

Fresno County Office of Education
Beginning Teacher Support and Assessment
Induction Consortium Program



FACT User's Guide



Foreword

Formative Assessment for California Teachers (FACT) is a performance-based, formative assessment and support system developed collaboratively by practitioners and researchers throughout the state, under the direction of the California Department of Education and the Commission on Teacher Credentialing. The FACT System is the second generation of California's long-standing formative assessment system, the *California Formative Assessment and Support System for Teachers* (CFASST). The FACT System showcases assessment processes originally developed in California by California educators working with both Educational Testing Services and West Ed research agencies.

The development of FACT is an example of teachers, universities, research agencies, and state agencies working together to produce useful, high-quality tools to support the professional development of teachers. The contributions of these agencies and dedicated California educators are greatly appreciated.

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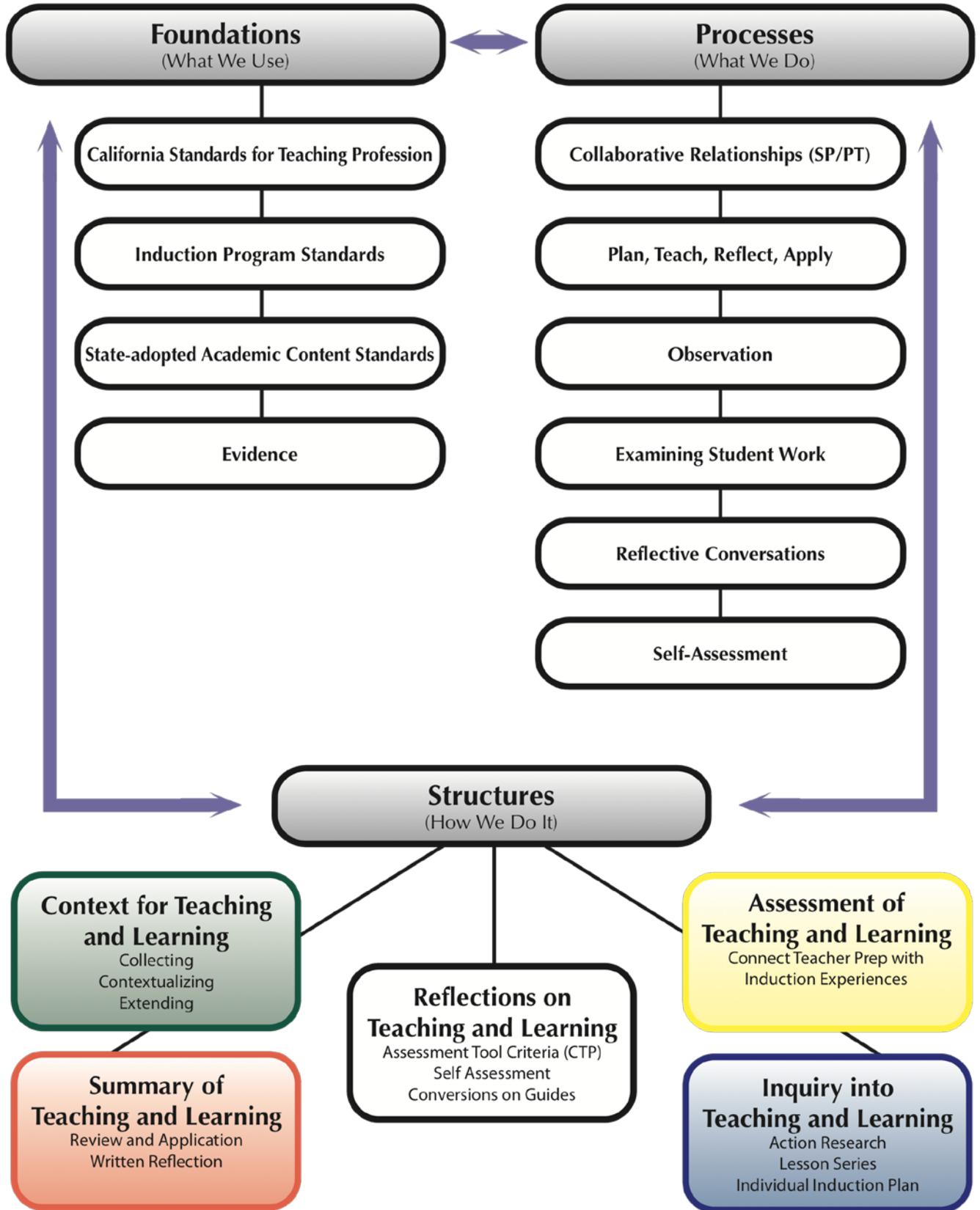
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FACT Conceptual Framework



Teaching involves a search for meaning in the world. Teaching is a life project, a calling, a vocation that is an organizing center of all other activities. Teaching is past and future, as well as present; it is background as well as foreground; it is depth as well as surface. Teaching is pain and humor, joy and anger, dreariness and epiphany. Teaching is world building; it is architecture and design; it is purpose and moral enterprise. Teaching is a way of being in the world that breaks through the boundaries of the traditional job and in the process redefines all life and teaching itself.

--William Ayers

What are the benefits of participation in Induction?

The journey of the professional educator requires a vigorous commitment to life-long learning about teaching practice and student achievement. During the induction period, participating teachers build habits of mind, as they examine and reflect on activities within their classroom. Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of the Induction years.

The Formative Assessment for California Teachers (FACT) System focuses on the development of a teacher's practice, combining reflective assessment and support, to help them improve their skills. Through a structured series of critical thinking tasks completed with the assistance of a trained support provider, participating teachers deepen their understanding and application of: Induction Program Standards (IPS); the California Standards for the Teaching Profession (CSTP); the state-adopted academic content standards for students; and, the curriculum frameworks. The primary focus of the FACT System is the application of these standards through the ongoing process of planning and teaching lessons, reflecting on the results, and making informed changes to future practice, based on evidence.

What is FACT?

The FACT System guides teachers in their growth as professionals, focuses on meeting the learning needs of all students, and promotes reflective practitioners. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. With the assistance of a support provider, participating teachers identify areas of strength and growth, and complete an Individual Induction Plan (IIP) for their research and professional development that is focused on the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards (IPS).

The FACT System is composed of four modules (see chart on page 7). The **Assessment of Teaching and Learning** module bridges teacher preparation with the induction experience as teachers reflect on what they know and determine the current level of their teaching practice. This assessment builds a foundation for future growth related to teaching standards.

While focusing on their teaching practice in the first module, participating teachers also address the **Context for Teaching and Learning** module where they gather information about their class, and the organization and resources of the school, district, and community. This contextual analysis guides and informs participating teachers as they engage in subsequent FACT activities.

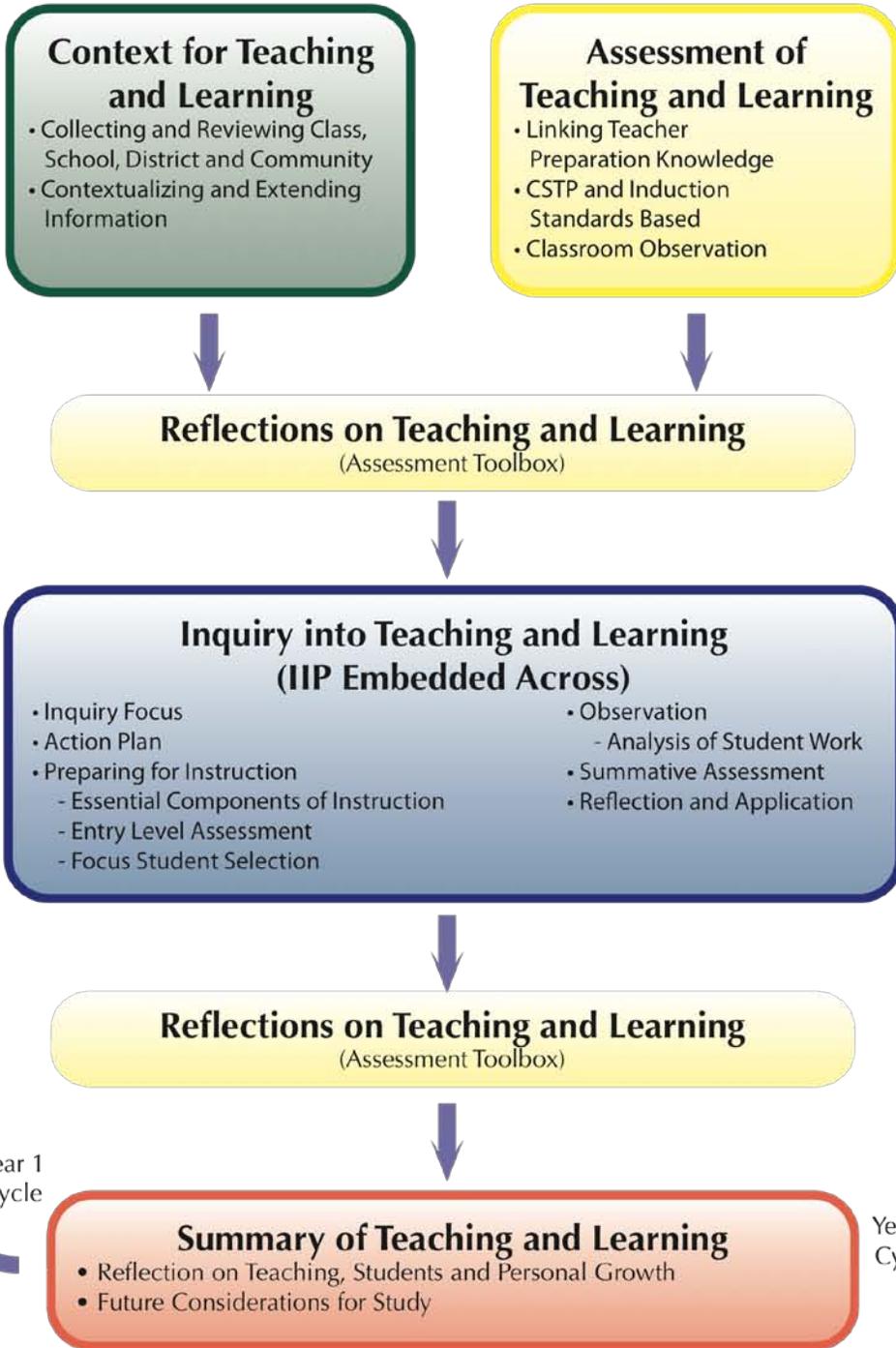
In the **Inquiry into Teaching and Learning** module, participating teachers assess their practice against a set of specific criteria, and select an area for an in-depth inquiry. This investigation follows an action research model, allowing participating teachers to research questions pertinent to their classroom needs. The results of the inquiry guide the participating teacher's professional development as they explore the impact of their instruction on student achievement.

The final module, **Summary of Teaching and Learning**, is an end-of-year reflection. Participating teachers review the results of the inquiries, consider the data collected, identify best teaching practices, and assess the impact of formative assessment on their teaching practice.

Formative Assessment **FACT** for California Teachers



Return to Context for Teaching and Learning and Assessment of Teaching and Learning Year 2



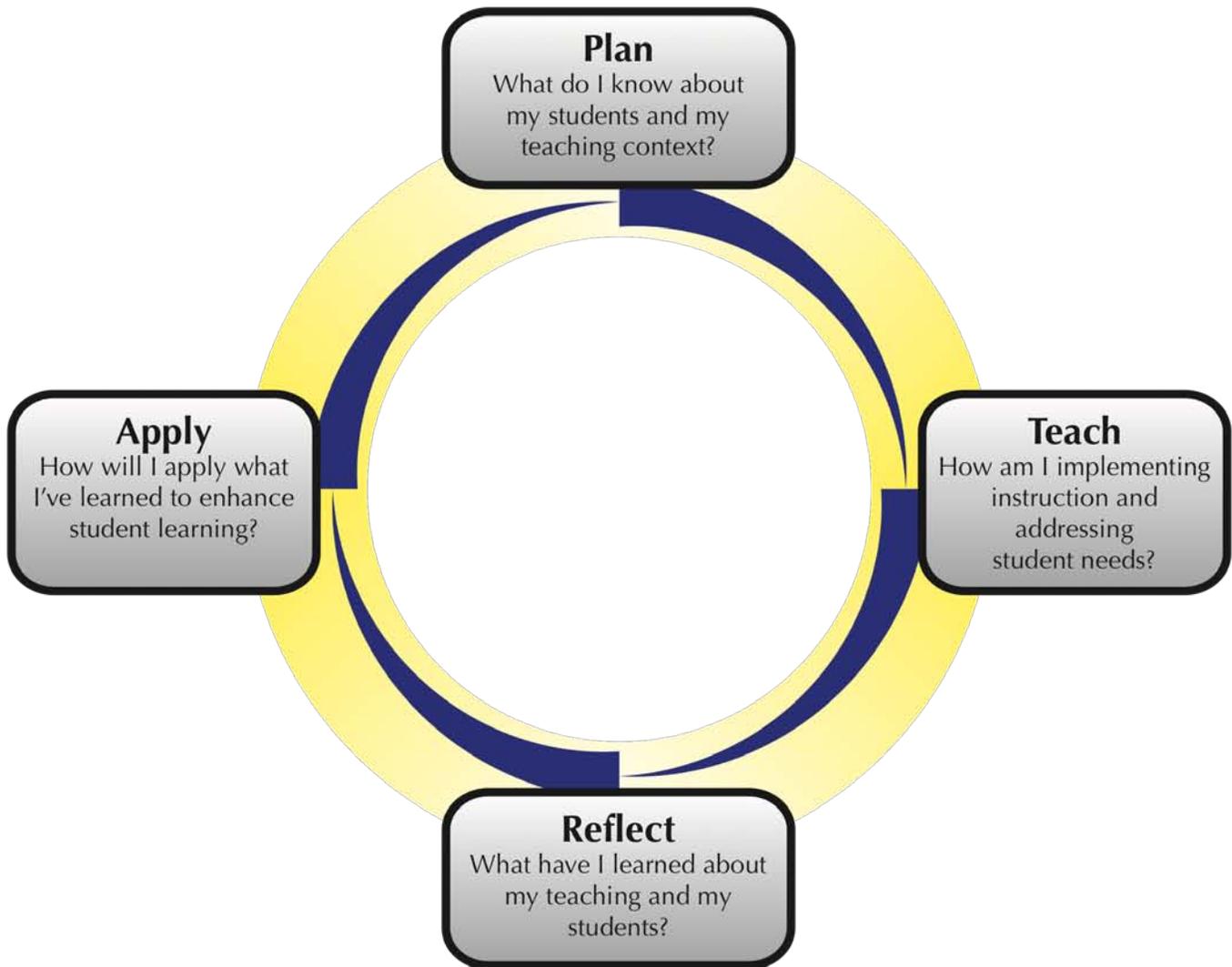
Year 1 Cycle

Year 2 Cycle

What is the Plan-Teach-Reflect-Apply Cycle?

The Plan-Teach-Reflect-Apply Cycle* is the structure that underlies all of the FACT System processes. As participating teachers progress through the FACT System, they follow a cycle of planning for instruction, teaching, reflecting upon the teaching experience, and applying new knowledge to future practice.

The process provides a means for participating teachers and support providers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the state-adopted academic content standards for students, and the Continuum of Teaching Practice (or other aligned assessment criteria).



* Adapted from W.E. Deming, *Out of the Crisis*, Massachusetts Institute of Technology Center for Advanced Engineering, (1986)

What is action research?

Action research specifically refers to a disciplined inquiry by educators that informs and changes their practice in the future. This research is carried out within the context of the teachers' environment—that is, with their students at their school site—focusing on questions that deal with educational matters at hand. Participants systematically and carefully examine their educational practice, using research techniques. Action research is based on the following assumptions:

- Teachers work best on problems they have identified for themselves
- Teachers become more effective when encouraged to examine and assess their work and consider alternatives
- Teachers help each other by working collaboratively in search of solutions to everyday real problems
- Teachers look for ways to improve instruction and increase student achievement
- Teachers work with colleagues to improve their professional practice

The process of action research allows educators to assess their needs, document the steps of inquiry, analyze data, and make informed decisions that lead to desired outcomes. Rather than dealing with the theoretical, action research provides the opportunity for practitioners to address concerns and implement changes in actual teaching and learning settings.

What does it mean to be a reflective learner?

Reflection is the key to growth. It is a means of reliving or recapturing experiences in order to make sense of them, learn from them, or develop a new understanding and appreciation. The word "reflection" comes from the Latin "*reflectere*," meaning to bend back. In teaching, reflection is the act of stepping back and examining what is happening in the classroom and determining how teaching practices affect student learning. This means asking difficult questions such as:

- "Are the students engaged?"
- "Are students understanding the concepts being taught?"
- "Are they able to apply the knowledge learned?"

Reflective practitioners seek answers to their questions as a window into a deeper understanding of teaching. Thoughtful self-examination requires honest self-analysis and open communication with colleagues. Therefore, the formative assessment process also includes reflective writing and conversation. FACT reflections use information that teachers gather through the formative assessment process to identify areas of strength and growth, and ultimately improve teaching.

What are the foundations of FACT?

1 - California Standards for the Teaching Profession (CSTP)

The California Standards for the Teaching Profession represent, in a comprehensive manner, the knowledge, skills, and abilities possessed by an accomplished teacher. The six teaching standards are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

2 - Standards of Quality and Effectiveness for Professional Teacher Induction Programs in California (Induction Program Standards)

Adopted by the Commission on Teacher Credentialing and supported by the State Superintendent of Public Instruction, these standards establish the expectations for new teachers during induction. Category B of the Induction Program Standards (Teaching All Students) identifies what teachers should know and be able to do.

3 - State-adopted Academic Content Standards for Students and California Frameworks

The California State Board of Education has adopted rigorous standards that describe the content that students must master by the end of each grade level. These standards are supported by the frameworks that; describe curriculum and instructional practices, guide the development of assessment methods and tools to ensure that each student's progress is measured, and suggest specific strategies to promote access to appropriately challenging curriculum for students with special needs.

4 - Evidence

Data collected during the FACT modules includes observation, student work, lesson plans, and reflections. This evidence provides the focus for reflective conversations between support providers and participating teachers related to the CSTP and Induction Program Standards.

What processes are used in FACT?

Collaborative Relationships (SP/PT)

Participating teachers are partnered with veteran educators who have been trained to support teachers through the FACT System. Support providers use the skills of cognitive coaching, mentoring, and modeling to support participating teachers' professional growth.

Plan, Teach, Reflect, Apply (PTRA)

The Plan, Teach, Reflect, Apply (PTRA) cycle provides a structure for teachers to identify teaching strengths and areas for growth. Planning and teaching the lesson are followed by reflection. New learning and insights from the reflection are applied to future planning, as the cycle continues. Engaging in this process, guided by a support provider, leads to improved teaching practice and increased student achievement.

Observations

Support providers observe participating teachers as they teach and gather evidence during an instructional session. Following each observation, they conference together, share observation evidence, and examine other classroom data (e.g., student work samples, lesson plans, etc.) to inform and improve future practice. In addition, participating teachers are encouraged to observe the classrooms of skilled veterans.

Examining Student Work

Focusing on student achievement guides the participating teacher's planning and instruction. The examination and analysis of student work leads the participating teacher to a greater understanding of the need for differentiation and modification of instruction.

Reflective Conversations

In each module, participating teachers are asked to step back from their practice and thoughtfully examine what they do, how they do it, and how this affects student learning. The FACT System provides frequent opportunities for participating teachers to reflect, capture current thinking, and consider the implications for their future practice.

Self-Assessment - Continuum of Teaching Practice (or other aligned assessment criteria)

The Continuum of Teaching Practice is a tool that provides a roadmap for professional growth by identifying and describing levels of teaching practice. Using evidence collected throughout the FACT process, participating teachers, with their support providers, reflect and determine their placement on the Continuum. This self-assessment helps to focus the area(s) for improvement of instructional practice.

How is FACT structured?

The FACT System contains four performance-based, job-embedded modules to support participating teachers as they teach. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession and the Induction Program Standards, while incorporating the state-adopted academic content standards for students. The modules are described below.

Context for Teaching and Learning

In Context for Teaching and Learning, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. With a support provider, participating teachers discuss prompts focused on their classroom, school, district, and community. The information gathered guides classroom decision-making and helps identify areas for professional growth.

This module spirals into levels of graduated depth and complexity. During *Collecting and Reviewing*, participating teachers gather information about the students, families, school site, district, and community. In *the Conversation Points*, participating teachers consider the contextual information gathered, and respond to deeper, more sophisticated questions about differentiating instruction, embedding new knowledge, and working collaboratively. Each level offers the opportunity to reflect upon this information and consider the implications for effective teaching and student success.

Assessment of Teaching and Learning

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a classroom observation. Self-assessments assist participating teachers in identifying strengths and areas for growth leading to the development of the Individual Induction Plans (IIP) that are used in subsequent inquiries. In addition, participating teachers and their support providers identify resources and support needed to meet their professional growth goals.

Inquiry into Teaching and Learning

The inquiries in the FACT System include a series of structured teaching activities through which participating teachers explore aspects of their teaching practice. With the support provider, participating teachers assess their practice and engage in a variety of data gathering activities such as collaboration with colleagues, peer observations, and professional readings. They develop an inquiry question (based on CSTP and Induction Program Standards), create and implement an action plan, reflect on collected evidence, and apply new learning to future practice. The participating teacher's results are used to focus subsequent inquiry questions and target future professional development. The overall goal of the inquiry is the improvement of the participating teacher's instruction to positively impact student achievement.

Summary of Teaching and Learning

In the Summary of Teaching and Learning Module, participating teachers have the opportunity to reflect upon and summarize the growth made during the induction experience. Support providers assist in the selection of evidence that illustrates the work of the participating teacher in relation to the standards, and celebrates their professional insights, newly-acquired skills, and growth. Teachers share their work with colleagues during a culminating activity.

FACT System Modules and Documents

FACT System Modules	Documents	#
Context for Teaching and Learning	Class Profile	A-1
	Classroom Layout	A-2
	School and District Information/Resources	A-3
	Home/School Communication	A-4
	Site Orientation Checklist	A-5
	Community Map	A-6
Assessment of Teaching and Learning	Teacher Preparation & Induction Alignment Chart	B-1
	Induction Program Standard Comparison	B-2
	K – W – O Chart	B-3
	Initial Classroom Observation	B-5
	Post-Observation Reflection	B-6
Inquiry into Teaching and Learning	Individual Induction Plan	C-1
	Essential Components for Instruction	C-2
	Entry-Level Assessment Resource	C-3
	Focus Student Selection	C-4
	Lesson Plan Template for Observation	C-5
	Inquiry Observation Record	C-6
	Analysis of Student Work	C-7
	Summative Assessment	C-8
Summary of Teaching and Learning	Culminating Questions and Reflections Guide	D-1
Reflections on Teaching and Learning (Assessment Toolbox)	Continuum of Teaching Practice	E-1
	Self-Assessment of CSTP	E-2
	Self-Assessment of Pedagogy	E-3
	Self-Assessment of Universal Access: Equity for All Students	E-4
	Self-Assessment of Universal Access: Teaching English Learners	E-5
	Self-Assessment of Universal Access: Teaching Special Populations	E-6

Context for Teaching and Learning



Context for Teaching and Learning

Context for Teaching and Learning
Participating Teachers learn about their teaching environment by identifying challenges, investigating resources and gathering information about their students.

- Context for Teaching and Learning**
1. Class Profile (A-1)
 2. Classroom Layout (A-2)
 3. School & District Information (A-3)
 4. Home/School Communication (A-4)
 5. Site Orientation Checklist (A-5)
 6. Community Map (A-6)

- Contextualizing and Extending Information**
- Universal Access: Equity
 - Universal Access: Teaching English Learners
 - Universal Access: Teaching Special Populations

- Collecting and Reviewing Information**
- Class Profile
 - Classroom Layout
 - School and District Resources
 - Home/School Communications
 - Site Orientation Checklist
 - Community Map

- Contextualizing and Extending Information**
- Pedagogy

- Contextualizing and Extending Information**
- Class, School, District and Community

Context for Teaching and Learning Module Guide/Record of FACT Completion

In Context for Teaching and Learning, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. (Secondary teachers should select one focus class.) With a support provider, participating teachers focus on their class, school, district, and community and use this information to guide instructional decisions and identify areas for professional growth.

This module spirals into levels of graduated depth and complexity. During *Collecting and Reviewing*, participating teachers gather information about their students, families, school site, district, and community. At the *Conversation Points*, participating teachers respond to deeper, more sophisticated questions about differentiating instruction, embedding new knowledge, and working collaboratively. Each level provides an opportunity for the participating teacher to reflect upon their teaching environment and consider the implications for effective teaching and student learning.

Directions: With your Support Provider, complete the documents listed below.

Support Provider: When document/activity is complete, date and provide initials, print hard copy, secure signatures, scan and email to Participating Teacher.

Participating Teacher: Upload signed and completed document to E-Portfolio.

Step 1	Collecting and Reviewing Information Learning what I need to know about my class, school, district, and community		
Document/Activity	Date Completed	SP Initial	
A-1: Class Profile <ul style="list-style-type: none"> • Use first names only, list all students in Focus Class • Address all columns • Provide comment for EVERY student • Discuss Conversation Points 			
A-2: Classroom Layout <ul style="list-style-type: none"> • Draw schematic diagram of classroom • Identify EL, SPED, GATE, etc. • Written response for Conversation Points 			
A-3: School/District Information Resources <ul style="list-style-type: none"> • Address each section • Written response for Conversation Points 			
A-4: Home School Communication <ul style="list-style-type: none"> • Minimum number of contacts is 20 • Provide brief description as to what was discussed • Discuss Conversation Points 			
A-5: Site Orientation Checklist <ul style="list-style-type: none"> • Site administrator signs • Discuss Conversation Points 			
A-6: Community Map <ul style="list-style-type: none"> • Discuss pertinent community information • Written response for Conversation Points 			

The PT and SP have worked collaboratively to collect and review information that would assist the PT in learning more about his/her class, school, district, and community. This document also serves as a Record of FACT Completion. The Context for Teaching and Learning Module is now complete.

Participating Teacher Signature

Module Completion Date

Support Provider Signature

Module Completion Date

Class Profile (A-1)

DIRECTIONS: Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year.

	Student Name (first name only)	English Learner (Check if applicable)	Special Needs (Check if applicable) *Identifiers (use codes from bottom of page)	Most Recent STAR Test Level and Score (or appropriate alternate test) Subject:	Comments (Academic strengths; social strengths; notes about parents; etc.) Provide comment for every student.
1		<input type="checkbox"/>	<input type="checkbox"/>		
2		<input type="checkbox"/>	<input type="checkbox"/>		
3		<input type="checkbox"/>	<input type="checkbox"/>		
4		<input type="checkbox"/>	<input type="checkbox"/>		
5		<input type="checkbox"/>	<input type="checkbox"/>		
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11		<input type="checkbox"/>	<input type="checkbox"/>		
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15		<input type="checkbox"/>	<input type="checkbox"/>		
16		<input type="checkbox"/>	<input type="checkbox"/>		
17		<input type="checkbox"/>	<input type="checkbox"/>		
18		<input type="checkbox"/>	<input type="checkbox"/>		
19		<input type="checkbox"/>	<input type="checkbox"/>		
20		<input type="checkbox"/>	<input type="checkbox"/>		

*** Possible Identifiers:** 504—Legal in-class accommodations; **GATE**—Gifted & Talented Education; **MED**—medical condition; **Mi. Ed.**—Migrant Education; **RSP**—Resource Specialist Program; **Ret**—Retained; **S/L**—Speech & Language; **SP**—Special Education w/IEP; **SST**—Student Study Team interventions

Class Profile *Continued* (A-1)

DIRECTIONS: Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year. **If your district/school provides this information in another format, make a copy and attach it.**

	Student Name <small>(first name only)</small>	English Learner <small>(Check if applicable)</small>	Special Needs <small>(Check if applicable)</small> Identifiers* <small>(use codes from bottom of page)</small>	Most Recent STAR Test Level and Score <small>(or appropriate alternate test)</small> Subject:	Comments <small>(Academic strengths; social strengths; notes about parents; etc.)</small> Provide comment for every student
21		<input type="checkbox"/>	<input type="checkbox"/>		
22		<input type="checkbox"/>	<input type="checkbox"/>		
23		<input type="checkbox"/>	<input type="checkbox"/>		
24		<input type="checkbox"/>	<input type="checkbox"/>		
25		<input type="checkbox"/>	<input type="checkbox"/>		
26		<input type="checkbox"/>	<input type="checkbox"/>		
27		<input type="checkbox"/>	<input type="checkbox"/>		
28		<input type="checkbox"/>	<input type="checkbox"/>		
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38		<input type="checkbox"/>	<input type="checkbox"/>		
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40		<input type="checkbox"/>	<input type="checkbox"/>		

* Possible Identifiers: 504—Legal in-class accommodations; GATE—Gifted & Talented Education; MED—medical condition; MI. Ed.—Migrant Education; RSP—Resource Specialist Program; Ret—Retained; S/L—Speech & Language; SP—Special Education w/IEP; SST—Student Study Team interventions

Class Profile (A-1)

DIRECTIONS: Consult with your support provider, administrators, and colleagues to gather information about your teaching context. You may add to the Class Profile at any time as you learn about your students, school, and district. Revisit this Class Profile throughout the year. Enter applicable information. Use first names to protect confidentiality.

Students with Medical Conditions:

Name	Emergency Contact	Condition	Support (Resources, Assistive Technologies)

Students with Individualized Educational Plans (IEP):

Name	Next IEP Meeting Date	Classroom Accommodations/ Modifications	Behavioral Support Strategies	Goals	Benchmarks	Case Carrier

Students with 504 Plans:

Name	Classroom Accommodations	Behavioral Support Strategies	SST Meeting Notes

Students with Previous Student Study Team (SST) Interventions:

Name	SST Date to Reconvene	Interventions to Implement

Students who are Gifted and Talented (GATE):

Name	Academic Strengths	Social Strengths	Individualized Learning Plan (ILP) Goals	Recommendations

Students who are English Learners (EL):

Name	Student's Primary Language ¹	Languages spoken in the Home ¹	English Language Proficiency Levels ²				Years of ELD Instruction	Migrant Program	Re-Designated
			Listening Speaking	Reading	Writing	Composite Score			
								<input type="checkbox"/>	<input type="checkbox"/>
								<input type="checkbox"/>	<input type="checkbox"/>
								<input type="checkbox"/>	<input type="checkbox"/>
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								<input type="checkbox"/>	<input type="checkbox"/>
								<input type="checkbox"/>	<input type="checkbox"/>

¹ Found in the Home Language Survey

² Based on the California English Language Development Test (CELDT)

Conversation Point (with your support provider, discuss the prompts below):

- What information does the profile provide that aids me in designing and delivering instruction?
- In what ways do I adjust my lesson delivery to ensure all students have access to the core curriculum?
- How does the make-up of my classroom influence my choice of instructional strategies and teaching methods, classroom activities, groupings, etc.?
- What resources are available to assist me in communicating with parents and families who do not speak English?
- What might I need to have prepared in a language other than English to ensure support for the student?
- How do I adapt my lessons to meet the needs of students who have differing CELDT performance levels?
- How will I ensure that all my students, including those with special needs and those who are gifted and talented, are integrated into the social fabric of the classroom?
- How do I assess the strengths of students with disabilities and of students who are gifted and talented and use this information to plan instruction that supports all students in meeting curricular standards?
- What is the process my school uses to identify and refer students for special education services?
- What is the purpose of the student study team (SST)?
- How do I work with the SST?
- What are my responsibilities after a SST?
- What personnel, equipment, and assistive technologies are available at my site to support my special needs students' learning?

Classroom Layout (A-2)

DIRECTIONS: Thoughtful consideration of your classroom layout is important in meeting the needs of your students. Indicate how you have addressed appropriate prevention and intervention for classroom safety concerns. Include relevant seating chart information showing placement of students with special needs.

Draw Classroom Layout:

In your classroom layout, identify the following students in regard to safety concerns, preferential seating, placement of students with special needs, etc. (EL, Special Populations, GATE, gender, behavior, etc.)

Conversation Point: (With your support provider, discuss the prompts below. A written response required for any 3 questions of your choice.)

What factors did I consider when designing my initial classroom layout?

What choices did I make when designing the seating arrangement?

What changes might I need to make, based on my initial experiences?

How does my classroom layout influence student engagement?

What classroom layout best meets both my teaching style and my students' learning needs?

In what ways can I use flexible groups in my classroom in order to provide ELD instruction?

School and District Information/Resources (A-3)

DIRECTIONS: With your support provider, discuss and complete the information that applies to your teaching context. This information is designed to provide you with a better understanding of the students in your class. During your discussion, record pertinent information here so that it is available later in the year. The statements may prompt you to explore other topics related to the local teaching context.

1.	My Site Administrator(s):			
2.	<input type="checkbox"/> Explore a calendar of school events and describe key events (i.e. testing window, open house, etc.)			
3.	My school is a (check those that apply):			
	<input type="checkbox"/> Blue Ribbon School	<input type="checkbox"/> California Distinguished School		
	<input type="checkbox"/> Immediate Intervention-Underperforming Schools Program (IIUSP)/SAIT	<input type="checkbox"/> Bilingual Waiver Program/ Language Immersion School - which languages?		
	<input type="checkbox"/> Title I School-wide Program	<input type="checkbox"/> Program Improvement School		
	<input type="checkbox"/> Charter School – Type:	<input type="checkbox"/> Magnet School – Type:		
	<input type="checkbox"/> Professional Development School	<input type="checkbox"/> Other:		
4.	School-wide Programs (check those that apply):			
	<input type="checkbox"/> Reading Intervention	<input type="checkbox"/> Character Counts	<input type="checkbox"/> Drug Alcohol, Tobacco Education	<input type="checkbox"/> Other
	<input type="checkbox"/> AVID	<input type="checkbox"/> Conflict Resolution	<input type="checkbox"/> RTI ²	<input type="checkbox"/> Other
5.	School-wide Discipline Plan (Describe steps, violations, consequences, etc.):			
6.	School Accountability Report Card			
	API Score:	API Target Score:	AYP:	
	Based on your school's API score, what is the school's academic focus for the year?			
7.	My School has (check all that apply):		Facilities	Committees
	<input type="checkbox"/> Academies / Houses / Families	<input type="checkbox"/> Department Grouping / PLC	<input type="checkbox"/> Computer Lab Schedule	<input type="checkbox"/> Technology
	<input type="checkbox"/> Teaching Teams	<input type="checkbox"/> Special Day Classes	<input type="checkbox"/> Bus / Recess	<input type="checkbox"/> Leadership
	<input type="checkbox"/> Special Day Classes	<input type="checkbox"/> Other	<input type="checkbox"/> Library Schedule	<input type="checkbox"/> Safety
	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
8.	School Enrollment:		Percent of English learners:	
	# of Languages of students:		Ethnicities represented:	
9.	Teachers in my grade level/department:			
	Name	Room Number	Phone/email	

Date:

School and District Information/Resources (A-3)

DIRECTIONS: With your support provider, identify the personnel and instructional resources available to help you gather information in each area listed below.

Instructional Resources	Contact Person	Information		
		Phone #	Room #	e-mail
Sate-adopted Academic Content Standards and California Frameworks				
Classroom Supplies				
Duplication of Materials				
Technology				
Instructional Materials				
Library Resources				
Textbooks				
English Learner Resources				
Other:				
Student Data Information	Contact Person	Information		
		Phone #	Room #	e-mail
District/School Test Scores				
Individualized Education Plan/IEP				
Standardized Tests				
Online District Data System				
Student Support Services	Contact Person	Information		
		Phone #	Room #	e-mail
Counselor				
CPR Certified School Staff				
Emergency Coordinator				
Healthy Start Coordinator				
Nurse				
Crisis Counselor				
Resource Specialist (RSP)				
School/District Psychologist				
Social Worker				
Other:				

Conversation Point(With your support provider, discuss the prompts below. A written response is required for any 3 questions of your choice):

- What implications will the school-wide discipline plan (e.g., tardy and attendance policies, office referrals) have on my classroom management plan?
- How do teachers and staff work together to improve the school's AYP and API scores?
- What is the calendar for grade level/department meetings? What is my role on this team?
- How do the various programs offered at the school/district reflect the mission statement?
- How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can I make optimal use of instructional time?
- How can I use materials to effectively support my EL students?
- What information am I required to monitor on an ongoing basis for my special needs students' IEP and SST interventions?
- What is my legal and ethical responsibility in regards to a student's individual education plan process?
- How do I work with special education personnel to best provide services for students?

Home/School Communication (A-4)

DIRECTIONS: Maintaining a record of your contacts is important in establishing a working relationship with families. Document conversations with your students' families below, or attach documentation that includes information. **(Minimum number of contacts is 20)**

	Student Name	Contact Name	Contact Number	E-Mail Address	Contact Date/Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Conversation Point (with your support provider, discuss the prompts below):

- What strategies am I using to ensure positive communication with my students and their families?
- How can I best communicate with hard-to-reach parents and families? What adjustments will I make to be more accessible to parents and families (i.e., before and/or after school)?
- How many students have access to email & internet at home?
- How will I adjust my teaching to provide for those who do not?

Site Orientation Checklist (A-5)

Participating Teacher:

School:

DIRECTIONS: Knowledge of the policies and procedures at your site is important to you as a professional educator. This list of discussion topics will help you understand your local teaching context. In a meeting with your site administrator or designee, discuss each of these items and obtain your administrator's signature.

Staff Information			
<input type="checkbox"/>	Staff Roster	<input type="checkbox"/>	Staff Responsibilities
<input type="checkbox"/>	School Office Procedures	<input type="checkbox"/>	Teacher Evaluation Process
<input type="checkbox"/>	Daily Communication Procedure	<input type="checkbox"/>	Intervention Programs
<input type="checkbox"/>	School Vision and/or Mission Statement	<input type="checkbox"/>	Substitute Request
<input type="checkbox"/>	Emergency Procedures		
School Information			
<input type="checkbox"/>	School Policies	<input type="checkbox"/>	Available Technology and Equipment
<input type="checkbox"/>	Homework Policy	<input type="checkbox"/>	Teacher/Student Internet Use Agreement
<input type="checkbox"/>	Room Environment Expectations	<input type="checkbox"/>	Attendance Procedures
<input type="checkbox"/>	Schoolwide Discipline Procedure	<input type="checkbox"/>	Hours to be on Campus
<input type="checkbox"/>	Back-to-School/Open House Expectations	<input type="checkbox"/>	Access to Cumulative Records
<input type="checkbox"/>	Lesson Plan Expectations	<input type="checkbox"/>	Available Translation Services
Pedagogy - Content and Subject Matter			
<input type="checkbox"/>	Grading and reporting policies	<input type="checkbox"/>	Guidelines for communicating with parents
Universal Access - Equity and Diversity			
<input type="checkbox"/>	Board Policy on Sexual Harassment	<input type="checkbox"/>	Reporting Procedures for Sexual Harassment and Child Abuse
Universal Access – Teaching English Learners			
<input type="checkbox"/>	Instructional program for English learners		
Universal Access – Teaching Special Populations			
<input type="checkbox"/>	Site resources available to meet the needs of special populations	<input type="checkbox"/>	Legal requirements of Individualized Educational Plan (IEP)

<p>_____</p> <p>Site Administrator/Designee*</p>	<p>_____</p> <p>Date</p>
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Conversation Point (with your support provider, discuss the prompts below):

- What expectations do my site administrators have of me?
- What evidence might a site administrators observe in my classroom that reflects and promotes student learning?
- How does the formal evaluation by my site administrator align with my work in BTSA Induction?
- How could my support provider help me in this area?
- How might knowledge of additional resources increase my ability to communicate with families and influence in instructional planning?
- What state/district/school policies influence my EL instruction?

Date:

Community Description (A-6)

DIRECTIONS: Knowledge of the community (e.g., local community services, parks, libraries, cultural centers, etc.) will assist you in connecting with your students. Discuss pertinent community information with your support provider then answer and record the questions below.

Community Name:
Pertinent Community Info/Community Summary (i.e. ethnicity, socio-economic, rural, urban, nearby stores, parks, etc.)
Conversation Point (With your Support Provider, discuss the prompts below. A written response is required for any 3 questions of your choice.)
Where are the local community services (police station, fire station and hospital) located? What is the procedure for contacting them in an emergency?
What community resources (libraries, tutoring, recreation programs, and parks) are available to support my students?
What community services are offered regarding safety, health, and well-being (medical and counseling services, etc.)?
How does my student and school population compare to the community's makeup?
In what ways does the school's geographic location influence student safety, health, and well-being?
How do I ensure that my classroom is a safe place for all student populations?
How might the community influence student learning?

Assessment of Teaching and Learning Year 1



Assessment of Teaching and Learning
 Provides opportunities to consider prior knowledge and skills acquired in teacher preparation while assessing their teaching practice for strengths and areas for growth.



Assessment of Teaching and Learning

- Teacher Preparation & Induction alignment Chart (B-1)
- Induction Program Standard Comparison Chart (B-2)
- K-W-O Chart (B-3)
- Classroom Observation (B-5)
- Post-Observation Reflection(B-6)
- Continuum of Teaching Practice (E-1)
- Self-Assessment of CSTP (E-2)
- Self-Assessment Induction Program Standards (E-3, E-4, E-5, E-6)



Assessment of Teaching and Learning Year 1



Teacher Preparation to Induction Conversation

- Connecting through alignment
- Teacher preparation artifacts



Initial Classroom Observation

- K-W-O Chart informs focus of observation
- Gather evidence of CSTP and Induction Program Standards
- Post-Observation Reflection

Closure Conversation

- Identify areas for growth and exploration



Self-Assessment of Teaching Practice

- Continuum of Teaching Practice for CSTP
- Induction Program Standards
 - Pedagogy
 - Universal Access: Equity
 - Universal Access: Teaching English Learners
 - Universal Access: Teaching Special Populations



Assessment of Teaching and Learning Module Guide/Record of FACT Completion

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during a classroom observation, to assess their teaching practice and identify strengths and areas for growth. This information is used in subsequent inquiries into their teaching practice. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their first Individual Induction Plan (IIP) and meet their professional growth goals.

Directions: With your Support Provider, complete the documents listed below.

Support Provider: When document/activity is complete, date and provide initials, print hard copy, secure signatures, scan and email to Participating Teacher.

Participating Teacher: Upload signed and completed document to E-Portfolio.

Step 1	Teacher Preparation and Induction Conversation Connecting prior experience to Induction		
	Document/Activity	Date Completed	SP Initial
	B-1: Teacher Preparation and Induction Chart <ul style="list-style-type: none"> • Review the chart with your support provider • Compare /contrast the standards, expectations, and processes of teacher preparation with Induction. • Share artifacts from your teacher preparation experience (e.g., TPA work, portfolio, and student teaching documents). • Discuss which TPE have had the greatest impact on your teaching 		
	B-2: Comparison of University Preparation Standards & BTSA Induction Program Standards <ul style="list-style-type: none"> • Review the chart with your support provider • Compare /contrast the standards, expectations, and processes of teacher preparation with Induction. 		
Step 2	Initial Classroom Observation Gathering evidence of current classroom application of standards		
	B-3: K-W-O Chart <ul style="list-style-type: none"> • Complete chart prior to meeting with SP • Have pre-conference with SP, share completed chart. 		
	B-4: California Standards for the Teaching Profession (B-4) <ul style="list-style-type: none"> • Review the CSTP Chart (B-4) and discuss the standards. • Go to the CSTP link in the Resources section of the FCOE-BTSA website. Review and discuss the Standards. 		
	B-5: Initial Classroom Observation <ul style="list-style-type: none"> • 2 pages completed by SP when observing PT • Record evidence of CSTPs (using B-4 for reference) • Keep in mind the PT's completed K-W-O Chart 		
	B-6: Post-Observation Reflection <ul style="list-style-type: none"> • SP and PT debrief the lesson within 2 days following observation • PT to complete B-6 during meeting • PT reflects on the lesson, SP shares key evidence gathered during lesson, PT discusses insights gained. 		

**Step 3****Assessment Completion**
Determining the level of practice related to the standard

E-1: Review Continuum of Teaching Practice <ul style="list-style-type: none">• Located in Assessment Toolbox• Read the descriptors for each level on the Continuum of Teaching Practice (Emerging, Exploring, Applying, Integrating, Innovating)		
E-2: Self-Assessment of CSTPs <ul style="list-style-type: none">• Using the Continuum of Teaching Practice, mark each element on the Self-Assessment, using the appropriate evidence code(s), located at the bottom of the assessment. If there is no evidence, leave the column blank. (All elements need to be addressed over entire BTSA experience)• Mark in Initial Self-Assessment box		
E-3: Self-Assessment of Pedagogy <ul style="list-style-type: none">• Answer the reflection planning prompts• Answer in Initial Self-Assessment box -100 word minimum• Date your answers		
E-4: Self-Assessment of Universal Access *Equity for all Students <ul style="list-style-type: none">• Answer the reflection planning prompts• Answer in Initial Self-Assessment box -100 word minimum• Date your answers		
E-5: Self-Assessment of Universal Access *Teaching English Learners <ul style="list-style-type: none">• Answer the reflection planning prompts• Answer in Initial Self-Assessment box -100 word minimum• Date your answers		
E-6: Self-Assessment of Universal Access *Teaching Special Populations <ul style="list-style-type: none">• Answer the reflection planning prompts• Answer in Initial Self-Assessment box -100 word minimum• Date your answers		

The PT and SP have worked collaboratively to connect prior experience to induction, gather evidence on classroom application of standards, and determine the level of practice related to the standard. This document also serves as a Record of FACT Completion. The Assessment of Teaching and Learning Module is now complete.

Participating Teacher Signature Module Completion Date

Support Provider Signature Module Completion Date

B-1 TEACHER PREPARATION & INDUCTION ALIGNMENT CHART

Induction

Teacher Preparation

<p>Teacher Preparation Standard 5: Equity, Diversity, and Access to the Core Curriculum</p> <p>Teacher Preparation Standard 8: Pedagogical Preparation for Subject-Specific Content</p> <p>Teacher Preparation Standard 9: Using Computer-Based Technology in the Classroom</p> <p>Teacher Preparation Standard 10: Learning to Create a Supportive, Healthy Environment for Student Learning</p> <p>Teacher Preparation Standard 13: Preparation to Teach English Learners</p> <p>Teacher Preparation Standard 14: Preparation to Teach Special Populations in the General Education Classroom</p>	<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p>	<p>Domain A: Making Subject Matter Comprehensible to Students</p>
	<p>TPE 2: Monitoring Student Learning During Instruction</p>	
	<p>TPE 3: Interpretation and Use of Assessment</p>	<p>Domain B: Assessing Student Learning</p>
	<p>TPE 4: Making Content Accessible</p>	
	<p>TPE 5: Student Engagement</p>	<p>Domain C: Engaging and Supporting Students in Learning</p>
	<p>TPE 6: Developmentally Appropriate Teaching Practices</p>	
	<p>TPE 7: Teaching English Learners</p>	<p>Domain D: Planning Instruction and Designing Learning Experiences for Students</p>
	<p>TPE 8: Learning about Students</p>	
	<p>TPE 9: Instructional Planning</p>	<p>Domain E: Creating and Maintaining Effective Environments for Student Learning</p>
	<p>TPE 10: Instructional Time</p>	
	<p>TPE 11: Social Environment</p>	<p>Domain F: Developing as a Professional Educator</p>
	<p>TPE 12: Professional, Legal, and Ethical Obligations</p>	
	<p>TPE 13: Professional Growth</p>	

Teaching Performance Assessment

<p>CSTP 1 Engaging and Supporting All Students in Learning</p>	<p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using variety of instructional strategies/resources/technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>
<p>CSTP 2 Creating and Maintaining Effective Environments for Students</p>	<p>2.1 Promoting social development/responsibility within a caring community where each student is treated fairly/respectfully</p> <p>2.2 Creating physical/virtual learning environments that promote student learning/reflect diversity/encourage constructive/productive interactions among students</p> <p>2.3 Establishing & maintaining learning environments that are physically, intellectually, & emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations & appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures/norms/supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>
<p>CSTP 3 Understanding and organizing Subject Matter for Student Learning</p>	<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content</p> <p>3.3 Organizing curriculum to facilitate students' understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using/adapting resources/technologies/standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>
<p>CSTP 4 Planning Instruction and Designing Learning Experiences for All Students</p>	<p>4.1 Using knowledge of students' academic readiness/language proficiency/cultural background/individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p>CSTP 5 Assessing Students for Learning</p>	<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan/differentiate/modify instruction</p> <p>5.5 Involving all students in self-assessment, goal-setting and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>
<p>CSTP 6 Developing as a Professional Educator</p>	<p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth/development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>

Induction Program Standard 5: Pedagogy

- Core Curriculum and Assessment
- Creating a Healthy Learning Environment
- Using Technology to Improve Student Learning

Induction Program Standard 6: Universal Access — Equity for All Students

- 6: Supporting Equity and Minimizing Bias for all Students
- 6a: Teaching English Learners
- 6b: Teaching Special Populations

Comparison of University Teacher Preparation Standards and BTSA Induction Program Standards (B-2)

With your support Provider, review, compare, and discuss the standards below.

The information gained from the conversation will be considered when completing CSTP Self-Assessment (E-2).

PEDAGOGY

University Teacher Preparation Standards	BTSA Induction Program Standards
<p>Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates (TPS 8)</p> <p>In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS Candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skill that comprise the subject specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state –adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.</p>	<p>Pedagogy (IPS 5)</p> <p>Participating teachers grow and improve in their ability to reflect upon and apply the <i>California Standards for the Teaching Profession</i> and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.</p> <p>Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).</p>
<p>Preparation for Learning to Create a Supportive and Healthy Environment for Student Learning (TPS 10)</p> <p>The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social well-being. Candidates learn about the effect of student health and safety. They learn and apply skills communicating and working constructively with students, their families, and community members. They understand when and how to access site-based and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services. In order to provide integrated support to meet the individual needs of each student.</p>	<p>To maximize learning, participating teachers create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.</p>
<p>Use of Technology in the Classroom (TPS 9)</p> <p>Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Each candidate is able to select and evaluate a wide array of technologies for effective use in relating to the state-adopted academic curriculum.</p>	<p>Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.</p>

Comparison of University Teacher Preparation Standards and BTSA Induction Program Standards (B-2)

With your support Provider, review, compare, and discuss the standards below.

The information gained from this conversation will be considered when completing CSTP Self-Assessment (E-2)

ENGLISH LEARNERS

University Teacher Preparation Standards	BTSA Induction Program Standards
<p>Equity, Diversity, and Access to the Core Curriculum (TPS 5) In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access to the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning are shaped, informed, and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by education Code Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.</p>	<p>Universal Access (IPS 6) Equity for All Students To ensure the protections provided under California Education Code, participating teachers design and implement equitable learning opportunities in safe and inclusive environments that maximize academic achievement for students from a variety of ethnic, socio-economic, cultural, academic, and linguistic backgrounds; students regardless of gender and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.</p> <p>When planning and delivering instruction, participating teachers examine and work to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.</p> <p>Participating teachers collaborate and communicate with students, colleagues, resource personnel, and families and utilize school, district, and/or community resources including technology-related tools to maximize the full range of learners' equitable access to meet or exceed the State-adopted, academic content standards.</p>
<p>Preparation to Teach English Learners (TPS 13) In the professional teacher preparation program, all candidates have multiple systematic opportunities to acquire the knowledge, skills, and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect student's language acquisition.</p>	<p>Universal Access (IPS 6) Teaching English Learners To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.</p> <p>Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.</p> <p>Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.</p>

Comparison of University Teacher Preparation Standards and BTSA Induction Program Standards (B-2)

With your support Provider, review, compare, and discuss the standards below.

The information gained from this conversation will be considered when completing CSTP Self-Assessment (E-2).

TEACHING SPECIAL POPULATIONS

University Teacher Preparation Standards	BTSA Induction Program Standards
<p>Preparation to Teach Special Populations (TPS 14) In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p>	<p>Universal Access (IPS 6) b) Teaching Special Populations To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic behavioral and social needs.</p> <p>Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.</p> <p>Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).</p>

K-W-O Chart (B-3)

DIRECTIONS: Determine a specific area of focus for the support provider's observation of your classroom. Reflect on current practice and indicate:

1. What I **know** about my classroom practice
2. What I **want** to know about my classroom practice
3. What I would like my support provider to **observe**

K-W-O Chart	
What I know about my classroom practice.(50 word minimum) (e.g., I create an environment of respect; students understand the routines and procedures in my class, etc.)	
What I want to know about my classroom practice. (50 word minimum) (e.g., Effective strategies to differentiate instruction to meet the needs of my EL students, etc.)	
What I would like my support provider to observe. (50 word minimum) (e.g., Evidence of how I check for understanding; how my lesson design meets the needs of my EL students, etc.)	

California Standards for the Teaching Profession (B-4)

STANDARD ONE:	STANDARD TWO:
<p style="text-align: center;">ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p>	<p style="text-align: center;">CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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:
<p style="text-align: center;">UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p>	<p style="text-align: center;">PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 FIVE:	STANDARD SIX:
<p style="text-align: center;">ASSESSING STUDENTS FOR LEARNING</p>	<p style="text-align: center;">DEVELOPING AS A PROFESSIONAL EDUCATOR</p>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

SP Name:		
Date:		
Lesson Time:	Start:	End:

**To be completed by SP during Observation of PT
Initial Classroom Observation (B-5)**

Collection of Evidence: CSTP

CSTP 1: Engaging and Supporting All Students in Learning

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

CSTP 5: Assessing Students for Learning

CSTP 6: Developing as a Professional Educator

SP Name:	
Date:	

To be completed by SP during Observation of PT

Initial Classroom Observation (B-5)

Collection of Evidence: Induction Program Standards (IPS)

IPS 5: Pedagogy

IPS 6: Universal Access: Equity for all Students

IPS 6a: Universal Access: Teaching English Learners

IPS 6b: Universal Access: Teaching Special Populations

SP Name:	
Date:	

Post-Observation Reflection (B-6)

DIRECTIONS: With your support provider, use evidence from the observation to capture key insights about your teaching.

Post-Observation Key Insights:

Participating teacher reflection: (100 word minimum)

Key evidence shared after observation: (100 word minimum)

Insights: (100 word minimum)

Assessment of Teaching and Learning Year 2

Assessment of Teaching and Learning Module Guide/Record of FACT Completion Year 2

In the Assessment of Teaching and Learning Module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered during classroom observations, to assess their teaching practice and identify strengths and areas for growth. This information is used in subsequent inquiries into their teaching practice. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their second Individual Induction Plan (IIP) and meet their professional growth goals.

Directions: With your Support Provider, complete the documents listed below.

Support Provider: When document/activity is complete, date and provide initials, print hard copy, secure signatures, scan and email to Participating Teacher.

Participating Teacher: Upload signed and completed document to E-Portfolio.

Step 1	Classroom Observation # 1 Gathering evidence through observation of classroom application of standards		
	Document/Activity	Date Completed	SP Initial
	B-3: Pre-Observation Conference #1 <ul style="list-style-type: none"> Discuss Conversation Points with Teacher #1 Complete reflection based on conversation 		
	B-5: Classroom Observation #1 <ul style="list-style-type: none"> 2 pages completed by PT when observing Teacher #1 Record evidence of CSTPs (using B-4 for reference) 		
	B-6: Post-Observation Reflection #1 <ul style="list-style-type: none"> SP and PT debrief the lesson within 2 days following observation PT to complete B-6 during meeting PT reflects on the lesson, shares key evidence gathered during lesson and discusses insights gained. 		
Step 2	Classroom Observation # 2 Gathering evidence through observation of classroom application of standards		
	B-3: Pre-Observation Conference #2 <ul style="list-style-type: none"> Discuss Conversation Points with Teacher #2 Complete reflection based on conversation 		
	B-5: Classroom Observation #2 <ul style="list-style-type: none"> 2 pages completed by PT when observing Teacher #2 Record evidence of CSTPs (using B-4 for reference) 		
	B-6: Post-Observation Reflection #2 <ul style="list-style-type: none"> SP and PT debrief the lesson within 2 days following observation PT to complete B-6 during meeting PT reflects on the lesson, shares key evidence gathered during lesson, and discusses insights gained 		
Step 3	Classroom Observation # 3 Gathering evidence through observation of classroom application of standards		
	B-3: Pre-Observation Conference #3 <ul style="list-style-type: none"> Discuss Conversation Points with Teacher #3 Complete reflection based on conversation 		

<p>B-5: Classroom Observation #3</p> <ul style="list-style-type: none"> • 2 pages completed by PT when observing Teacher #3 • Record evidence of CSTPs (using B-4 for reference) 		
<p>B-6: Post-Observation Reflection #3</p> <ul style="list-style-type: none"> • SP and PT debrief the lesson within 2 days following observation • PT to complete B-6 during meeting • PT reflects on the lesson, shares key evidence gathered during lesson, and discusses insights gained 		

The PT and SP have worked collaboratively to connect prior experience to induction, gather evidence on classroom application of standards, and determine the level of practice related to the standard. This document also serves as a Record of FACT Completion. The Assessment of Teaching and Learning Module is now complete.

Participating Teacher Signature Module Completion Date

Support Provider Signature Module Completion Date

Teacher #	Name	
	Subject	
	Date:	

Pre-Observation Conference (B-3)

DIRECTIONS: During the Pre-Observation Conference discuss the follow key questions with the teacher to be observed. Summarize key insights and findings in the reflection box below.

Conversation Point (discuss the following prompts with teacher to be observed)

1. What do you want students to know and be able to do?
2. How will you know what they know?
3. How will you respond if they don't know?
4. What will you do if they already know it?

Pre-Observation Reflection

What insights did I gain from my conversation with the teacher to be observed? How can I apply these ideas to my classroom? (100 word minimum)

California Standards for the Teaching Profession (B-4)

STANDARD ONE:	STANDARD TWO:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
2.1 Using knowledge of students to engage them in learning 2.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 2.3 Connecting subject matter to meaningful, real-life contexts 2.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 2.5 Promoting critical thinking through inquiry, problem solving, and reflection 2.6 Monitoring student learning and adjusting instruction while teaching	2.8 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.9 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.10 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.11 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.12 Developing, communicating, and maintaining high standards for individual and group behavior 2.13 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.14 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
4.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 4.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 4.3 Organizing curriculum to facilitate student understanding of the subject matter 4.4 Utilizing instructional strategies that are appropriate to the subject matter 4.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 4.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	5.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 5.2 Establishing and articulating goals for student learning 5.3 Developing and sequencing long-term and short-term instructional plans to support student learning 5.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 5.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
STANDARD FIVE:	STANDARD SIX:
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
6.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 6.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 6.3 Reviewing data, both individually and with colleagues, to monitor student learning 6.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 6.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.7 Using available technologies to assist in assessment, analysis, and communication of student learning 6.7 Using assessment information to share timely and comprehensible feedback with students and their families	7.1 Reflecting on teaching practice in support of student learning 7.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 7.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 7.4 Working with families to support student learning 7.5 Engaging local communities in support of the instructional program 7.6 Managing professional responsibilities to maintain motivation and commitment to all students 7.7 Demonstrating professional responsibility, integrity, and ethical conduct

Lesson Date:	
Lesson Time:	Start: End:

To be completed by PT during Observation of Teacher #
Classroom Observation (B-5)

Collection of Evidence: CSTP

CSTP 1: Engaging and Supporting All Students in Learning

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

CSTP 5: Assessing Students for Learning

CSTP 6: Developing as a Professional Educator

Lesson Date:	
Lesson Time:	Start: End:

To be completed by PT during Observation of Teacher #

Classroom Observation (B-5)

Collection of Evidence: Induction Program Standards (IPS)

IPS 5: Pedagogy

IPS 6: Universal Access: Equity for all Students

IPS 6a: Universal Access: Teaching English Learners

IPS 6b: Universal Access: Teaching Special Populations

Date:	
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To be completed by PT after Observation of Teacher #
Post-Observation Reflection (B-6)

DIRECTIONS: With your support provider, use evidence from the observation to capture key insights about the observation and your teaching.

Post-Observation Key Insights:

What did I see and learn from observing this lesson? (Share reflection and key evidence)
(100 word minimum)

How will this improve my teaching? How will I apply this to my classroom practice?
(150 word minimum)

Inquiry into Teaching and Learning



Inquiry into Teaching and Learning

An inquiry-based formative assessment system guides and informs participating teachers about their own professional growth. The purpose is to improve teaching, as measured by each standard of the California Standards for the Teaching Profession.

Participating Teachers explore an area of teaching practice with a support provider. The Inquiry into Teaching and Learning module calls for collaboration with colleagues, developing and implementing an action plan, reflecting on collected evidence, then applying new learning to future practice.

Inquiry into Teaching and Learning

1. Individual Induction Plan (C-1)
2. Essential Components for Instruction (C-2)
3. Entry-Level Assessment Resource (C-3)
4. Focus Student Selection (C-4)
5. Lesson Plan Template for Observation (C-5)
6. Inquiry Observation Record (C-6)
7. Analysis of Student Work (C-7)
8. Summative Assessment (C-8)
9. Self-Assessment of CSTP (E-2)
10. Self-Assessment of Induction Program Standards (E-3, E-4, E-5, E-6)

Inquiry into Teaching and Learning

Reflection and Application

- Self Assessment on CSTP
- Self Assessment on Pedagogy and Universal Access Standards
- Reflect on results
- Determine how new learning will be applied to future practice

Summative Assessment

- Analyze and reflect on student performance for lesson series

Observation

- Design selected Lesson Plan and hold pre-conference
- Observation by Support Provider
- Post Observation and Analysis of Student Work

Determine the Focus of the Inquiry

- Determine the area(s) of focus
- Develop a focus questions
- Determine CSTP Elements
- Anticipated measurable outcomes

Developing the Action Plan

- Describe research/resources
- Describe implementation of action plan and measurable outcomes

Preparing for Instruction

- Determine Essential Components for Instruction
- Conduct an Entry Level Assessment
- Select Focus Students

Inquiry into Teaching and Learning

Module Guide/Record of FACT Completion

An inquiry-based system guides and informs participating teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider, participating teachers assess their practice with a set of specific criteria. They gather information, collaborate with (and/or observe) a colleague, develop an action plan, implement the action plan, reflect on collected evidence and apply new learning to future practice. The results of this process are used by participating teachers and support providers to explore the impact of instruction on student achievement while guiding the participating teacher's future professional development.

Directions: With your Support Provider, complete the documents listed below.

Support Provider: When document/activity is complete, date and provide initials, print hard copy, secure signatures, scan and email to Participating Teacher.

Participating Teacher: Upload signed and completed document to E-Portfolio.

Step 1	Determine the Focus of the Inquiry Determining what I need to know and be able to do		
Document/Activity	Date Completed	SP Initial	
C-1: Individual Induction Plan (Cells 1-4) <i>Description/Details for each cell provided below</i>			
<u>Cell 1 Determine area of Focus</u> <ul style="list-style-type: none"> With your support provider, review evidence collected such as self-assessments, classroom observation(s), etc., to determine an area of focus Sample areas of focus would be assessment, classroom management, equity/diversity, English Learners, etc. Keep in mind school/district goals and priorities when determining focus 	<u>Cell 2 Develop Focus Question</u> <ul style="list-style-type: none"> Develop a focus question based on area of focus Teachers may use the reflective questions in the CSTP booklet Question must be open ended that leads to an in- depth study of teaching practice Avoid "yes" or "no" questions 		
<u>Cell 3 CSTP elements addressed</u> <ul style="list-style-type: none"> After writing focus question, identify all CSTP elements that are relevant to the focus question 	<u>Cell 4 Measurable Outcomes</u> <ul style="list-style-type: none"> Considering the focus question to be researched and potential changes in classroom practice, what are the anticipated, measureable outcomes? 		
Step 2	Developing the Action Plan Examining research related to my focus question and applying new learning in my classroom		
Document/Activity	Date Completed	SP Initial	
C-1: Individual Induction Plan (Cells 5-8) <i>Description/Details for each cell provided below.</i> <i>Cells 5-8 are updated throughout inquiry process.</i>			
<u>Cell 5 Date of Research</u> <ul style="list-style-type: none"> Record dates for each action taken to support the focus question 	<u>Cell 6 Research</u> (Minimum of 4, must have variety) <ul style="list-style-type: none"> Describe resources such as: <ul style="list-style-type: none"> Talk with colleague(s) Observe professional colleague(s) Read research related to the focus question Attend workshops/courses Explore Internet resources Observation by a support provider 		
<u>Cell 7 Application</u> <ul style="list-style-type: none"> Describe how research/new knowledge was implemented in your classroom. Describe any modifications you made for your own classroom environment 	<u>Cell 8 Measurable Results</u> <ul style="list-style-type: none"> After implementation in the classroom, describe evidence of the measurable impact on student achievement and impact on my teaching. 		

Step 3**Preparing for Instruction**

What do you want students to know and be able to do? How will you know what they know? How will you respond if they don't know? What will you do if they already know it?

Document/Activity	Date Completed	SP Initial
C-2: Essential Components for Instruction <ul style="list-style-type: none"> Ensure boxes 1-14 are completely answered to ensure all components of lesson have been considered 		
C-3: Entry Level Assessment (Part 1 and 2) <ul style="list-style-type: none"> Administer your entry level assessment (pre-test) Record results on part 1, reflect on part 2 Discuss Conversation Points with SP Attach a blank copy of the Entry Level Assessment. 		
C-4: Focus Student Selection <ul style="list-style-type: none"> Identify three focus students representing range of instructional needs in your classroom Focus Students include <ul style="list-style-type: none"> 1 English Learner 1 Special Populations 1 Choice Student Collect and attach Entry Level Assessment from 3 focus students 		

Step 4**Observation
Collecting Evidence**

Document/Activity	Date Completed	SP Initial
C-5: Lesson Plan for Observation (for OB #1) <ul style="list-style-type: none"> Determine when SP will observe 2nd lesson Complete lesson plan Discuss Conversation Points with SP 		
Pre-Conference (for OB #1) <ul style="list-style-type: none"> Meet with SP and review the following <ul style="list-style-type: none"> C-2 (Essential Components for Instruction) C-4 (Focus Student Selection) C-5 (Lesson Plan) 		
C-6: Inquiry Observation Record (for OB #1) <ul style="list-style-type: none"> SP completes during observation (part 1 and 2) 		
Post-Conference (for OB #1) <ul style="list-style-type: none"> Meet with SP and review the following <ul style="list-style-type: none"> Evidence collected during lesson Reflections on the lesson (What went well and what will be changed for next lesson) 		
C-7: Analysis of Student Work (for OB #1) <ul style="list-style-type: none"> Analyze student work from lesson Collect and attach student work from 3 focus students 		
C-5: Lesson Plan for Observation (for OB #2) <ul style="list-style-type: none"> Determine when SP will observe 2nd lesson Complete lesson plan Discuss Conversation Points with SP 		
C-6: Inquiry Observation Record (for OB #2) <ul style="list-style-type: none"> SP completed during observation (part 1 and 2) 		

Post-Conference (for OB #2) <ul style="list-style-type: none"> Meet with SP and review the following <ul style="list-style-type: none"> Evidence collected during lesson Reflections on the lesson (What went well and what will be changed for next lesson) 		
C-7: Analysis of Student Work (for OB #2) <ul style="list-style-type: none"> Analyze student work from lesson Collect and attach student work from 3 focus students 		
 Step 5	Summative Assessment Analyzing student work to determine next steps for instruction	
Document/Activity	Date Completed	SP Initial
C-8: Summative Assessment <ul style="list-style-type: none"> Administer your Summative Assessment (post-test) Record results on part 1, reflect on part 2 Collect and attach Summative Assessment from 3 focus students 		
 Step 6	Reflection and Application Assessing professional growth over time	
E-2: Self-Assessment of CSTP's <ul style="list-style-type: none"> Using the Continuum of Teaching Practice, mark each element on the Self-Assessment, using the appropriate evidence code(s), located at the bottom of the assessment. If there is no evidence, leave the column blank. (All elements need to be addressed over entire BTSA experience) 		
E-3: Self-Assessment of Pedagogy <ul style="list-style-type: none"> Answer the reflection planning prompts 100 word minimum Date your answers 		
E-4: Self-Assessment of Universal Access *Equity for all Students <ul style="list-style-type: none"> Answer the reflection planning prompts 100 word minimum Date your answers 		
E-5: Self-Assessment of Universal Access *Teaching English Learners <ul style="list-style-type: none"> Answer the reflection planning prompts 100 word minimum Date your answers 		
E-6: Self-Assessment of Universal Access *Teaching Special Populations <ul style="list-style-type: none"> Answer the reflection planning prompts 100 word minimum Date your answers 		
C-1: Individual Induction Plan (Cells 9-10) <i>Description/Details for each cell provided below.</i>		
Cell 9 Reflection <ul style="list-style-type: none"> 100 word minimum Discuss specific evidence that impacted instructional/classroom practices and student achievement Share learning about student development, academic content, and yourself as a teacher Cell 10 Application <ul style="list-style-type: none"> 100 word minimum Describe how new learning will be applied to future practice. 		

The PT and SP have worked collaboratively to develop an action plan, implement the action plan, reflect on collected evidence and apply new learning to future practice. This document also serves as a Record of FACT Completion. The Inquiry into Teaching and Learning Module is now complete.

Participating Teacher Signature Module Completion Date

Support Provider Signature Module CompletionDate

IIP#:	
Date:	

Individual Induction Plan (C-1)

Participating Teacher:	Support Provider:	District/School:	Grade/Content:
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FOCUS OF THE INQUIRY: Determining what I need to know and be able to do				
PLAN	1. Based on findings from self-assessments, determine area(s) of focus.	2. Develop a focus question for this inquiry.		PLAN
	3. Which <i>CSTP</i> element(s) will be addressed?	4. What are the anticipated measurable outcomes for student learning?		

ACTION PLAN: Examining research related to my focus question and applying new learning in my classroom				PLAN/TEACH
5. Date of research	6. Research: <i>Describe resources used (e.g., talked to colleague. researched on-line. other)</i>	7. Application: <i>Implementation of new knowledge</i>	8. Measurable Results: <i>Impact on teaching/student achievement</i>	

REFLECTION/APPLICATION		REFLECT
REFLECT	9. a. As a result of the inquiry process, what was the impact on instructional/classroom practices and student achievement? (list specific evidence) (100 word minimum) b. Share your learning about student development, instructional practice, academic content, and/or yourself as a teacher.	
APPLY	10. Describe how you will apply new learning to future practice. (100 word minimum)	APPLY

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded throughout the formative assessment system.

Essential Components for Instruction (C-2)

DIRECTIONS: With your support provider, discuss and record information to ensure all essential components for instruction are considered when designing your lesson series.

Participating Teacher:	Support Provider:
Content Area: Grade/Period:	Beginning Date: Ending Date: Anticipated number of lessons in series:
1. Copy the academic content standard being addressed.	2. What are the learning objectives?
How will students be helped to connect the content to real life applications?	How will the learning goals be communicated to the students? Families?
3. Describe the entry-level assessment that will be used to measure the learning objective in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the entry-level assessment?	
4. Describe the summative assessment that will be used to measure the learning in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the summative assessment?	
5. Based on the entry-level assessment, what knowledge/vocabulary/skills are needed to ensure student learning during this lesson series?	6. Based on the entry-level assessment results, what progress-monitoring assessments will be used during this lesson series?

Essential Components for Instruction (C-2) continued

7. How might key understandings from the Action Plan (IIP, Cells 5-8) be applied to this lesson series?	8. What materials will be needed for this lesson series?
9. How will students use technology to advance their learning? What technology will be used to enhance instruction?	10. To ensure student engagement, what needs should be considered for the classroom environment?
11. What instructional strategies will be used in this lesson series? How might these strategies promote student learning?	
12. What accommodations or modifications are required during this lesson series for students on an IEP, 504 or other learning plan? (Consider students in addition to your focus students)	13. In order for students to be successful, what English language development (ELD) proficiency level data or which ELD standards must be considered?
14. Other considerations:	

Entry-Level Assessment Reflection (C -3) Part 2

DIRECTIONS: Reflect on the entry-level assessment, discuss the results with your support provider, and respond to the questions below.

1. Before instruction begins, what do the assessment results tell you about what your students understand and are able to do? What do you think are some possible factors to consider, for students who achieve at each of these levels?	
Below Grade Level	Far Below Basic:
	Below Basic:
	Basic:
At Grade Level	Proficient:
Above Grade	Advanced:
2. How will you provide interventions during the series of lessons for the students who have not demonstrated grade level proficiency or are basic, below, or far below basic? What additional support may be needed?	
3. How will you differentiate the series of lessons for the students who have demonstrated grade level proficiency or are advanced?	
Conversation Topics(with your support provider, discuss the prompts below):	
<ul style="list-style-type: none"> What assessment information is available to me to aid my instructional planning for all students? How do I assess English Learners to ensure they have access to the core curriculum? How do I use the information from assessments to plan instruction to ensure all students gain mastery of curriculum and content standards? How do I analyze assessment information to plan instruction so that all students gain mastery of curricular standards? 	

Date:

Focus Student Selection (C-4)

DIRECTIONS: For this lesson series, use the entry-level assessment data to select students representing the range of abilities in your class. Identify three focus students for each inquiry: **Attach copies of the entry-level assessment responses for your three focus students.**

- Focus student 1: English Learner
- Focus student 2: Special Population
- Focus student 3: Teacher's Choice

In the boxes below, record first names (last initial if necessary) of selected students.

Must Include Aligned CA State Testing Levels	Below Grade Level		At Grade Level	Above Grade Level
	Far Below Basic	Below Basic or Basic	Proficient	Advanced
Focus Student 1: English Learner				
<i>Alternate:</i>				
Focus Student 2: Special Populations				
<i>Alternate:</i>				
Focus Student 3: Choice				
<i>Alternate:</i>				

Describe instructional or behavioral considerations for each focus student. Additional considerations may include work habits, interpersonal skills, academic ability, personal interests, etc. (additional support/resources must be listed for each focus student)

Focus Student 1: English Learner	
What support/resources (e.g., EL coach, translation materials, primary language textbook, etc.) do you anticipate this student will need?	

Focus Student 2: Special Populations	
What support/resources (e.g., Paraprofessional, designated instructional support, adaptive technologies, etc.) do you anticipate this student will need?	

Focus Student 3: Choice	
What support/resources (Entry-Level Assessment (C-3), School and District Resources (A-3), etc.) do you anticipate this student will need?	

Date:

Lesson Plan for Observation #1 (C-5)

DIRECTIONS: For the support provider's observation of a lesson, use this template or a district-aligned lesson plan template. **Collect the graded work from the three focus students to attach to the Analysis of Student Work (C-7).**

I DO	Date of lesson:	State-adopted academic content standard(s):
	Time Allocation:	Lesson # of in the series of lessons
I DO	Introduction:	
	Direct Instruction:	
	Modeled Instruction:	
WE DO	Guided Practice/Checking for Understanding:	
THEY DO	Independent Practice:	
	Differentiated Instruction for Focus Students:	
Conversation Topics: (With your support provider, discuss the prompts below)		
<ul style="list-style-type: none"> How will I use ELD standards to support English language development? How do I use the electronic learning resources to support instruction and to connect to the standards? What support do I need to increase my understanding of and assist EL students in their learning of the curriculum and content standards? How am I using and adapting lessons to develop students' informational literacy and problem-solving skills? 		

Date:

To be Completed by SP During Observation of PT

Inquiry Observation Record - Observation #1 (C-6)

DIRECTIONS: Support providers gather evidence related to the focus question, selected CSTP, state-adopted academic content standard(s), and embedded Induction Program Standard(s).

Participating Teacher:		Date:	
Support Provider:		State-adopted Academic Content Standard(s):	

Focus Question:	Time Observation Begins:	Time Observation Ends:
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Observation Data:

Check the box(s) indicating each **CSTP** observed during the lesson.

<input type="checkbox"/> Engaging and Supporting All Students in Learning (1)	<input type="checkbox"/> Planning Instruction and Designing Learning Experiences for All Students (4)
<input type="checkbox"/> Creating and Maintaining Effective Environments for Student Learning (2)	<input type="checkbox"/> Assessing Students for Learning (5)
<input type="checkbox"/> Understanding and Organizing Subject Matter for Student Learning (3)	<input type="checkbox"/> Developing as a Professional Educator (6)

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded with observation of the California Standards for the Teaching Profession (CSTP).

To be Completed by SP During Observation of PT
Inquiry Observation Record- Observation #1 (Focus Students) (C-6)

DIRECTIONS: Support providers gather information related to focus student participation, behavior, and differentiation of instruction. (Response required for each focus student.)

Focus Student 1 - English Learner:

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Focus Student 2 - Special Populations:

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Focus Student 3 - Choice:

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Lesson Plan for Observation #2 (C-5)

DIRECTIONS: For the support provider's observation of a lesson, use this template or a district-aligned lesson plan template. **Collect the graded work from the three focus students to attach to the Analysis of Student Work (C-7).**

	Date of lesson:	State-adopted academic content standard(s):
I DO	Time Allocation:	Lesson # of in the series of lessons
		Introduction:
		Direct Instruction:
		Modeled Instruction:
WE DO		Guided Practice/Checking for Understanding:
THEY DO		Independent Practice:
		Differentiated Instruction for Focus Students:
Conversation Topics: (With your support provider, discuss the prompts below)		
<ul style="list-style-type: none"> How will I use ELD standards to support English language development? How do I use the electronic learning resources to support instruction and to connect to the standards? What support do I need to increase my understanding of and assist EL students in their learning of the curriculum and content standards? How am I using and adapting lessons to develop students' informational literacy and problem-solving skills? 		

Date:

To be Completed by SP During Observation of PT
Inquiry Observation Record - Observation #2 (C-6)

DIRECTIONS: Support providers gather evidence related to the focus question, selected CSTP, state-adopted academic content standard(s), and embedded Induction Program Standard(s).

Participating Teacher:		Date:	
Support Provider:		State-adopted Academic Content Standard(s):	

Focus Question:	Time Observation Begins:	Time Observation Ends:
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Observation Data:

Check the box(s) indicating each **CSTP** observed during the lesson.

<input type="checkbox"/> Engaging and Supporting All Students in Learning (1)	<input type="checkbox"/> Planning Instruction and Designing Learning Experiences for All Students (4)
<input type="checkbox"/> Creating and Maintaining Effective Environments for Student Learning (2)	<input type="checkbox"/> Assessing Students for Learning (5)
<input type="checkbox"/> Understanding and Organizing Subject Matter for Student Learning (3)	<input type="checkbox"/> Developing as a Professional Educator (6)

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded with observation of the California Standards for the Teaching Profession (CSTP).

To be Completed by SP During Observation of PT
Inquiry Observation Record- Observation #2 (Focus Students) (C-6)

DIRECTIONS: Support providers gather information related to focus student participation, behavior, and differentiation of instruction. (Response required for each focus student)

Focus Student 1 - English Learner:

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Focus Student 2 - Special Populations:

--

Focus Student 3 - Choice:

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Analysis of Student Work - Observation #2 (C-7)

DIRECTIONS: After the lesson observation, review student work from the lesson observed (progress-monitoring assessment). Consider the state-adopted academic content standard(s) taught and learning objective(s) and describe how your students performed. **Attach copies of the three focus students' graded/scored work. Remove last names for confidentiality.**

Class:
Focus Student 1: English Learner
Focus Student 2: Special Populations
Focus Student 3: Choice

Summative Assessment Reflection (C-8) Part 2

How do I know that they learned? What will I do if they didn't...Next steps? What will I do if they did...Next steps?

DIRECTIONS: Attach copies of the summative assessment responses for your three focus students and answer the following prompts:

1. Review stated learning goals on C-2Essential Components for Instruction (Box 2) and summarize the learning outcomes. Were all goals met?
2. Reflect on C-2Essential Components for Instruction .
a. C-3 Entry Level and C-9 Summative Assessment result comparison. Discuss student progress.
b. Explain which instructional strategies listed in Box 10 were most effective.
c. Do assessment results lead you to consider other essential components on C-2? Explain.
3. Based on the summative assessment results of each of your three focus students , complete the following questions:
Focus student 1: English learner
a. What do you observe in this student's work?
b. What does the student work sample tell you about the effect of the instructional strategies you used?
c. What is the next step for this student and why?
Focus student 2: Special populations
a. What do you observe in this student's work?
b. What does the student work sample tell you about the effect of the instructional strategies you used?
c. What is the next step for this student and why?
Focus student 3: Choice
a. What do you observe in this student's work?
b. What does the student work sample tell you about the effect of the instructional strategies you used?
c. What is the next step for this student and why?
4. Based on results of the summative assessment, what additional interventions will you provide in future lessons for students who did not meet the learning goal?
5. What are the next steps for the students who exceeded the learning goal?

Summary of Teaching and Learning



Summary of Teaching and Learning

Participating teachers review the results of inquiries, consider the collection of evidence, identify teaching practices that had the greatest effect on student learning and assess the impact of the formative assessment process on teaching practice.



Summary of Teaching and Learning

Summary of Teaching and Learning

- Culminating Questions and Reflection Guide (D-1)
- Reflections on Teaching and Learning

Reflective Conversation

- Use self-assessment and evidence documents as a resource
- Discuss Culminating Questions and Reflections

Sharing Key Insights

- Prepare to share key insights based on local program design

Written Reflection

- What have you learned about yourself as a teacher?
- What have you learned about your students?
- Describe a piece of evidence that best illustrates a shift you may have made in your teaching.
- What will you investigate or focus on in the next year?

Summary of Teaching and Learning Module Guide/Record of FACT Completion

The formative assessment process provides the opportunity to systematically focus on developing as a professional educator (CSTP Standard 6) in all aspects of teaching. The Summary of Teaching and Learning Module is a holistic reflection on your teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning Modules.

This reflection captures your progress related to the California Standards for the Teaching Profession, the state-adopted academic content standards for students, and the Induction Program Standards.

Directions: With your Support Provider, complete the documents listed below.

Support Provider: When document/activity is complete, date and provide initials, print hard copy, secure signatures, scan and email to Participating Teacher.

Participating Teacher: Upload signed and completed document to E-Portfolio.

Step 1	Reflective Questions Guide Assessing professional growth over time	
Document/Activity	Date Completed	SP Initial
D-1: Culminating Questions Reflective Conversation <ul style="list-style-type: none"> • Use questions on the Culminating Questions Guide to have reflective conversation with SP • Reflect and summarize the growth made during induction experience 		
D-2: Culminating Questions Written Reflection <ul style="list-style-type: none"> • 400 word minimum • Answer questions and capture key insights from induction experience 		

The PT and SP have worked collaboratively to assess professional growth over time. This document also serves as a Record of FACT Completion. The Summary of Teaching and Learning Module is now complete.

Participating Teacher Signature Module Completion Date

Support Provider Signature Module Completion Date

Culminating Questions and Reflections Guide (D-1)

Use the following questions to guide your reflection about...

Yourself

- What were your growth goals?
- How would you measure your progress toward meeting those goals?
- How have students benefited from your reflections and the learning that took place in your inquiries?

Your students

- What did you learn about your students' needs?
- What did you learn about differentiating instruction?
- What did your student assessments tell you about your teaching?
- When you made changes in your teaching, what were your expected student outcomes?
- In what ways did you impact student success?
- How did your students progress, compared to what you expected?

Evidence

- Reflect on evidence collected during the three previous modules (Context for Teaching and Learning, and Inquiry into Teaching and Learning, and Assessment of Teaching and Learning) in the following areas:
 - Focus students
 - State-adopted academic content standards for students
 - Instructional strategies
 - Assessments
- Provide evidence of the connections between the subject matter you taught, your instructional strategies, and your assessments.
- Highlight the evidence that best illustrates a change/improvement in your teaching.

Looking Ahead

- What will you investigate or focus upon, during your next year of teaching?
- What led you to choose this area of focus?

Date:

Culminating Questions and Reflections Guide (D-2)

DIRECTIONS: Based on your work this year, use evidence to guide your thinking and prepare a written reflection. The key insights captured here may be shared during your program's culminating activity.

1. What have you learned about yourself as a teacher? (100 word minimum)	2. What have you learned about your students? (100 word minimum)
3. Describe a piece of evidence that best illustrates a shift you may have made in your teaching. (100 word minimum)	4. What will you investigate or focus on in the next year? (100 word minimum)

Reflections
on
Teaching and Learning
(Assessment Toolbox)

Reflections on Teaching and Learning (Assessment Toolbox)

Teachers' knowledge, skills, and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge our increasingly diverse student populations. Teachers, as life-long learners, must become reflective practitioners, if their expertise and capabilities are to be enriched over time.

The Reflections on Teaching and Learning (Assessment Toolbox) provides reference documents, aligned with the California Standards for the Teaching Profession, and resources to support the Standards of Quality and Effectiveness for Professional Teacher Induction Programs. These documents provide a frame for teachers to:

- Reflect on student learning and teaching practice
- Formulate professional goals to improve teaching practice
- Guide, monitor, and assess the progress of their practice toward professional goals and standards

Continuum of Teaching Practice



E-1 Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
1.1 Using knowledge of students to engage them in learning.	<p>Learns about students through data provided by the school and/or through district assessments</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>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</p> <p>Students engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction</p> <p>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.</p>
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<p>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Integrates broad knowledge of students and their communities to inform instruction</p> <p>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>
1.3 Connecting subject matter to meaningful, real-life contexts*	<p>Uses real-life connections during instruction as identified in curriculum</p> <p>Some students relate subject matter to real-life.</p>	<p>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and communities</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>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</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>

*See glossary

Black ink: What teachers should know and be able to do

Blue ink: What students should know and be able to do

E-1 Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.4</p> <p>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p>	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>
<p>1.5</p> <p>Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p>Asks questions that focus on factual knowledge and comprehension</p> <p>Some students respond to questions regarding facts and comprehension.</p>	<p>Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically</p> <p>Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.</p>	<p>Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content</p> <p>Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives</p> <p>Students pose problems and construct questions of their own to support inquiries into content.</p>	<p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems</p> <p>Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.</p>
<p>1.6</p> <p>Monitoring student learning and adjusting instruction while teaching</p>	<p>Implements lessons following curriculum guidelines</p> <p>Some students receive individual assistance during instruction.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding</p> <p>Students receive assistance individually or in small groups during instruction.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding</p> <p>Students successfully participate and stay engaged in learning activities.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p> <p>Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>

Black ink: What teachers should know and be able to do

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E-1 Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.1</p> <p>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<ul style="list-style-type: none"> Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community. <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<ul style="list-style-type: none"> Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate. <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<ul style="list-style-type: none"> 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. Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences. 	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <ul style="list-style-type: none"> Students take leadership in resolving conflict and creating a fair and respectful classroom community where students' home cultures are included and valued. Students communicate with empathy and understanding in interactions with one another.
<p>2.2</p> <p>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p>	<ul style="list-style-type: none"> 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. <p>Some students use available resources in learning environments during instruction.</p>	<ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>
<p>2.3</p> <p>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p>	<ul style="list-style-type: none"> 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. <p>Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.</p>	<ul style="list-style-type: none"> 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. <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<ul style="list-style-type: none"> 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. <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<ul style="list-style-type: none"> 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. <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p>	<p>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.</p> <ul style="list-style-type: none"> Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

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E-1 Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.4</p> <p>Creating a rigorous learning environment with high expectations and appropriate support for all students</p>	<ul style="list-style-type: none"> 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. <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<ul style="list-style-type: none"> 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. <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<ul style="list-style-type: none"> 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. <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<ul style="list-style-type: none"> 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. <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<ul style="list-style-type: none"> 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. <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>
<p>2.5</p> <p>Developing, communicating, and maintaining high standards for individual and group behavior</p>	<ul style="list-style-type: none"> Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed. <p>Students are aware of classroom rules and consequences.</p>	<ul style="list-style-type: none"> 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. <p>Students know expectations for behavior and consequences, and respond to guidance in following them.</p>	<ul style="list-style-type: none"> 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. <p>Students follow behavior expectations, accept consequences, and increase positive behaviors.</p>	<ul style="list-style-type: none"> 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. <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.</p>
<p>2.6</p> <p>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<ul style="list-style-type: none"> Establishes procedures, routines, or norms for single lessons to support student learning. Responds to disruptive behavior. <p>Students are aware of procedures, routines, and classroom norms.</p>	<ul style="list-style-type: none"> 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. <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<ul style="list-style-type: none"> Facilitates student participation in developing, monitoring, and adjusting routines and procedures focused 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. <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>
<p>2.7</p> <p>Using instructional time to optimize learning</p>	<ul style="list-style-type: none"> Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons. <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time, and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities, and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

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E-1 Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.1 Demonstrating knowledge of subject matter academic content standards*	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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Integrates knowledge of range of student 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. 	<ul style="list-style-type: none"> Utilizes comprehensive knowledge of students to guide all students to develop proficiencies and 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 provide equitable access and deep understanding of subject matter.
3.3 Organizing curriculum to facilitate student understanding of the subject matter	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.	<ul style="list-style-type: none"> 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	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 needs, 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.

*Please see Appendix 3A for Guidelines for Subject Specific Pedagogy

**Please see glossary for a more complete definition of academic language

E-1 Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<ul style="list-style-type: none"> Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. Identifies technological resources needed. 	<ul style="list-style-type: none"> Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. Explores how to make technological resources available to all students. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <u>English Learners</u>* and students with special needs to provide equitable access to the content	<ul style="list-style-type: none"> Is aware of students' primary language and English language proficiencies based on available assessment data. Provides adapted materials to help English learners access content. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Integrates knowledge of English language development and the 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. 	<ul style="list-style-type: none"> 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.
3.6 Addressing the needs of <u>English Learners and students with special needs</u>* to provide equitable access to the content	<ul style="list-style-type: none"> Has an awareness of the full range of students identified with special needs through data provided by the school. Attends required meetings with resource personnel and families. Learns about referral processes for students with special needs. 	<ul style="list-style-type: none"> Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral. 	<ul style="list-style-type: none"> Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral. 	<ul style="list-style-type: none"> Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. 	<ul style="list-style-type: none"> Guides and supports the full range of students with special needs to actively engage in the assessment and monitor their own strengths, learning needs, and achievements in accessing content. Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.

Please see the additional Standard elements are of particular importance in the effective instruction of English learners:

- Standard Element 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Standard Element 3.2: Applying knowledge of student development and proficiencies to ensure students' understanding of subject matter
- Standard Element 6.4: Working with families to support student learning

Please see the additional Standard elements are of particular importance in the effective instruction of students with special needs:

- Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.
- Standard 2 and 4 contain multiple references to differentiation, adaptation, and adjustment that are all critical supports for students with special needs.

*The full range of students with special needs includes students with IBPs, 504 Plans, and Advanced Learners.

E-1 Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<ul style="list-style-type: none"> Plans daily lessons using available curriculum and information from district and state required assessments. Is aware of the impact of bias on learning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 assumption.
4.2 Establishing and articulating goals for student learning	<p>Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.</p>	<p>Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.</p>	<p>Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs.</p>	<ul style="list-style-type: none"> 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	<p>Uses available curriculum guidelines for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.</p>	<p>Utilizes extensive knowledge of the curriculum content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>

E-1 Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. Uses assessments of students' learning and language needs to inform the planning of differentiated instruction. 	<ul style="list-style-type: none"> Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. 	<ul style="list-style-type: none"> 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	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<ul style="list-style-type: none"> Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. 	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>	<ul style="list-style-type: none"> 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.

E-1 Continuum of Teaching Practice

Standard 5: Assessing Students for Learning

Elements	Emerging	Exploring	Applying	Integrating	5 Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 from a variety of sources to inform instruction	<ul style="list-style-type: none"> • Uses data from required assessments to assess student learning. • Follows required processes for data analysis and draws conclusions about student learning. 	<ul style="list-style-type: none"> • Explores collecting additional data using supplemental assessments. • Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.</p>
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<ul style="list-style-type: none"> • Uses data from assessments provided by site and district to set learning goals for the class. • Plans instruction using available curriculum guidelines. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

E-1 Continuum of Teaching Practice

Standard 5: Assessing Students for Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
5.5 Involving all students in self-assessment, goal setting*, and monitoring progress	<ul style="list-style-type: none"> • Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. • Monitors progress using available tools for recording. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning. 	<ul style="list-style-type: none"> • Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Provides students with feedback through assessed work and required summative assessments. • Notifies families of student proficiencies, challenges, and behavior issues through school-mandated procedures. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. • Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

*Consider the inclusion of English Language Development or Academic English goals along with content goals.

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Standard 6: Developing as a Professional Educator

Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.1 Reflecting on teaching practice in support of student learning	<ul style="list-style-type: none"> Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs. 	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the <i>CSTP</i> to positively impact the full range of learners.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Develops goals connected to the <i>CSTP</i> through required processes and local protocols. Attends required professional development. 	<ul style="list-style-type: none"> Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development. 	<ul style="list-style-type: none"> Sets goals connected to the <i>CSTP</i> 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. 	<ul style="list-style-type: none"> Sets and modifies authentic goals connected to the <i>CSTP</i> 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. 	<ul style="list-style-type: none"> Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> 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	<ul style="list-style-type: none"> Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<ul style="list-style-type: none"> 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 and school events. 	<ul style="list-style-type: none"> Supports families in contributing to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school and district environment in which families take leadership to improve student learning.

E-1 Continuum of Teaching Practice

Standard 6: Developing as a Professional Educator

Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.5 Engaging local communities in support of the instructional program	<ul style="list-style-type: none"> Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons. 	<ul style="list-style-type: none"> Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons. 	<ul style="list-style-type: none"> Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction. 	<ul style="list-style-type: none"> Utilizes a broad range of neighborhood and community resources to support the instructional program, students, and families. Draws from understanding of community to improve and enrich the instructional program. 	<ul style="list-style-type: none"> 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.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<ul style="list-style-type: none"> Develops an understanding of professional responsibilities. Seeks to meet required commitments to students. 	<ul style="list-style-type: none"> Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs. 	<ul style="list-style-type: none"> Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintain belief in students' capacity for achievement. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	Exploring-Emerging-Applying			Integrating-Innovating	
	<p>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities*.</p> <p>*As follows:</p> <ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 	

E-2 Self-Assessment: CSTP Section

<p>Directions: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> which provides established criteria for each element of the California Standards for the Teaching Profession.</p> <p>After reading the CTP, use collected evidence to assess your current practice and mark the boxes with the appropriate evidence codes. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience.</p> <p>You will complete E-2 at the end of your Initial Assessment of Teaching Practice and following each Inquiry.</p>		Initial Self-Assessment Date:					End of Inquiry #1 Date:					End of Inquiry #2 Date:				
		Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating
CSTP 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, an 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															
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	2.1 Promoting social development/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															
CSTP 3 Understanding and 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 the subject- matter															
	3.4 Utilizing instructional strategies that are appropriate to 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/students with special needs to provide equitable access to the content															

Evidence codes: CFT Context for Teaching, CT Communication Tool, ECI Essential Components for Instruction, IIP Individual Induction Plan, LP Lesson Plan, O Observations, PD Professional Development, PE Prior Experience, R Reflection, SA Student Assessments, SW Student Work

E-2 Self-Assessment: *CSTP* Section

Directions: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> which provides established criteria for each element of the California Standards for the Teaching Profession. After reading the CTP, use collected evidence to assess your current practice and mark the boxes with the appropriate evidence codes. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience. You will complete E-2 at the end of your Initial Assessment of Teaching Practice and following each Inquiry.		Initial Self-Assessment Date:					End of Inquiry #1 Date:					End of Inquiry #2 Date:				
		Emerging	Exploring	Applying	Emerging	Exploring	Applying	Emerging	Exploring	Applying	Emerging	Exploring	Applying	Emerging	Exploring	Applying
CSTP 4 Planning Instruction and 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															
CSTP 5 Assessing Students for Learning	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															
CSTP 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															
	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															

Evidence codes: CFT Context for Teaching, CT Communication Tool, ECI Essential Components for Instruction, IIP Individual Induction Plan, LP Lesson Plan, OO Observations, PD Professional Development, PE Prior Experience, R Reflection, SA Student Assessments, SW Student Work, TPA Teaching Performance Assessment

Self-Assessment of Pedagogy (E-3)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Guide Conversation Guide - Pedagogy (E-3.5).

Pedagogy (IPS 5)

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction, beyond what was demonstrated for the preliminary credential. They utilize the state-adopted academic content standards for students and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions, as appropriate, based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

DIRECTIONS: Self-assessment completed for the CSTP elements provide support information for Induction Program Standard reflection. Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom. Answer the 3 Reflection Planning Prompts below.

Reflection Planning Prompts:

1. **Learning Environment-** How do I create a well-managed, safe and healthy learning environment?
2. **Assessment-** How do I use multiple measures to monitor students' progress toward meeting the state-adopted academic content standards for students?
3. **Technology-** How do I use technology to assess, plan, and deliver instruction?

Date:

Initial Self-Assessment -100 word minimum (Year 1 and ECO):

Date:

End of Inquiry #1-100 word minimum (Year 1 and ECO):

Date:

End of Inquiry #2-100 word minimum (Year 2 and ECO):

Self-Assessment of Universal Access: Equity for All Students (E-4)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Topics.

Universal Access (IPS 6)

Equity for All Students

To ensure the protections provided under California Education Code, participating teachers design and implement equitable learning opportunities in safe and inclusive environments that maximize academic achievement for students from a variety of ethnic, socio-economic, cultural, academic, and linguistic backgrounds; students regardless of gender and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and work to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.

Participating teachers collaborate and communicate with students, colleagues, resource personnel, and families and utilize school, district, and/or community resources including technology-related tools to maximize the full range of learners' equitable access to meet or exceed the State-adopted, academic content standards.

DIRECTIONS: Self-assessment completed for the CSTP elements provide support information for Induction Program Standard reflection. Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today. Answer the 3 Reflection Planning Prompts below.

Reflection Planning Prompts:

- 1. Learning Opportunities** - How do I support students from all ethnic, racial, socio-economic, cultural, academic, and linguistic backgrounds; regardless of gender, gender identity, and sexual orientation?
- 2. Teaching Practice** - How do I use culturally responsive teaching practices to overcome the effects of bias on my students?
- 3. Collaboration** - How do I communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards for students?

Date:

Initial Self-Assessment-100 word minimum (Year 1 and ECO):

Date:

End of Inquiry #1-100 word minimum (Year 1 and ECO) :

Date:

End of Inquiry #2-100 word minimum (Year 2 and ECO) :

Self-Assessment of Universal Access: Teaching English Learners (E-5)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Topics.

Universal Access (IPS 6)

a) Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

DIRECTIONS: Self-assessment completed for the CSTP elements provide support information for Induction Program Standard reflection. Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today. Answer the 3 Reflection Planning prompts below.

Reflection Planning Prompts:

1. **Assessment-** How do I use measures of English language proficiency to make instructional decisions?
2. **Instruction-** How do I support my students' development of academic language and English languagedevelopment?
3. **Differentiated Instruction** - How do I differentiate instruction based on my students' culture, levels of acculturation, proficiency in English, and/or prior schooling?

Date:

Initial Self-Assessment -100 word minimum (Year 1 and ECO):

Date:

End of Inquiry #1-100 word minimum (Year 1 and ECO) :

Date:

End of Inquiry #2-100 word minimum (Year 2 and ECO):

Self-Assessment of Universal Access: Teaching Special Populations (E-6)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Topics.

Universal Access (IPS 6)

b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

DIRECTIONS: Self-assessment completed for the CSTP elements provide support information for Induction Program Standard reflection. Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today. Answer the 3 Reflection Planning Prompts below.

Reflection Planning Prompts:

1. **Collaboration** - How do I collaborate with special services personnel to ensure that the assessed needs of students are met?
2. **Modifications/Accommodations** - How do I instruct special populations, including advanced learners (e.g., varying curriculum, depth and complexity, and/or using technology)?
3. **Behavioral Support Strategies** - How do I recognize students' strengths and needs and use positive behavioral strategies to meet the needs of all students?

Date:

Initial Self-Assessment -100 word minimum (Year 1 and ECO):

Date:

End of Inquiry #1-100 word minimum (Year 1 and ECO) :

Date:

End of Inquiry #2-100 word minimum (Year 2 and ECO):

Resources

Conversation Guide (E-3.1) Class, School, District and Community

The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Profile Components: Class, School, District, Community		
Collecting	Contextualizing	Extending
<input type="checkbox"/> A-1 Class Profile	<ul style="list-style-type: none"> • What information does the profile provide that aids me in designing and delivering instruction? • How does my class profile compare with the school's Accountability Report Card, API and AYP scores? • In what ways do I adjust my lesson delivery to ensure all students have access to the core curriculum? 	<ul style="list-style-type: none"> • How does the make-up of my classroom influence my choice of instructional strategies and teaching methods, classroom activities, groupings, etc.?
<input type="checkbox"/> A-2 Classroom Layout	<ul style="list-style-type: none"> • What factors did I consider when designing my initial classroom layout? • What choices did I make when designing the seating arrangement? • What changes might I need to make, based on my initial experiences? 	<ul style="list-style-type: none"> • How does my classroom layout influence student engagement? • What classroom layout best meets both my teaching style and my students' learning needs?
<input type="checkbox"/> A-3 School and District Information/ Resources	<ul style="list-style-type: none"> • What implications will the school-wide discipline plan (e.g., tardy and attendance policies, office referrals) have on my classroom management plan? • What are the responsibilities of staff and school-wide committees (e.g., Leadership, Site Council, Safety, and Technology) and how can they help me with materials, students, and curriculum questions? • How do teachers and staff work together to improve the school's AYP and API scores? • What is the calendar for grade level/department meetings? What is my role on this team? 	<ul style="list-style-type: none"> • How does the school's culture reflect the home culture of the students in my classroom? • How do the various programs offered at the school/district reflect the mission statement?
<input type="checkbox"/> A-4 Home/School Communication	<ul style="list-style-type: none"> • What strategies am I using to ensure positive communication with my students and their families? 	<ul style="list-style-type: none"> • How can I best communicate with hard-to-reach parents and families? What adjustments will I make to be more accessible to parents and families (i.e., before and/or after school)?
<input type="checkbox"/> A-5 Site Orientation Checklist	<ul style="list-style-type: none"> • What expectations do my site administrators have of me? • What evidence might a site administrators observe in my classroom that reflects and promotes student learning? 	<ul style="list-style-type: none"> • How does the formal evaluation by my site administrator align with my work in BTSA Induction? How could my support provider help me in this area?
<input type="checkbox"/> A-6 Community Map	<ul style="list-style-type: none"> • Where are the local community services (police station, fire station and hospital) located? What is the procedure for contacting them in an emergency? • What community resources (libraries, tutoring, recreation programs, and parks) are available to support my students? • What community services are offered regarding safety, health, and well-being (medical clinics, counseling services, etc.)? 	<ul style="list-style-type: none"> • How does my student and school population compare to the community's makeup? • In what ways does the school's geographic location influence student safety, health, and well-being? • How do I ensure that my classroom is a safe place for all student populations? • How might the community influence student learning?

Conversation Guide – Pedagogy (E-3.5)

The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Profile Components: Pedagogy		
Collecting	Contextualizing	Extending
<input type="checkbox"/> School Calendar	<ul style="list-style-type: none"> • How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can I make optimal use of instructional time? 	<ul style="list-style-type: none"> • How do I allocate my instructional time to implement the instructional program? • How might I adjust my instructional time in response to unexpected calendar changes? How can I generalize the impact of the calendar on instruction?
<input type="checkbox"/> Standards for Student Behavior/ Classroom Rules/Discipline Plan	<ul style="list-style-type: none"> • How do these rules provide a fair and respectful climate for student learning? 	<ul style="list-style-type: none"> • How do I help my students take ownership for establishing and maintaining a fair and respectful climate for student learning? • What are some examples of how that is taking place in my classroom?
<input type="checkbox"/> Initial Parent/Student Communication	<ul style="list-style-type: none"> • How do I use my Back to School Night presentation to discuss learning, identify classroom, and academic goals, and build relationships with my students' parents and families? What can I learn about my students from their parents and families? • How do I use computer applications (grading programs, letters home) to communicate with parents and families regarding grades? 	<ul style="list-style-type: none"> • What steps have I taken to establish a learning partnership with my students' families? • (After completing the Community Map, A.6), how does a greater understanding of the community aid communication with my students' family? • How is the feedback received from my communication with parent and families informing my future instructional practice?
<input type="checkbox"/> Instructional Materials (teacher edition, student texts, support materials, enrichment)	<ul style="list-style-type: none"> • What professional development is available to support my subject-matter focus? How can I access available training for my content area? • Are my materials appropriate and sufficient? 	<ul style="list-style-type: none"> • How am I incorporating new learning received from training into my lesson design and delivery? • How does my collaboration with other grade level/department teachers influence my use of instructional materials and delivery of instruction? • How does the instructional material provide the basis for differentiating instruction?
<input type="checkbox"/> Pacing Guide/ Curriculum Map/ Scope and Sequence	<ul style="list-style-type: none"> • How can I group my students to use instructional time efficiently? • What impact does the calendar have on my pacing guide/ curriculum map/ scope and sequence? 	<ul style="list-style-type: none"> • What are some strategies my colleagues and I use to ensure students are actively engaged in appropriately designed instruction? • How do my colleagues and I address students who are "falling behind" the learning of others?
<input type="checkbox"/> Data program to use for determining report card grades	<ul style="list-style-type: none"> • How do I use the data to diagnose the greatest areas of learning needs of my students? How do I determine report card grades? 	<ul style="list-style-type: none"> • Describe how collaboration with colleagues could result in increased learning for the range of learners?
<input type="checkbox"/> Student Strengths (See Class Profile)	<ul style="list-style-type: none"> • What strategies do I use to identify student strengths? How do I use student strengths to support their learning? 	<ul style="list-style-type: none"> • How do I enable my students to recognize and use their strengths to take ownership of their own learning?

Conversation Guide - Universal Access: Equity (E-3.6)

The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Profile Components: Universal Access • Equity		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Refer back to Class Profile (A.1)	<ul style="list-style-type: none"> • What are the background experiences, languages, and skills/abilities represented by the students in my classroom? How can I use this information to better connect with my students 	<ul style="list-style-type: none"> • What steps can I take to eliminate any bias I might bring to my classroom and provide equal access to the core curriculum?
	<ul style="list-style-type: none"> • What flexible learning groups might I use to meet my students' learning needs? • What effect will groupings have on my students' ability to meet state-adopted academic content standards? 	<ul style="list-style-type: none"> • Considering the types of learners in my classroom, which strategies have I identified for a broad application and which one can I keep in mind for specific learners? • How do I consistently monitor and adjust teaching strategies to meet the needs of all students?
	<ul style="list-style-type: none"> • What are ways I can ensure that my classroom and practice provides positive images and positive language that mirrors the population diversity of my county and state as required under California Education Code? 	<ul style="list-style-type: none"> • In what ways have I effectively accessed district resources to support me in deepening my development of culturally responsive teaching practice?
	<ul style="list-style-type: none"> • How will I positively acknowledge all my students' families (two-parent, single parent and other)? How will I communicate with all my students' families? 	<ul style="list-style-type: none"> • How does knowledge about family structure influence my relationship with students and families relative to student learning?

Conversation Guide - Universal Access: Teaching English Learners (E-3.6a)

The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Profile Components: Universal Access • Teaching English Learners		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Identification of EL students' home language	<ul style="list-style-type: none"> • What resources are available to assist me in communicating with parents and families who do not speak English? • What might I need to have prepared in a language other than English to ensure support for the student? 	<ul style="list-style-type: none"> • How might knowledge of additional resources increase my ability to communicate with families and influence in instructional planning?
<input type="checkbox"/> Testing results from CST and CELDT	<ul style="list-style-type: none"> • What state/district/school policies influence my EL instruction? • What assessment information is available to me to aid my instructional planning for all students? • How do I assess English Learners to ensure they have access to the core curriculum? • How can technology assist me in accessing and analyzing data for greater understanding of my student needs? 	<ul style="list-style-type: none"> • How do I analyze assessment information to plan instruction so that all students gain mastery of curricular standards? • How do I adapt my lessons to meet the needs of students who are differing CELDT performance levels?
<input type="checkbox"/> School/grade level assessments used for EL students.	<ul style="list-style-type: none"> • How do I use the information from assessments to plan instruction to ensure all students gain mastery of curriculum and content standards? 	<ul style="list-style-type: none"> • How do I assess English Learners to ensure they have access to the core curriculum?
<input type="checkbox"/> Adopted EL instructional materials	<ul style="list-style-type: none"> • How can I use materials to effectively support my EL students? 	<ul style="list-style-type: none"> • What support do I need to increase my understanding of and assist EL students in their learning of the curriculum and content standards?
<input type="checkbox"/> An examination of state ELD standards	<ul style="list-style-type: none"> • How will I use ELD standards to support English language development? 	<ul style="list-style-type: none"> • In what ways can I use flexible groups in my classroom in order to provide ELD instruction?
<input type="checkbox"/> Technology resources that accompany my instructional program	<ul style="list-style-type: none"> • How do I use the electronic learning resources to support instruction and to connect to the standards? • How many students have access to email & internet at home? How will I adjust my teaching to provide for those who do not? 	<ul style="list-style-type: none"> • How am I using technology in lessons to increase students' understanding of standards? • How am I using and adapting lessons to develop students' informational literacy and problem-solving skills?

Conversation Guide - Universal Access: Teaching Special Populations (E-3.6b)

The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Profile Components: Universal Access • Teaching Special Populations		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Identification of my Class Profile students who have: <ul style="list-style-type: none"> o Health Problems o Individual Education Plans o SST Interventions o 504 Plans o Been identified Gifted & Talented 	<ul style="list-style-type: none"> • What information am I required to monitor on an ongoing basis for my special needs students' IEP and SST interventions? • What learning strategies do I use to support my special needs students in meeting <ul style="list-style-type: none"> o Goals/benchmarks o SST interventions o 504 plans o The needs of students who are Gifted and Talented? 	<ul style="list-style-type: none"> • How will I ensure that all my students, including those with special needs and those who are gifted and talented, are integrated into the social fabric of the classroom? • How do I assess the strengths of students with disabilities and of students who are gifted and talented and use this information to plan instruction that supports all students in meeting curricular standards?
<input type="checkbox"/> Student Study Team Procedure	<ul style="list-style-type: none"> • What is the process my school uses to identify and refer students for special education services? • What is the purpose of the student study team (SST)? • How do I work with the SST? • What are my responsibilities after a SST? 	<ul style="list-style-type: none"> • What is the relationship between my school's student study team and my school's special education plan (RtI²)? • In what ways do I monitor my ability to provide modifications and accommodations and their impact on my students?
<input type="checkbox"/> Site resources available to meet the needs of special populations.	<ul style="list-style-type: none"> • What is my legal and ethical responsibility in regards to a student's individual education plan process? • What personnel, equipment, and assistive technologies are available at my site to support my special needs students' learning? • How do I access these resources to support my special needs students' learning? 	<ul style="list-style-type: none"> • How do I determine which resources are appropriate for any given situation? • How do I work with special education personnel to best provide services for students?
<input type="checkbox"/> Technology resources that accompany my instructional program	<ul style="list-style-type: none"> • How do I use the electronic learning resources to support instruction and to connect to the standards? • How am I using technology in lessons to increase students' understanding of standards? 	<ul style="list-style-type: none"> • How do I know that students are developing information literacy and problem-solving skills?

Glossary And Acronyms

Academic Content Standards - Standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Academic Performance Index (API) - A numeric index (or scale) that ranges from a low of 200 to a high of 1000; measures the academic performance and growth of schools; a school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

Action Research - A systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry [McCutcheon, G. & Jung, B. (1990)]; a process in which participating teachers examine their teaching practice using the techniques of research. By using research procedures, teachers learn to resolve teaching challenges.

Adequate Yearly Performance (AYP) - A statewide accountability system mandated by the No Child Left behind Act of 2001 that requires each state to ensure that all schools and districts make Adequate Yearly Progress.

Advancement Via Individual Determination (AVID) A college preparatory program for students who are often economically disadvantaged and underachieving; AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard.

Assessment of Teaching and Learning - A FACT module designed for participating teachers to compare and contrast the outcomes and processes of teacher preparation programs with those of Induction programs; to help participating teachers discern strengths and areas for growth that will be used in subsequent inquiries of teaching practice; and to identify resources and types of support needed to develop and implement their Individual Induction Plan. During this module, participating teachers consider their prior knowledge and skills from teacher preparation.

Beginning Teacher Support & Assessment (BTSA) - A state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) designed to support the professional development of newly-credentialed beginning teachers and help them fulfill the requirements for the California Clear Multiple and Single Subjects Credentials, and most recently the Education Specialist Credential.

California Department of Education (CDE) - The state agency that coordinates the work of public schools in California; the core purpose of the CDE is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps. The CDE jointly administers the BTSA program with the CTC.

California English Language Development Test (CELDT) - A test that measures the English language development of English language learners in listening, speaking, reading, and writing; any pupil whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency with the test within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

California Formative Assessment & Support System for Teachers (CFASST) - The formative assessment system used in California since 1996; CFASST was replaced with FACT.

California Standards for the Teaching Profession (CSTP) - Standards based on current research and expert advice pertaining to best teaching practice; the CSTP are organized around six interrelated categories of teaching practice and represent a holistic, developmental view of teaching. They are intended to meet the needs of diverse teachers and students in California. The CSTP are defined and explicated in the Standards Booklet.

Closure Conference – An evidence-based dialogue between participating teachers and support providers at the conclusion of each FACT Inquiry.

Colloquium – An event during which people come together to share and learn; a gathering of scholars.

Commission on Teacher Credentialing (CTC) – The state agency that establishes policy and regulations for teacher education and credentialing in California; CTC jointly administers the BTSA program with the California Department of Education. The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California's public schools.

Context for Teaching and Learning - A module of FACT in which participating teachers learn about their teaching environment and the resources and challenges it offers them and their students. With a support provider, participating teachers will discuss

prompts focused on their classroom, school, district, and community. The information gathered will guide classroom decision-making and help identify areas for professional growth.

Continuum of Teaching Practice (CTP) - One of the state's assessment tools for FACT, the CTP defines levels of teaching performance on each of the six Standards of the CSTP.

District Assistance Intervention Team (DAIT) – A team whose focus is at the district level; providers both investigate and recommend corrective actions for improving teaching and learning.

English Learner (EL) - "...a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English..." *Education Code* Section 306.

Evidence - Data produced by participating teachers, support providers, or students that documents a teacher's performance and can be linked directly to one or more of the elements of the CSTP and/or Induction Program Standards.

Formative Assessment - 1.A process of professional judgment used to determine an individual's level of performance in a particular area based on evidence, standards, and criteria; 2. Is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, reflection together with a trained support provider about evidence, using specific criteria, and may be presented as evidence for clear credential completion.

Formative Assessment for California Teachers (FACT) - A reflective assessment and support system designed to help participating teachers develop their practice. The purpose of formative assessment is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the state-adopted academic content standards for students, performance levels for students, and the Induction Program Standards. Formative assessment is an ongoing learning process that follows the cycle of plan, teach, reflect and apply. FACT is designed to assist in meeting the learning needs of students while helping participating teachers grow as professionals and feel greater confidence as teachers.

Foundations - Components that FACT is built upon: *California Standards for the Teaching Profession* (CSTP), state-adopted academic content standards for students, Induction Program Standards, and evidence.

Framework - Curriculum frameworks describe and define the content and instructional program teachers are expected to deliver in a subject matter at each grade level.

Gifted and Talented Education (GATE) - Provides funding for local educational agencies to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities. Authorized by *Education Code (EC)* sections 52200-52212.

Individualized Education Plan (IEP) - A detailed, structured plan of action that informs and guides the

delivery of instruction and related services for the student with identified special needs; is an agreement between stakeholders that supports the academic, emotional, and behavioral growth of a student with identified special needs. Teachers are legally accountable to follow the goals and adaptations that are written in the IEP.

Individual Induction Plan (IIP) - A plan that builds upon participating teachers' assessed strengths and needs, defines goals, and outlines specific action plans for facilitating growth and development. Support providers collaborate with participating teachers in its development and implementation. IIPs are based in part on formative assessment results, and are reconsidered and revised according to participating teachers' emerging needs. IIP primarily address the unique needs of participating teachers including consideration of their prior preparation and experience, and may include common topics and activities for all participants in the program. Participating teachers experience an integrated system of support and assessment through implementation of the IIP.

Induction - A clearly specified process for making clear credential recommendations; verifies that participating teachers complete all requirements before recommending them for the credential.

Induction Program Standards (IPS) - Establish the expectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for new teacher induction. Only induction programs that meet these standards may recommend candidates for clear teaching credentials.

Inquiry into Teaching and Learning - 1. A research-based cycle of standards-focused (CSTP, state-adopted academic content standards for students, Induction Program Standards) processes to explore an area of teaching practice. In collaboration with a support provider, participating teachers will assess their practice against a set of specific criteria and select a focus area. Within the cycle participating teachers gather information, collaborate with colleagues, develop an action **plan**, **implement** that plan, **reflect** on collected evidence, and **apply** new learning to future practice. 2. A FACT module that includes these cycles and processes.

Institutes of Higher Education (IHE) - Colleges and Universities.

K-W-O Chart - Designed to elicit participating teachers' input for the observation process. Participating teachers record: "What I already **know** about my classroom practice," "What I **want** to know about my classroom practice," and "What I want my support provider to **observe**." Support providers use this information to guide data collection during the observation.

Memorandum of Understanding (MOU) - Lists all requirements/expectations for various stakeholder groups and is used to form partnerships for professional development experiences between BTSA programs and IHEs.

Module - A short course of study that is combined with others to form a larger structure or system.

Observation - 1. A process in which trained support providers observe participating teachers as they teach, collecting evidence of participating teachers' teaching practice and students' learning; support providers record what the students and teachers say and do. The observation may be formal or informal. In an informal observation, there is no shared lesson plan or a pre-conference. In a formal observation, participating teachers share lesson plans with support providers before the lesson and meet with support providers after the lesson to reflect on it and analyze student work generated to inform future practice. 2. A process in which participating teachers observe colleagues to gain information about teaching practice. Support providers often attend with participating teachers to strengthen the process.

Participating Teacher (PT) - An educator who is new to the teaching profession, teaching on a preliminary credential; or, an educator who is teaching on a preliminary credential who was prepared out of state and has less than five years of experience; or, an educator teaching on an intern credential; an educator participating in a BTSA induction program for the purpose of accumulating evidence of professional growth in relation to the state-adopted academic content standards for students, CSTP and Induction Program Standards; and will submit evidence of completion of individual induction plans, and documentation of completion of clear credential requirements to the BTSA Induction program in order to be recommended for the clear credential.

Plan, Teach, Reflect, Apply Cycle (PTRA) - A process that provides a way for participating teachers and support providers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the K-12 state-adopted academic content standards for students, and Induction Program Standards. This cycle was adapted from William Deming's cognitive action cycle; PTRA is embedded in the FACT system.

Processes - A series of actions directed toward a particular aim that produce change or further development of a teacher's practice.

Professional Learning Communities (PLC) - Teams of professionals who collaborate around student data and work interdependently to refine instructional practices and improve student; working interdependently in learning communities:

- Provides equal access (equity or universal access) to quality teaching by strengthening each teacher's practice through collaboration, coaching, and shared planning; ends teacher isolation (thus reducing burnout).
- Helps teachers "work smarter" by sharing the

tasks of analyzing data, creating common assessment tools, and devising other strategies for both students who struggle and those who need more challenge.

- Enables teachers on grade level (interdisciplinary) teams to devise lessons that teach reading and writing across the curriculum.
- Provides teacher professional growth and job satisfaction through intellectual renewal, new learning, and cultivation of leadership skills.

Reflection - The act of stepping back and taking a fresh look at one's practice and how it is affecting student learning. Reflection is the key to growth, the means of recapturing experiences in order to learn from them. Reflection is built into each FACT module and Induction Program Standard activity.

Reflective Conversation - A structured conversation between support providers and participating teachers, focused on teaching issues, completed for the purpose of enhancing teaching practice.

Response to Instruction and Intervention (RtI²)
A process that considers a student's response to research-based intervention as part of the evaluation procedure for eligibility for special education services.

Researched-based Instructional Practices
Scientific-based instructional methods that equip teachers with tools that help them better reach children, avoid burnout, and improve their classrooms' culture of learning and achievement. These practices bring the best teaching approaches and programs to children who might fail without them. They challenge children and interest them in learning, setting them on the path to success in school and in life. They have achieved proven results in a variety of classrooms across the nation.

School Assistance Intervention Team (SAIT) - A team of educators with specific expertise in improving reading/language arts and mathematics achievement in low-performing schools, created to investigate and provide intensive support to state-monitored schools in improving student learning. Schools deemed as state-monitored receive federal funding to support costs of activities to implement the Corrective Actions to areas identified by the School Assistance & Intervention Team.

School Accountability Report Card (SARC) - Information provided annually by California public schools to the community; allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics.

Skill Building - The continued development of teachers' pedagogical knowledge, higher level thinking skills, and classroom-based strategies to improve their instructional practice.

Summary of Teaching and Learning - A FACT module that is composed of a reflection on the participating teachers' teaching year; through this process, participating teachers review the results of inquiries, consider the collection of evidence, identify teaching practices that had the greatest effect on student learning, and assess the impact of the formative assessment process on teaching practice.

Support Provider (SP) - Has an awareness of beginning teacher development; is willing to participate in support provider training; is willing to engage in formative assessment processes; is willing to discuss assessment information and share instructional ideas and materials with participating teachers; has effective interpersonal skills and is willing to work collaboratively with participating teachers; has demonstrated a commitment to their own professional growth and learning; and, is an excellent professional role model.

Special Education (SPED, Sp. Ed.) - Instruction that is specially designed to meet the unique needs of a child with a disability—at no cost to parents. Specially designed instruction means adapting the content, methodology, or delivery of instruction:

- To meet the unique needs of the student with a disability
- To ensure access to the general education curriculum so a student can meet educational standards that apply to all children within the jurisdiction of the public agency

Special Populations - Students who have been identified with one or more of the thirteen disability categories defined by Individuals with Disabilities Education Act (IDEA); students who are identified as gifted and/or talented (GATE); students who have been identified by the CELDT as English Learners (EL). At least one focus student must be identified as a special population student.

Student Study Team, Student Success Team (SST) - A site-based, collaborative team of teachers, specialists, parents, and the student who meet to focus on the needs of the student and create a path to successful learning. The SST illustrates how teachers can work with local expertise, students, and parents to develop tactics that empower students to play an active role in their education. Thoughtful implementation of Student Success Plans can mean the difference between a student “slipping through the cracks” and successfully learning the curriculum.

Teaching Performance Assessment (TPA) – An assessment of teaching performance designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance.

Teaching Performance Expectations (TPE) - A set of outcomes specifically for teacher preparation candidates; much like the California Standards for the Teaching Profession, Teaching Performance Expectations address multiple, overlapping knowledge

and skill domains, and provide the basis for course design and assessment for candidates.

Universal Access (UA) - Is intended to ensure that all students must have equal access to high quality curriculum and instruction to comply with federal and state laws so that students may meet or exceed state content standards. Under federal regulations, states must ensure universal access to a standards-based education for special education students. The requirement stipulates that teacher and district-wide assessments and classroom assignments must be universally accessible. If students have processing difficulties or if they lack specific academic vocabulary, school personnel must make reasonable accommodations.

504 Plan - Based on a civil rights law that prohibits discrimination against individuals with disabilities, Section 504 ensures that a child with a disability has equal access to an education. Students with 504 plans may have adaptations and/or modifications to their general education plan. Teachers are legally accountable to follow the requirements of 504 plans.

Acronyms

API	Annual Performance Index	SAIT	School Assistance Intervention Team
AVID	Advancement Via Individual Determination	SARC	School Accountability Report Card
AYP	Adequate Yearly Performance	SP	Support Provider
BTSA	Beginning Teacher Support & Assessment	SPED/SpEd	Special Education
CDE	California Department of Education	SST	Student Study Team, Student Success Team
CELDT	California English Language Development Test	TPA	Teaching Performance Assessment
CFASST	California Formative Assessment & Support System for Teachers	TPE	Teaching Performance Expectations
CSTP	California Standards for the Teaching Profession	UA	Universal Access
CTC	Commission on Teacher Credentialing		
CTP	Continuum of Teaching Practice		
DAIT	District Assistance Intervention Team		
EL	English Learners		
FACT	Formative Assessment for California Teachers		
GATE	Gifted and Talented Education		
IEP	Individualized Education Plan		
IHE	Institutes of Higher Education		
IIP	Individual Induction Plan		
IPS	Induction Program Standards		
MOU	Memorandum of Understanding		
PT	Participating Teacher		
PTRA	Plan, Teach, Reflect, Apply		
RTI²	Response to Instruction and Intervention		