

Candidate: _____ School/Assignment _____ Year _____



San Mateo-Foster City School District
California Teacher Induction
[CTC Requirements for the Clear Credential through Induction](#)
Individual Learning Plan (ILP) for Induction 2024-2025



[Grievance Procedure](#) [Early Completion Option](#) [Accreditation Website](#)

Note: This document includes all required forms. Click on the link (in blue) to be taken to that form.

In each section, candidates will be given a score by two independent readers of the document, which are based on this rubric.

Score	Descriptor	Criteria
1	"Not yet"	• Candidate has not yet completed this part of the Individual Learning Plan (ILP), and should work with the mentor or the program director to figure out how to successfully complete this part. • When the revision is complete, please email Suzi Riley for review and re-evaluation.
2	"Complete"	• The candidate has shown connections between the selected CSTP and the ILP activity. • There is evidence of professional learning and connections with the larger professional community • The candidate has focused on data and student outcomes, and has shown evidence of next steps in achieving student success.
3	"Exemplary"	• The candidate has shown in-depth connections between the selected CSTP and the ILP activity. • There is evidence that the candidate has applied learning from professional learning activities and shows ongoing, deep connections with the larger professional community • The candidate has focused on data and student outcomes, and has shown evidence that next steps in achieving student success have had an impact on teaching and learning.

Evaluator 1				Evaluator 2				Description
1	2	3		1	2	3		Part 1: Candidate has completed the ILP Self Assessment on the CSTP
1	2	3		1	2	3		Part 2: Candidate has completed Induction Goals.
Part 3: District Goal Setting with the Principal. This is support only, and is evaluated by the principal, it is not evaluated on this rubric..								
Part 4: (District Feedback). Note: this is feedback to the candidate and mentor by the program, and is not evaluated on this rubric.								
1	2	3		1	2	3		Part 5: Engage in Professional Growth / Professional Learning including reflection
1	2	3		1	2	3		Part 6: Focused Cycle of Inquiry #1.
1	2	3		1	2	3		Part 7: Mid-Year Self Reflection.
1	2	3		1	2	3		Part 8: Focused Cycle of Inquiry #2.
1	2	3		1	2	3		Part 9: Notes from Observation of Teaching.
Part 10: End of year Reflection evaluated by program director								

1) Complete the ILP Self Assessment on the CSTP with your mentor:

- Share your knowledge and skills from the preliminary program or teaching experience with your mentor
- Review all 6 of the [California Standards for the Teaching Profession](#) (CSTP)
- Select two or three CSTP for further study, then choose one or two elements
- After selecting your Standard Elements, follow directions listed to complete the Self Assessment

Selected Standard Elements:

2) Conduct a triad meeting with the site administrator to get feedback and guidance, and record that meeting on the [Mentor Log](#).

3) Complete Induction Goals (These may be the same as or similar to District Goals)

PLAN	SUPPORT NEEDED	EVIDENCE

Now that you have completed tasks 1-3, inform [Suzi Riley](#) so she can provide feedback.

Feedback from program:

4) Engage in Professional Growth / Professional Learning / Research (e.g. professional literature).

List professional growth or research activities you have completed related to your selected CSTP goals. (Please do not include district PD Days or classes for which you got salary advancement units.)

Reflection on how one professional growth activity or impacted your teaching:

Now that you have completed tasks Task 4, inform [Suzi Riley](#) so she can provide feedback.

Feedback from program:

5) Complete Focused Cycle of Inquiry #1: Emphasis on Data Analysis

(please highlight which **ONE** you choose)

- [Analysis of Focus Student Work](#) Pt. 1 follows 2-3 students' strengths, goals, and progress over the school year
- [Analysis of Student Work](#) (whole class analysis/inquiry)
- [Inquiry Template #1](#) (your own Cycle of inquiry to address ILP Goals)

Now that you have completed task 5, inform [Suzi Riley](#) so she can provide feedback.

Feedback from program:

6) Mid-Year Self Reflection on selected CSTP Elements Return to your fall Self-Assessment. Please highlight words or phrases in the Continuum (bottom of form) that describe progress in your practice and write a short paragraph (in the box provided) to show evidence of growth.

7) Focused Cycle of Inquiry #2: Emphasis on Whole Class Differentiation

(please highlight which **ONE** you choose)

- [Analysis of Focus Student Work](#) Pt. 2 (continues to follow 2-3 students' strengths, goals, and progress)
- [Analysis of Student Work](#) (whole class analysis/inquiry)
- [Inquiry Template #2](#) (your own Cycle of inquiry to address ILP Goals)

Now that you have completed task 7, inform [Suzi Riley](#) so she can provide feedback.

Feedback from program:

- 8) **Notes from Observation** (Mentee may observe a coach, mentor, specialist, via video, or visit to another classroom)

Reflection on Observation (describe some of the things you noticed that might be of benefit to your practice):

Now that you have completed task 8, inform [Suzi Riley](#) so she can provide feedback.

Feedback from program:

- 9) **Year-End Reflection**

California Standards for the Teaching Profession

STANDARD ONE	STANDARD TWO
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
STANDARD THREE	STANDARD FOUR
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
3.1 Demonstrating knowledge of subject matter, academic- content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
STANDARD FIVE	STANDARD SIX
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct



Self Assessment on the Continuum of Teacher Practice

And Setting Goals with your Site Administrator
Program 233 - San Mateo-Foster City School District

Directions:

- 1) **Highlight Elements** (numbered statements e.g. 2.1) that you are working on with your mentor.
- 2) **Scroll to the numbered Elements** you chose to the Indicators (bulleted items) for that element, and highlight as described.

Standard 1: Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly & respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and positive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, & supports for positive behavior to ensure a climate where all students can learn
2.7 Using instructional time to optimize learning

Standard 3: Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Standard 4: Planning Instruction & Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard 5: Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals to plan, differentiate, and modify instruction
5.5 Involving all students in self- assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning (This conference guide might be helpful for this or 6.3)
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

1.1 Using knowledge of students to engage them in learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Know my students as people and as learners
- Understand reasons for behavior
- Recognize atypical behavior in students
- Build trust with students and foster relationships so that students can thrive academically
- Adapt my teaching to reflect knowledge of my students
- Differentiate instruction based on what I know about my students' strengths, interests, and needs
- Get to know parents and connect with the community where I teach

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Learns about students through data provided by the school and/or through district assessments.	Gathers additional data to learn about individual students.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
<u>Student Performance</u> .Some students may engage in learning using instructional strategies focused on the class as a whole.	Some students may engage in learning using instructional strategies focused on the class as a whole.	Students engage in learning through the use of adjustments in instruction to meet their needs.	Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***"In what ways might I...": or "Why is it important to..."*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Help students see the connections between what they already know and new material
- Connect classroom learning to students life experiences and cultural backgrounds
- Support all students to use first and second language skills to achieve learning goals
- Open a lesson or unit to capture student attention and interest
- Build on students comments and questions during a lesson to extend their understandings

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interest to support student learning	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning	Integrates broad knowledge of students and their communities to inform instruction	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests
<u>Student Performance</u> .Some students connect learning activities to their own lives	Students participate in single lessons or sequence of lessons related to their interests and experiences	Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests	Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities	Students can articulate the relevance and impact of lessons on their lives and society.

1.3 Connecting subject matter to meaningful, real-life contexts

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Establish a connection between subject matter and purpose for learning
- Make connections between the subject matter and real-life contexts
- Seek feedback from students regarding relevance of subject matter to their lives
- Engage all students in a variety of learning experiences that accommodate the different ways they learn
- Provide opportunities for all students to acquire and practice skills in meaningful contexts

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses real-life connections during instruction as identified in curriculum	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
<u>Student Performance</u> Some students relate subject matter to real-life	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter..	Students actively engage in making and using real life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Select and utilize a range of instructional approaches to engage students in learning
- Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand
- Help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures
- Use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning
- Adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs
- Utilize multiple types of technology to facilitate learning
- Examine and use resources that minimize bias

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
<u>Student Performance</u> Some students participate in instructional strategies, using resources and technologies provided.	Students participate in single lessons or sequence of lessons related to their interests and experiences.	Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.	Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Encourage students to use multiple approaches and solutions to solve problems
- Encourage students to ask critical questions and consider diverse perspectives about subject matter
- Provide opportunities for students to think about, discuss, and evaluate content
- Ask questions to facilitate discussion, clarify, and extend students' thinking
- Support students to think and communicate with clarity and precision
- Help students apply previous learning to new situations
- Encourage students to create, imagine, and innovate
- Help students to develop and use strategies and technologies for accessing knowledge and information

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Asks questions that focus on factual knowledge and comprehension. .	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Guides students to think critically through use of questioning strategies, posing / solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
<u>Student Performance</u> Some students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.

1.6 Monitoring student learning and adjusting instruction while teaching

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Systematically check for student understanding and revise plans accordingly
- Incorporate a variety of strategies in a lesson to check for student understanding
- Monitor the learning of students with limited English proficiency or of students with special needs
- Adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow
- Make “on the spot” changes in my lesson based on students’ interests and questions
- Provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not
- Adjust my lesson when I don’t have enough time to complete everything I planned to do

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Implements lessons following curriculum guidelines.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.
<u>Student Performance</u> Some students receive individual assistance during instruction.	Students receive assistance individually or in small groups during instruction.	Students successfully participate and stay engaged in learning activities.	Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures
- Help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and abilities; gender and gender identity; family structure and sexual orientation; and other aspects of humankind
- Engage students in shared problem-solving and conflict resolution
- Develop leadership skills and provide opportunity to apply them
- Provide learning opportunities that encourage student-to-student communication with empathy and understanding
- Create a classroom culture where students feel a sense of responsibility to and for one another
- Help students to appreciate their own identities and to view themselves as valued contributors to society
- Develop activities that support positive interactions among students and that help students get to know each other

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Models and communicates expectations for fair and respectful behavior to support social development.	Models and communicates expectations for fair and respectful behavior to support social development. Seeks to understand cultural perceptions of caring community.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporate cultural awareness to develop a positive classroom climate.	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.	Facilitates student self reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.
<u>Student Performance</u> Some students share in responsibility for the classroom community.	Students participate in occasional community building activities, designed to promote caring, fairness, and respect.	Students demonstrate efforts to be positive, accepting, and respectful of differences.	Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and positive interactions among students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Arrange and adapt classroom seating to accommodate individual and group learning needs
- Establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development
- Ensure that students develop and appreciation of diversity
- Provide students access to resources, technologies, and comfortable workspaces
- Create an environment that promotes optimal learning for each student
- Construct an equitable learning environment

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may reflect on this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Is aware of the importance of the physical and/or virtual learning environments that support student learning. Is aware that structured interaction between students can support learning.	Experiments with adapting the physical and/or virtual learning environments that support student learning. Structures for interaction are taught in single lessons or sequence of lessons to support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.	Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. Integrates a variety of structures for interaction that engage students constructively and productively in learning.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom. Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.
<u>Student Performance</u> Some students use available resources in learning environments during instruction.	Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.	Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.	Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.	Students participate in monitoring and changing the design of learning environments and structures for interactions.

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Arrange the learning environment to facilitate positive and productive classroom interactions
- Encourage, support, and recognize the achievements and contributions of all students
- Encourage students to take risks and to express thoughtful and respectful opinions related to the topics or subject of discussion
 - Foster the development of each student’s self esteem
- Create a safe, accessible learning environment for all students

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise.	Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.
<u>Student Performance</u> Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.	Students follow teacher guidance regarding potential safety issues for self or others.	Students take risks, offer opinions, and share alternative perspectives.	Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.	Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Establish a productive, achievement-oriented climate in the classroom
- Set high expectations for all students
- Motivate all students to initiate their own learning and strive for challenging learning goals
- Provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers
- Ensure access to challenging and diverse academic content for all students

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students.	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.
<u>Student Performance</u> Some students ask for teacher support to understand or complete learning tasks	Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.	Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.	Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.	Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Facilitate student participation in classroom decision-making
- Foster and support appropriate student behavior
- Collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior
- Understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct
- Work proactively to prevent and respond quickly to minimize behavioral issues
- Understand and respond to inappropriate behaviors in an efficient, fair, and equitable way
- Help all students learn to take responsibility for their own behavior and actions

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed	Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.
<u>Student Performance</u> Students are aware of classroom rules and consequences.	Students know expectations for behavior and consequences and respond to guidance in following them.	Students follow behavior expectations, accept consequences and increase positive behaviors.	Students respond to individual and group behaviors and encourage and support each other to make improvements.	Students demonstrate positive behavior, consistent participation and are valued for their unique identities.

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Involve all students in the development of classroom procedures and routines
- Help students transition smoothly and efficiently from one instructional activity to the next
- Apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities
- Develop daily schedules, timelines, classroom routines, and norms that maximize learning
- Connect district, site, and classroom procedures to promote a climate of fairness and respect for all students
- Adapt routines, procedures, and norms to ensure the success of students with special needs

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Establishes procedures, routines or norms for single lessons to support student learning. Responds to disruptive behavior.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.	Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.
<u>Student Performance</u> Students are aware of procedures, routines, and classroom norms.	Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.

2.7 Using instructional time to optimize learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Organize instruction to optimize learning time
- Pace instruction to accomplish learning goals
- Redirect students' off-task behavior to make the most of instructional time
- Adjust instructional time so that all students remain engaged and challenged
- Structure time for both independent and collaborative learning opportunities

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Paces, adjusts, and fluidly facilitates instruction and daily activities
<u>Student Performance</u> Some students complete learning activities in time allotted.	Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.	Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.	Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal-setting.

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, “*In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL
- and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Ensure that my subject matter knowledge is sufficient to support student learning
- Continue to keep my subject matter knowledge current
- Identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks
- Integrate key concepts, themes, relationships, and connections across subject matter areas
- Ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline
- Maintain and utilize current understanding of relevant content standards and frameworks

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Teacher Practice Has foundational knowledge of subject matter, related academic language and academic content standards	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Apply my knowledge of human development and learning theory to the unique students that I teach
- Acquire understanding of my students’ individual, cognitive, social, emotional, and physical development
- Connect content being taught to students’ prior knowledge and experiences
- Build understanding of my English learners’ levels of language acquisition in order to know how best to support their learning
- Build understanding of my students with special needs in order to know how and when to differentiate instruction

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Has basic knowledge of student stages of development while becoming aware of differences in students’ understanding of subject matter. Teaches subject-specific vocabulary following curriculum guidelines.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students’ proficiencies and support understanding of subject matter including related academic language. Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Adapts instruction in response to knowledge of student development and proficiencies to meet students’ diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.	Integrates knowledge of range of students development into instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.

3.3 Organizing curriculum to facilitate student understanding of subject matter

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Use my knowledge of student readiness to organize, sequence, and enhance the curriculum
- Apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships
- Organize subject matter to reveal and value different cultural perspectives
- Incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter
- Utilize standards-aligned and/or adopted curriculum in ways that support student learning

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand.

3.4 Utilizing instructional strategies that are appropriate to the subject matter

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Develop and use a repertoire of instructional strategies appropriate to the subject matter
- Build on students’ life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students
- Use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas
- Challenge all students to think critically in a subject area
- Help all students to develop enthusiasm for and a deep knowledge of the subject matter
- Use strategies that make the depth and complexity of subject matter understandable to all students

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Ask yourself, “How do I ...” or “Why do I...” or “What evidence do I have that I...”
- Know a full range of materials, resources, and technologies provided by the school or district
- Select materials, resources, and technologies to support differentiated student learning of the subject matter
- Select and use learning materials and resources that reflect the diversity in my classroom
- Use technology to convey key concepts in the subject matter
- Learn about and access new instructional resources to support student learning

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. Identifies technological resources needed.	Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. Explores how to make technological resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. Guides students to use available print, electronic, and online subject matter resources based on individual needs.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Address the English Language Development (ELD) standards as they relate to my English learner’s levels of language acquisition
- Address the Individual Education Plan (IEP) goals and objectives of my students with special needs
- Select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs
- Ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Is aware of students' primary language and English language proficiencies based on available assessment data. Provides adapted materials to help English Learners access content	Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.	Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.	Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction. Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.

4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, “*In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Incorporate students’ prior knowledge and experience in my curriculum or instructional planning
- Use knowledge of my students’ lives, their families, and their communities to inform my planning of curriculum and instruction
- Use knowledge of my students’ individual cognitive, social, emotional and physical development to plan instruction and make appropriate adaptations to meet students’ unique needs
- Plan lessons and units that promote access to academic content standards for all students
- Use knowledge of my English learners’ levels of language proficiency to plan instruction that supports their subject matter learning and academic language development
- Use knowledge of my students’ diverse learning needs to plan instruction that supports their learning

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Teacher Practice Plans daily lessons using available curriculum and information from district and state required assessments. Is aware of the impact of bias on learning.	Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.	Plans differentiated instruction based on knowledge of students’ academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.	Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students’ diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Engages students in the analysis of bias, stereotyping, and assumptions.

4.2 Establishing and articulating goals for student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL
- and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Build on the strengths, interests, and needs of all students to establish high expectations for learning
- Establish long-term and short-term goals that are based on academic content standards and reflect students’ strengths, interests, and needs
- Determine learning goals that address school, district, and community expectations
- Work with students and families to establish learning goals
- Develop goals that prepare students for successful transition to their next learning environment
- Communicate clear, challenging, and achievable expectations for students

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Teacher Practice Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students’ diverse learning needs.	Establishes and articulates learning goals to students that integrate content standards with students’ strengths, interests, and learning needs.	Establishes and articulates comprehensive short and long-term learning goals for students. Assists students to articulate and monitor learning goals.

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and
AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Design an instructional program that considers the long-term and short-term
- Use assessment results for long-term and short-term planning
- Incorporate diverse subject matter perspectives in my planning
- Select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs
- Plan an instructional program that supports students’ second language learning and diverse learning needs
- Incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar
- Collaborate with colleagues to make instructional decisions design instruction so that students participate in setting and achieving their individual learning goals

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses available curriculum guidelines for daily, short- and long-term plans.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Develop unit and lesson plans that build on and extend students' understanding of subject matter
- Ensure that each instructional strategy is related to learning goals
- Plan instruction to allow enough time for student learning, review, and assessment
- Use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time
- Check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate
- Address the ELD standards appropriately, based on my English learners' levels of language acquisition
- Address the IEP goals and objectives of my students with special needs
- Select materials, resources, and technologies to support the learning needs of English learners and student with special needs

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Plans instruction that incorporates strategies suggested by curriculum guidelines. Is aware of student content, learning, and language needs through data provided by the site and district.	Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. Seeks to learn about students' diverse learning and language needs beyond basic data.	Incorporates instructional strategies into ongoing planning to address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students. Uses assessments of students' learning and language needs to inform planning differentiated instruction.	Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL
- and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons
- Proactively prepare for appropriate adjustments based on my assessment of student learning while teaching
- Strengthen existing plans for students at identified levels of English proficiency
- Strengthen existing plans for students with special needs
- Reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons
- Reflect on my success and struggles with the use of curriculum to apply what I have learned to existing plans for future lessons
- Capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again

Notes from initial conversation:
Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Teacher Practice Implements lessons and uses materials from the curriculum provided.	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Become knowledgeable of the different types of assessments – and their uses, benefits, limitations – to inform my instruction
- Select assessment strategies and instruments appropriate to the learning outcomes being evaluated
- Use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students
- Design grading practices that draw on multiple sources of information and reflect on student learning

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<i>Teacher Practice</i> Is aware of the purposes and characteristics of formative and summative assessments	Explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.

5.2 Collecting and analyzing assessment data for a variety of sources to inform instruction

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Keep a continuous and comprehensive record of group and individual achievement
- Select, design, and use assessment tools appropriate to what is being assessed
- Collect, select, and reflect upon evidence of student learning
- Work with families to gather information about all students and their learning
- Use standardized tests, diagnostic tools, and developmental assessments to understand student progress

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Teacher Practice Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Review student assessment data with colleagues
- Use assessment results to monitor my teaching and guide planning and instruction (*see inquiry protocol*)
- Use assessment information to determine when and how to revisit content that has been taught
- Use assessment data to eliminate gaps between students' potential and their performance
- Use assessment results to plan instruction to support English learners
- Use assessment results to support students' IEPs

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<i>Teacher Practice</i> Reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.

5.4 Using assessment data to establish learning goals to plan, differentiate, and modify instruction

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Draw upon assessment data to support development of learning goals
- Review and revise learning goals with students over time Use informal assessments to adjust instruction while teaching
- Ensure that student learning goals reflect key subject matter concepts, skills, and applications
- Use multiple sources of assessment to measure student progress and revise instructional plans
- Work to differentiate goals and plans based on assessed needs of my diverse learners
- Address the specific needs of English learners and students with special needs as I use assessments to inform my instruction

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.

5.5 Involving all students in self- assessment, goal setting, and monitoring progress

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Become familiar with and select technology resources that support assessment practices
- Use technology to analyze student learning and inform instruction
- Use appropriate technology resources to communicate students' learning to students and their families

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Make assessments integral to the learning process
- Make assessment an interactive process between teacher and student
- Model self-assessment strategies for all students
- Develop and use tools and guidelines that help students assess their work and monitor their learning goals
- Provide opportunities for all students to engage in peer discussion and reflection of their work
- Provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.	Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Provide all students with information about their progress as they engage in learning activities
- Initiate regular and timely contact with families and resource providers about student progress
- Communicate assessment results to families in ways that are respectful and understandable
- Provide families with ways to use assessment information at home to improve student learning

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
<u>Teacher Practice</u> Provides students with feedback through assessed work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.	Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning

6.1 Reflecting on teaching practice in support of student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, ***“In what ways might I...”: or “Why is it important to...”*** Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Assess my growth as a teacher over time?
- Learn about teaching as I observe and interact with my students over time?
- Reflect on my instructional successes and dilemmas as I move my practice forward?
- Analyze my teaching to understand what contributes to student learning?
- Formulate professional development plans that are based on my reflections and analyses?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	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.	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning.

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL
- and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Maintain an attitude of lifelong learning?
- Establish goals and seek out opportunities for professional growth and development?
- Ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- Use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- Learn more about my own professional roles and responsibilities?
- Continue to seek out and refine approaches that make the curriculum accessible to all students?
- Expand my knowledge and effective application of new instructional methods and technologies?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Develops goals connected to the CSTP through required processes and local protocols. Attends required professional development.	Sets goals connected to the CSTP that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Aligns personal goals with school and district goals, and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and development opportunities to extend own teaching practice.

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and
AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students’ diverse learning needs, interests, and strengths are met?
- Remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- Support school and district goals and priorities?
- Contribute to school wide events, activities, and decision-making?
- Establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- Contribute to the learning of other educators?
- Benefit from and contribute to professional organizations to improve my teaching?
- Benefit and add to the knowledge base of the profession?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level.	Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners	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. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.

6.4 Working with families to support student learning

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

- AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL
- and
- AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Value and respect students’ families and appreciate their role in student learning?
- Develop an understanding of families’ racial, cultural, linguistic, and socioeconomic backgrounds?
- Engage families as sources of knowledge about students’ strengths, interests, and needs in support of their learning and personal growth and development?
- Present the educational program to all families in a thorough and comprehensible fashion?
- Provide opportunities for all families to participate in the classroom and school community?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Emerging	Exploring	Applying	Integrating	Innovating
Is aware of the role of the family in student learning and the need for interactions with families.	Acknowledges the importance of the family’s role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.	Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning.

6.5 Engaging local communities in support of the instructional program

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Increase my understanding of the cultures and dynamics of my students’ communities?
- Value and respect the students’ communities and appreciate the role of community in student learning?
- Promote collaboration between school and community?
- Identify and draw upon school, district, and local community social service resources to benefit students and their families?
- Seek out and use additional resources from the local community and businesses to support student learning?
- Provide my students with community based experiences that support their learning?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.	Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction.	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.
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6.6 Managing professional responsibilities to maintain motivation and commitment to all students

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and

AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Challenge myself intellectually and creatively throughout my career?
- Find support and develop strategies to balance professional responsibilities with my personal needs?
- Manage stress and maintain a positive attitude with students and colleagues?
- Address the complications and challenges of teaching?
- Identify sources of engagement and renewal in my professional work?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.	Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.
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6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Directions: With your mentor, discuss each of these indicators (bulleted items below). Make some notes of your conversation at the beginning of the year, and again at midyear to document growth toward mastery of the CSTP.

As you collaborate on this, ask yourself, *“In what ways might I...”: or “Why is it important to...”* Then, with your mentor, highlight

AREAS OF STRENGTH - ONE OR TWO THINGS YOU DO WELL and
AREAS TARGETED FOR GROWTH - ONE OR TWO THINGS YOU PLAN TO DO BETTER

- Remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- Contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- Meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- Extend my knowledge about my professional and legal responsibilities for students’ learning, behavior and safety?
- Maintain professional conduct and integrity in the classroom and school community?
- Interact appropriately with students and families outside the classroom?
- Demonstrate my professional obligations to students, colleagues, school and the profession?

Notes from initial conversation:

Mid-year reflection - How have you shown growth on this element/goal over the year?

You may use this continuum to think about what that looks like and sounds like in the classroom

Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.* as follows:

- Takes responsibility for student academic learning outcomes.
- Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.
- Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.
- Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.
- Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.
- Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Models appropriate behavior for students, colleagues, and the profession.
- Acts in accordance with ethical considerations for students.
- Maintains professional conduct and integrity in the classroom and school community.

Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.

Contributes to building a professional community and holding peers accountable to norms of respectful treatment and communication.

Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.



Analysis of Focus Student Work

Long-term (year-long) Cycle of Inquiry and Analysis of Student Work

Initial Inquiry: Induction standards call for evidence of demonstration of professional practices in teaching and learning that include effective practice to serve (academically as well as socially-emotionally) **diversity in society including diverse abilities, culture, language, ethnicity, and gender orientation**. There is strong emphasis on **English Language Learners**. As you complete this activity, please choose **students who represent diversity**.

Initial (Fall) Inquiry:

Formative Assessment:

Student first name	Standards Mastery:	What asset does the student bring to this assignment or activity?	What does s/he need to learn or do next? What is the goal?	What are your next steps in instruction to help meet the need(s) you described? ¹
Student #1:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			
Student #2:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			
Student #3:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			

What social/emotional learning might help students succeed?	How will you teach or reinforce that social/emotional learning?

Follow up Inquiry (6-8 weeks after initial inquiry)

Thinking about the next steps for the student, professional learning, and the steps you took to provide that support, reflect on your positive impact on teaching and learning, and then go deeper.

	What I did for this student since the first analysis (please include professional learning or connections with the larger professional learning community)	Positive impact on the student's learning (or identified need based on formative assessment)
Student #1:		
Student #2:		
Student #3:		



Mid-Year (Spring) Inquiry - Target Date: Late February/March

Please describe the professional learning or research you did related to this inquiry.	
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Assessment:

Student first name	Standards Mastery:	What skill(s) did this student master on this assignment?	What does s/he need to learn next?	What are your next steps in instruction to help meet the need(s) you described?*
Student #1:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			
Student #2:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			
Student #3:	Not Yet			
	Approaching			
	Meeting			
	Deep Mastery			



Analysis of Student Work

Directions: To understand the range of learners in your class, complete this analysis of student work for your **entire class**.

1. Describe the student outcome goals for this assignment and the assessment you are using:

Student Outcome Goals	
Assessment used to measure progress	

2. Sort student work into four groups described in the following table:

3. Write students' **first** names in the appropriate column (all students in one class). Highlight one student in each group - you will further describe the work of that **one** student in the next frames.

Students who scored below expectancies		Students who scored at or above expectancies	
Minimal Understanding	Approaching Understanding	Expected Understanding	Deep understanding

Consider the student you highlighted in the previous frame. What does data tell you about what this student understands and is able to do?			
Student success/understanding:	Student success/understanding:	Student success/understanding:	Student success/understanding:

For each of these highlighted students, what is a learning need (or other factor that should be considered)?			
Student learning need:	Student learning need:	Student learning need:	Student learning need:

Unit Follow-up:

Now, with your mentor, make a plan to engage in professional learning, then apply that learning to provide those learning or other needs. After a couple of weeks, re-visit this inquiry to find out if that plan worked.

Analysis of Student Work - Follow-up after Teaching:

1. Administer a formative or summative assessment:
2. Sort the student work into four groups described in the table
3. Write the **first** names in the appropriate columns for your **entire class**. Highlight the students you focused on in the initial assessment.

Students who scored below expectancies		Students who scored at or above expectancies	
Minimal Understanding	Approaching Understanding	Expected Understanding	Deep understanding

Did the lesson work? Did your differentiated lesson (inquiry) have the desired effect?

What concepts did most students understand?

Which concepts need more instruction or practice? (Are there any student **misunderstandings**?)

Discuss one student who made little or no progress. What support might you give to help them achieve mastery?

Discuss one student who made some progress. Describe the strategies that helped this student, and how you will extend the learning of this student in the next steps.

Discuss one student who made significant progress. What support did you offer, or might you offer to that student?



Inquiry Template #1

*Induction standards call for evidence of demonstration of professional practices in teaching and learning that include effective practice to serve (academically as well as socially-emotionally) **diversity in society including diverse abilities, culture, language, ethnicity, and gender orientation**. There is strong emphasis on **English Language Learners**. As you complete this activity, please choose **students who represent diversity**.*

What is your professional growth Goal for this inquiry? (rather than copying and pasting the CSTP, put in *your own words* what you would like to learn, or what habit of mind you would like to adopt)

What do you want all students to know or do?

How will you support language development (ELD standard/strategy)?

How will you measure mastery?

Teacher Actions:

Professional Learning
(describe your professional learning for this inquiry)

Implementation/Strategy:

Explain how you will differentiate instruction to meet the needs of students who represent diversity in society (*including diverse abilities, culture, language, ethnicity, and gender orientation*)

Student Learning:

Who benefitted from your professional learning and implementation/strategy?

Describe the data that shows student mastery

Who is not yet responding to instruction?

Describe the data that shows student progress and next steps in learning.

Reflection:



Inquiry Template #2

(In case you want to use this inquiry twice)

*Induction standards call for evidence of demonstration of professional practices in teaching and learning that include effective practice to serve (academically as well as socially-emotionally) **diversity in society including diverse abilities, culture, language, ethnicity, and gender orientation**. There is strong emphasis on **English Language Learners**. As you complete this activity, please choose **students who represent diversity**.*

What is your professional growth Goal for this inquiry? (rather than copying and pasting the CSTP, put in *your own words* what you would like to learn, or what habit of mind you would like to adopt)

What do you want all students to know or do?

How will you support language development (ELD standard/strategy)?

How will you measure mastery?

Teacher Actions:

Professional Learning

(describe your professional learning for this inquiry)

Implementation/Strategy

Explain how you will differentiate instruction to meet the needs of students who represent diversity in society (*including diverse abilities, culture, language, ethnicity, and gender orientation*)

Student Learning:

Who benefitted from your professional learning and implementation/strategy?

Describe the data that shows student mastery

Who is not yet responding to instruction?

Describe the data that shows student progress and next steps in learning.

Reflection:



Induction Final Reflection

Induction standards call for teachers to have knowledge of and be prepared to teach a diverse population, including diverse abilities, culture, language, ethnicity, and gender orientation; and demonstration of effective professional practices in teaching and learning, scholarship, and service. This reflection is evidence of progress toward mastery of the CSTP and of your knowledge and preparation to teach a diverse population.

Sample Final Reflection – Yr. 1 & Yr. 2 Candidates

NOTE: The Final Reflection is a public document! While conversations with mentors are private, this is your “exit interview” for Induction and will be shared in the following ways:

- Your principal will get a copy of the Final Reflection (it is a celebration of you!)
- A copy will stay in our file as evidence of your growth in the CSTP.

Questions for YOUR Year End Reflection (500-1000 words or about 2 pages)

At the end of the year, set aside some time to reflect on how it went. It may have been an amazing year or a completely horrible one. What went well and what didn't? What would you like to change about the year? Here are some guiding questions:

- 1 Start with your the goals you set
- 2 List your highs and lows
- 3 Talk about your motivation
- 4 Think about what did and didn't work
- 5 Reflect on what stressed you out
- 6 Share what you learned
- 7 End with what you're grateful for

Due May 5th.
Send a Link or PDF to
Maria Gonzales, Ed
Services AA,
mpgonzalez@smfc.k12.ca.us

Sample Program Reflection Summary on Canva - Yr. 2 Candidates

Year 2 and Candidates completing Induction are honored at the End of Year Colloquium Celebration. Prior to the event, the candidates [create a Canva presentation](#) displaying reflections on their teaching and Induction experiences. The presentation is displayed during the ceremony, while mentors introduce their candidate and share a few words about their growth and success.

