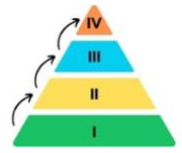


# Teaching Practice Framework: CSTP Connections



## Domain I

### Instructional Culture & Classroom Management

**Indicator I (a):** Are my instructions **clear, concise, and to the point** on a daily basis?

In reflecting on this question, consider:

- o How often do I repeat myself or re-word instructions to ensure that students have clarity? Does this impact my instructional time and pacing?

#### **Connecting CSTP 2.7**

2.7 Using instructional time to optimize learning

**Indicator I (b):** Do students **follow behavioral expectations and directions** and **execute transitions and procedures** in a positive and efficient fashion?

In reflecting on this question, consider:

- o Have I posted, taught, and consistently implemented the behavioral expectations, classroom routines, and procedures for my students?
- o When behavioral expectations are not followed, do I utilize positive reinforcement, redirection, and reasonable consequences?

#### **Connecting CSTPs 2.1, 2.3, 2.5, 2.6, 2.7**

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

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

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

**Indicator I (c):** Do my students and I demonstrate a consistent **joy for learning** through **positive relationships** with one another?

In reflecting on this question, consider:

- o Do my students feel that I genuinely care and am invested in their academic and personal well-being?
- o Do I make an intentional and concentrated effort to understand my students on an individual level (name pronunciations, gender identity/preferred pronouns, neurodiversity, social/cultural/economic/linguistic/familial background(s), and life experiences)?
- o Do I intentionally foster connections with my students and learn about their likes, interests, dreams, and aspirations?
- o Do I utilize the knowledge I have about my students to inform my instructional decision-making?

#### **Connecting CSTPs 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 4.1, 4.4, 6.1, 6.6**

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

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

2.5 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

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

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

6.1 Reflecting on teaching practice in support of student learning

6.6 Managing professional responsibilities to maintain motivation and commitment to all student

**Indicator I (d):** Have I created a **strong classroom culture where my students engage and collaborate in a positive and meaningful way?**

In reflecting on this question, consider:

- o Have I intentionally cultivated a strong classroom community where my students feel safe to actively participate in whole class and small group settings with one another?
- o Have I intentionally created a classroom community where students understand, respect, and honor their peers (name pronunciations, gender identity/preferred pronouns, neurodiversity, social/cultural/economic/linguistic/familial background(s), and life experiences)?

**Connecting CSTPs 2.1, 2.2, 2.3, 2.5, 2.6**

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  
2.5 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

**Domain II**

**Effective Use of Instructional Time & Lesson Design**

**Indicator II (a):** Are the **learning objectives, materials, and tasks** of my lessons and units aligned with the **rigor, complexity, and demands** of the **California State Standards and learning goals** expected for my grade level, subject matter, and/or student population?

In reflecting on this question, consider:

- o Do I know and understand the content standards and the rigor they entail for my specific subject area, grade level, and/or student population?
- o Do I know what students are expected to demonstrate (conceptually, procedurally, etc.) to show mastery of the standards?

**Connecting CSTPs 3.1, 3.2, 4.3**

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  
3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students  
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

**Indicator II (b):** Do I intentionally **plan my instructional time** using effective **lesson design** to facilitate **student learning**?

In reflecting on this question, consider:

- o Do I plan my lessons with the California State Standards, learning objectives, and individualized learning goals at the forefront?
- o Do my lessons have a clear
  - **beginning** (learning objectives, anticipatory sets, inquiry questions, connections to prior knowledge, etc.)
  - **middle** (modeling, structured guided practice, collaborative group work, checking for understanding, engagement strategies/tasks, independent practice, etc.)
  - **end** (formative assessment, student presentation, students' reflection on learning, exit ticket, etc.)?
- o Do I include multiple opportunities throughout my lesson for my students to actively participate in their learning through the implementation of effective **engagement strategies** and **cooperative learning structures**?
- o Do I intentionally organize and sequence my lessons in a way that allows students multiple opportunities to process and apply their learnings throughout my lessons (**gradual release of responsibility**)?

**Connecting CSTPs 1.2, 1.3, 1.4, 1.6, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.5, 5.1**

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  
1.6 Monitoring student learning and adjusting instruction while teaching  
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
- 4.3 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
- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

**Indicator II (c):** Do I utilize **bell-to-bell** instruction?

In reflecting on this question, consider:

- o Do I pace my lessons in a way that encourages a smooth flow and a sense of urgency regarding how instructional time is utilized?
- o Do I provide my students with constructive learning activities to ensure that instructional time is not wasted?
- o Do I actively prevent idle time by being organized, having my materials ready to go, being clear/concise with my directions, and/or by presenting instructions visually, etc.?

**Connecting CSTPs 2.7, 6.6, 6.7**

- 2.7 Using instructional time to optimize learning
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

### Domain III

#### Student Engagement & Ownership

**Indicator III (a):** Are my **students responsible** for doing the **thinking and heavy cognitive lifting** during my lessons?

In reflecting on this question, consider:

- o Are my students actively engaged in challenging tasks that allow them to discuss, reason, defend, explain, and share their thinking about the content of the lesson with one another through oral and written tasks?
- o Are my students doing most of the talking and active processing during the lesson (i.e., consider the ratio of student talk vs teacher talk)?

**Connecting CSTPs 1.5, 2.4, 2.5, 3.2, 3.5, 4.5**

- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 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
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

**Indicator III (b):** Do I provide students with **opportunities for productive struggle** and teach them how to **persevere** in the face of initial difficulty?

In reflecting on this question, consider:

- o Do I provide just-in-time scaffolding through intentional questioning when students face difficulty, or do I tend to over-scaffold and/or 'rescue' students with the answer?

**Connecting CSTPs 1.1, 1.5, 2.4, 3.1, 3.4, 3.5**

- 1.1 Using knowledge of students to engage them in learning
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 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

**Indicator III (c):** Do I facilitate **high student engagement, enthusiasm, and participation** during my lessons through **structured activities and tasks**?

In reflecting on this question, consider:

- o Are students on task and actively participating in structured discussions, assignments, activities, etc.?

**Connecting CSTPs 2.2, 2.5, 2.6, 4.4.**

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among 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  
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

**Indicator III (d):** Do my students have **ownership** over their **learning and instructional time**?

In reflecting on this question, consider:

- o Do my students demonstrate drive and efficacy, and do they have a sense of urgency about how they use the instructional time that is provided to them?
- o Do I provide students with opportunities to reflect on their learning, measure their growth, and establish goals for their academic progress?

**Connecting CSTPs 2.7, 4.4, 4.5**

2.7 Using instructional time to optimize 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

## Domain IV

### Data-Driven & Differentiated Instruction

**Indicator IV (a):** Do I understand what my students need individually and collectively based on varied formative and summative assessment data (content mastery, reading levels, language proficiency, academic abilities, IEP/504 goals, etc.)?

In reflecting on this question, consider:

- o Do I monitor students' progress by collecting and analyzing various assessment sources?
- o Do I cultivate learning goals, plan my instruction, and provide actionable feedback for my students based on formal and informal assessments, observations, analysis of student work samples, etc.?

**Connecting CSTPs 5.1, 5.4, 5.5, 5.7**

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments  
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  
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

**Indicator IV (b):** Do I use assessment data to guide and differentiate my instruction to meet the unique needs of all students?

In reflecting on this question, consider:

- o Do I utilize reteaching, intervention, small-group instruction, one-on-one support, etc. to meet the unique learning needs of all students?

**Connecting CSTPs 1.4, 1.6, 2.7, 3.6, 4.5, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7**

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs  
1.6 Monitoring student learning and adjusting instruction while teaching  
2.7 Using instructional time to optimize learning  
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content  
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students  
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

**Indicator IV (c):** Do I collaborate and elicit the support of my colleagues (Professional Learning Communities, School Psychologists, Speech Pathologists, Behavior Intervention Specialists, Nurses, Administrators, Paraprofessionals, etc.) to meet the unique needs of my students?

**Connecting CSTPs 3.6, 5.6, 6.1, 6.2, 6.3, 6.5, 6.6**

- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 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
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students

**Indicator IV (d):** Do I collaborate and elicit the support of my students' families and greater communities to foster their learning and development?

**Connections CSTPs 3.6, 5.6, 5.7, 6.3, 6.4, 6.5**

- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families
- 6.3 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

