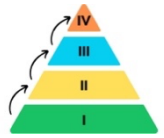


# Teaching Practice Framework



Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):	Induction Status (Mark one): <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Pending ECO
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## 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:*

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

☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**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:*

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

☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**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:*

- Do my students feel that I genuinely care and am invested in their academic and personal well-being?
- 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)?
- Do I intentionally foster connections with my students and learn about their likes, interests, dreams, and aspirations?
- Do I utilize the knowledge I have about my students to inform my instructional decision-making?

☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**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:*

- 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?
- 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)?

☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

Instructional Culture & Classroom Management:

## 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?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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**)?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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.?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

Effective Use of Instructional Time & Lesson Design:

### 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:*

- 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?
- 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)?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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:*

- 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?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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:*

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

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

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

*In reflecting on this question, consider:*

- 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?
- Do I provide students with opportunities to reflect on their learning, measure their growth, and establish goals for their academic progress?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

*Student Engagement & Ownership:*

## 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:*

- Do I monitor students' progress by collecting and analyzing various assessment sources?
- 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.?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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:*

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

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

**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?

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

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

☐ Not Yet

☐ Sometimes

☐ Most of the Time

☐ Yes - All of the Time

*Data-Driven & Differentiated Instruction:*

## Teaching Practice Framework: Vertical Alignment

