**Check one:** [ ]  **Fall Semester** [ ]  **Spring Semester**

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| **Teaching Practice Framework****A picture containing design  Description automatically generated with low confidence**The Teaching Practice Frameworkis a synthesis of the California Standards for the Teaching Profession (CSTP) and its sub-elements. The Teaching Practice Framework is divided into four domains, and each domain builds on one another in a vertical continuum pyramid. **To see how each domain and indicator is grounded in the CSTPs, you can review the** [***Teaching Practice Framework: CSTP Connections***](https://induction.fcoe.org/sites/induction.fcoe.org/files/2024-07/Teaching%20Practice%20Framework%20CSTP%20Connections.pdf) **resource.****Directions:** Teachers, for each element, check the box or highlight the one level that most closely indicates your current level of practice. At the bottom of each domain, there is an area for note taking in which you can further elaborate why you rated yourself the way you did. |
| **Participating Teacher:**       | **Induction Coach:**       | **Teaching assignment and grade level(s):**       | **Induction Status (Mark one):**[ ] Year 1 [ ] Year 2 [ ] Pending ECO |
| *“All students” are referenced throughout this framework. Per CTC guidelines, “All students”**includes those with diverse linguistic backgrounds, including English learners; students with diverse ethnic, racial, socioeconomic, cultural, academic, and family backgrounds; male and female students; students with different gender identities/preferred pronouns and/or sexual orientations; students with disabilities; students who are advanced learners; and students with a combination of special instructional needs.* |
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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:** + *Do all students have clarity on the instructional task the first-time information is shared, or do I often have to repeat or re-word instructions? Does this impact my instructional time and pacing?*
 |
| [ ]  Not Yet |  [ ]  Sometimes | [ ]  Most of the Time | [ ]  All of the Time |
| **Indicator I (b):** Do all 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, routines, and procedures for all students?*
	+ *When behavioral expectations are not followed, do I utilize positive reinforcement, redirection, and reasonable consequences?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  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 all**students on an individual level?*
	+ *Do I intentionally foster connections with all students and learn about their likes, interests, dreams, and aspirations?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  All of the Time |
| **Indicator I (d):** Have I created a **strong learning environment where my students engage and collaborate in a positive and meaningful way**? *In reflecting on this question, consider:** + *Have I intentionally cultivated a strong learning environment where all students feel safe to actively participate in whole class and small group settings with one another?*
	+ *Have I intentionally created a learning environment where all students understand, respect, and honor their peers?*
 |
| [ ]  Not Yet | [ ]  Sometimes | [ ]  Most of the Time | [ ]  All of the Time |
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| *Instructional Culture & Classroom Management:*      |

**Induction Status:** [ ]  **Year 1** [ ]  **Year 2** [ ]  **Pending ECO**

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| **Domain II: Effective Use of Instructional Time & Lesson Design** |
| **Indicator II (a):** Are the **learning objectives, materials, and tasks** of my lessons, units, and/or instruction 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:** *Do I know and understand the content standards and the rigor they entail for my specific subject area, grade level, and/or student population?*
* *Do I know what students are expected to demonstrate (conceptually, procedurally, etc.) to show mastery of the standards?*
* *Does the rigor of my instructional design align with benchmark assessments and state assessments?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  All of the Time |
| **Indicator II (b):** Do I intentionally **plan and design my instructional time** to effectively facilitate **student learning?** *In reflecting on this question, consider:** *Do I plan my instruction with the California State Standards, learning objectives, and individualized learning goals at the forefront?*
* *Does my instruction 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.)?*
* *Do I include multiple opportunities throughout my instruction for my students to actively participate in their learning through the implementation of effective* ***engagement strategies*** *and* ***cooperative learning structures****?*
	+ *Do I intentionally organize and sequence my instruction in a way that allows students multiple opportunities to process and apply their learnings throughout my instruction (****gradual release of responsibility****)?*
	+ *Do I utilize the knowledge I have about my students to inform my instructional decision-making?*

 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  All of the Time |
| **Indicator II (c):** Do I **maximize** myinstructional time?*In reflecting on this question, consider:** *Do I pace my instruction in a way that encourages a smooth flow and a sense of urgency regarding how instructional time is utilized?*
* *Do I provide my students with constructive learning activities to ensure that instructional time is not wasted?*
* *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 | [ ]  All of the Time |
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| *Effective Use of Instructional Time & Lesson Design:*      |

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| **Domain III: Student Engagement & Ownership** |
| **Indicator III (a):** Are my **students responsible** for doing the **thinking and heavy cognitive lift** during my instruction? *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 instructional time (i.e., consider the ratio of student talk vs teacher talk)?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  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 intentionally plan my instructional questions (DOK 1-4 questions) to support students in their learning?*
* *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 | [ ]  All of the Time |
| **Indicator III (c):** Do I facilitate **high student engagement, enthusiasm, and participation** during my instruction through **structured activities** and **tasks**?*In reflecting on this question, consider:** *Do I provide scaffolds and supports (sentence frames, conversation starters, etc.) to ensure all students can meaningfully participate in structured activities and discussions?*
* *Are all students on task and actively participating in structured discussions, small group instruction, assignments, activities, etc.?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  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?*
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| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  All of the Time |
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| *Student Engagement & Ownership:*      |

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| **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.?*
* *Do I design grading practices that draw on multiple sources of information and reflect student learning?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  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?*
* *Do I adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students’ diverse learning needs?*
* *Do I provide additional support and enrichment opportunities for students who have mastered the learning objective?*
 |
| [ ]  Not Yet |  [ ]  Sometimes |  [ ]  Most of the Time | [ ]  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?* *Do I remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practices and student learning?*
* *Do I establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
 |
| [ ]  Not Yet | [ ]  Sometimes | [ ]  Most of the Time | [ ]  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? * *Do I understand the cultures and dynamics of my students’ communities?*
* *Do I value and respect students’ families and appreciate their role in student learning?*
* *Do I engage families as sources of knowledge about students’ strengths, interests, and needs in support of their learning and personal growth and development?*
 |
| [ ]  Not Yet | [ ]  Sometimes | [ ]  Most of the Time | [ ]  All of the Time |
|  |  |  |  |
| *Data-Driven & Differentiated Instruction:*      |

