional practices that establishes high expectations, creates a safe and effective classroom environment, demonstrates cultural proficiency. | | | |
| 2.A.3: Meeting Diverse Needs | **Instruction**   * Uses instructional practices that reflect high expectations regarding content and quality of effort and work, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.   **Cultural Proficiency**   * Actively create and maintains an environment where students' diverse backgrounds, identities, strengths, and challenges are respected   **Expectations**   * Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students   **SEI**   * Uses effective strategies and techniques for making content accessible to ELLs * Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance. | * Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners. |  |
| 2.B.1: Safe Learning Environment | **Learning Environment**   * Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.   **Cultural Proficiency**   * Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected   **Classroom Management**   * Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures. | * Uses rituals, routines, and appropriate responses * Creates and maintains a safe physical and intellectual environment where students take academic risks * Most behaviors that interfere with learning are prevented |  |
| 2.D.2: High Expectations | **Instruction**   * Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.   **Expectations**   * Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students. | * Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |  |
| **Standard/Element** | **Indicators** | **Proficient Descriptor on CAP** | **Possible Artifacts/Tabs** |
| **Standard 3 - Family and Community Engagement:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. | | | |
| *Not assessed on CAP Rubric, but is a tab in the Evidence Binder* | **Engagement**   * Welcomes and encourages every family to become active participants in the classroom and school community   **Collaboration**   * Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school.   **Communication**   * Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.   **SEI**   * Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. |  |  |
| **Standard 4 - Professional Culture:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. | | | |
| 4.A.1: Reflective Practice | **Reflection**   * Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning   **Professional Responsibilities**   * Is ethical and reliable, and meets routine responsibilities consistently | * Regularly reflects on the effectiveness of lessons, units, and interactions with students * Reflects with both individually and with colleagues * Uses insights gained to improve practice and student learning. |  |