FACT

Formative Assessment for California Teachers

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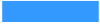
The development of FACT is an example of teachers, universities, research agencies, and state agencies working together to produce useful, high-quality tools to support the professional development of teachers. The contributions of these agencies and dedicated California educators are greatly appreciated.

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The F A C T System

Formative Assessment for California Teachers

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.

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?"
- "Do students understand 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.

FACT System Conceptual Framework

Foundations
(What We Use)

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Processes
(What We Do)

Foundations (What We Use):
- California Standards for Teaching Profession
- Continuum of Teaching Practice
- Induction Program Standards
- State-adopted Academic Content Standards
- Evidence

Processes (What We Do):
- Collaborative Relationships (SP/PT)
- Plan, Teach, Reflect, Apply
- Observation
- Examining Student Work
- Reflective Conversations
- Self-Assessment

Structures
(How We Do It)

Context for Teaching and Learning
Collecting
Contextualizing
Extending

Summary of Teaching and Learning
Review and Application
Written Reflection

Reflections on Teaching and Learning
Assessment Tool Criteria (CTP)
Self-Assessment
Conversations on Guides

Assessment of Teaching and Learning
Connect Teacher Prep with Induction Experiences

Inquiry into Teaching and Learning
Action Research
Lesson Series
Individual Induction Plan

What are the foundations of the FACT System?

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

The Continuum of Teaching Practice (CTP)

The Continuum of Teaching Practice is a tool for self-reflection, goal-setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

The Continuum of Teaching Practice is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the Continuum of Teaching Practice may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the Continuum is not designed for use as a stand-alone observation or evaluation instrument.

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.

State-adopted Academic Content Standards, Common Core State Standards, and California Frameworks

The first academic content standards for English language arts, adopted by the California State Board of Education in 1997, set a bold precedent – the establishment of a statewide, standards-based education system to improve academic achievement and define what students should learn. The commitment to a high-quality education, based on sound content standards, was reaffirmed in August 2010 when California joined with 45 other states and adopted the California Common Core State Standards, a set of clear college and career-ready standards for kindergarten through twelfth grade. 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.

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 the FACT System?

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 the FACT System 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 *Contextualizing and Extending*, 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.
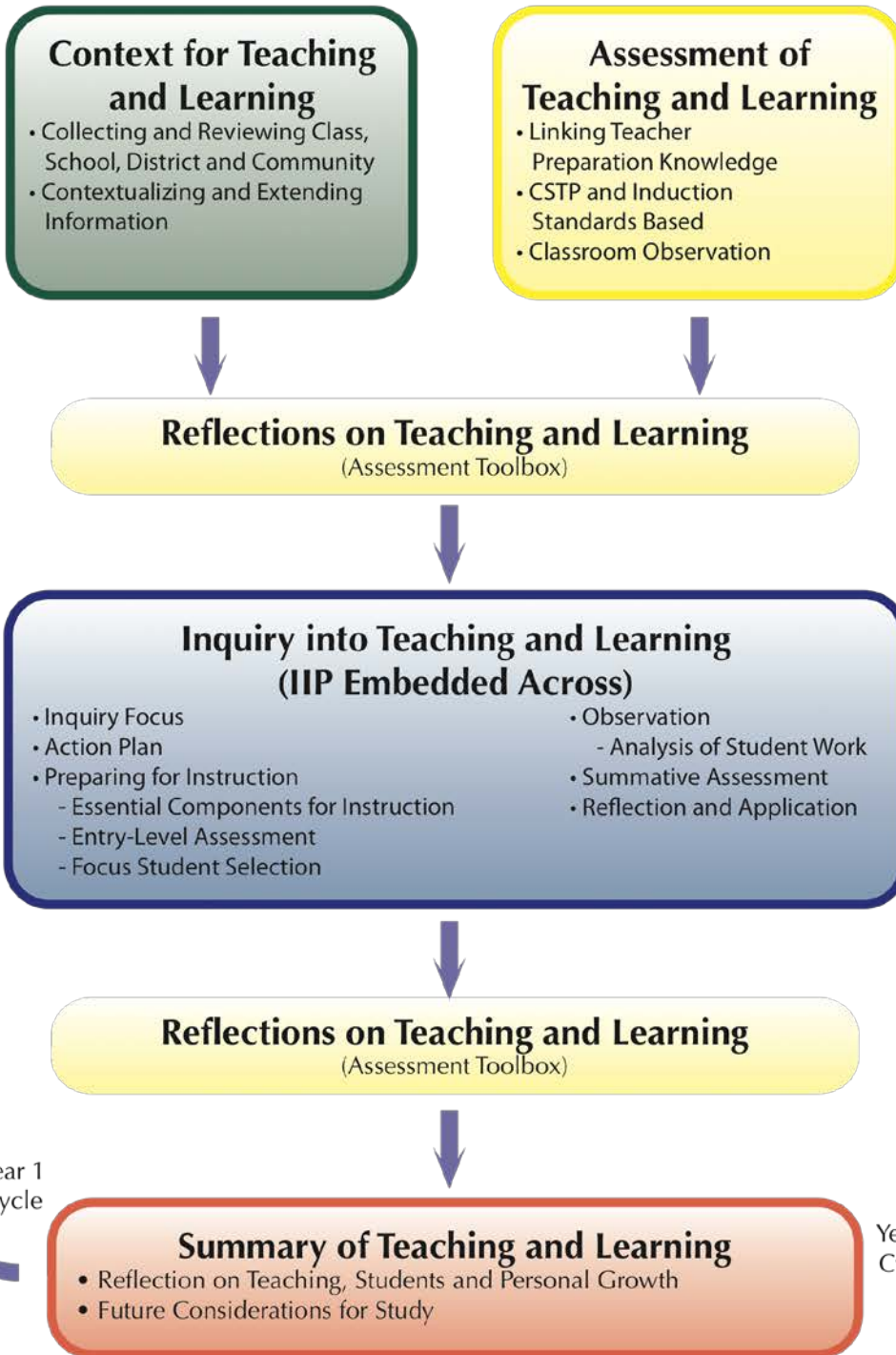
Summary of Teaching and Learning

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.

Formative Assessment

FACT

for California Teachers

PLAN · TEACH · REFLECT · APPLY

Context for Teaching and Learning
- Collecting and Reviewing Class, School, District and Community
- Contextualizing and Extending Information

Assessment of Teaching and Learning
- Linking Teacher Preparation Knowledge
- CSTP and Induction Standards Based
- Classroom Observation

Reflections on Teaching and Learning
(Assessment Toolbox)

Inquiry into Teaching and Learning
(IIP Embedded Across)
- Inquiry Focus
- Action Plan
- Preparing for Instruction
  - Essential Components for Instruction
  - Entry-Level Assessment
  - Focus Student Selection
- Observation
  - Analysis of Student Work
- Summative Assessment
- Reflection and Application

Reflections on Teaching and Learning
(Assessment Toolbox)

Year 1 Cycle

Year 2 Cycle

Summary of Teaching and Learning
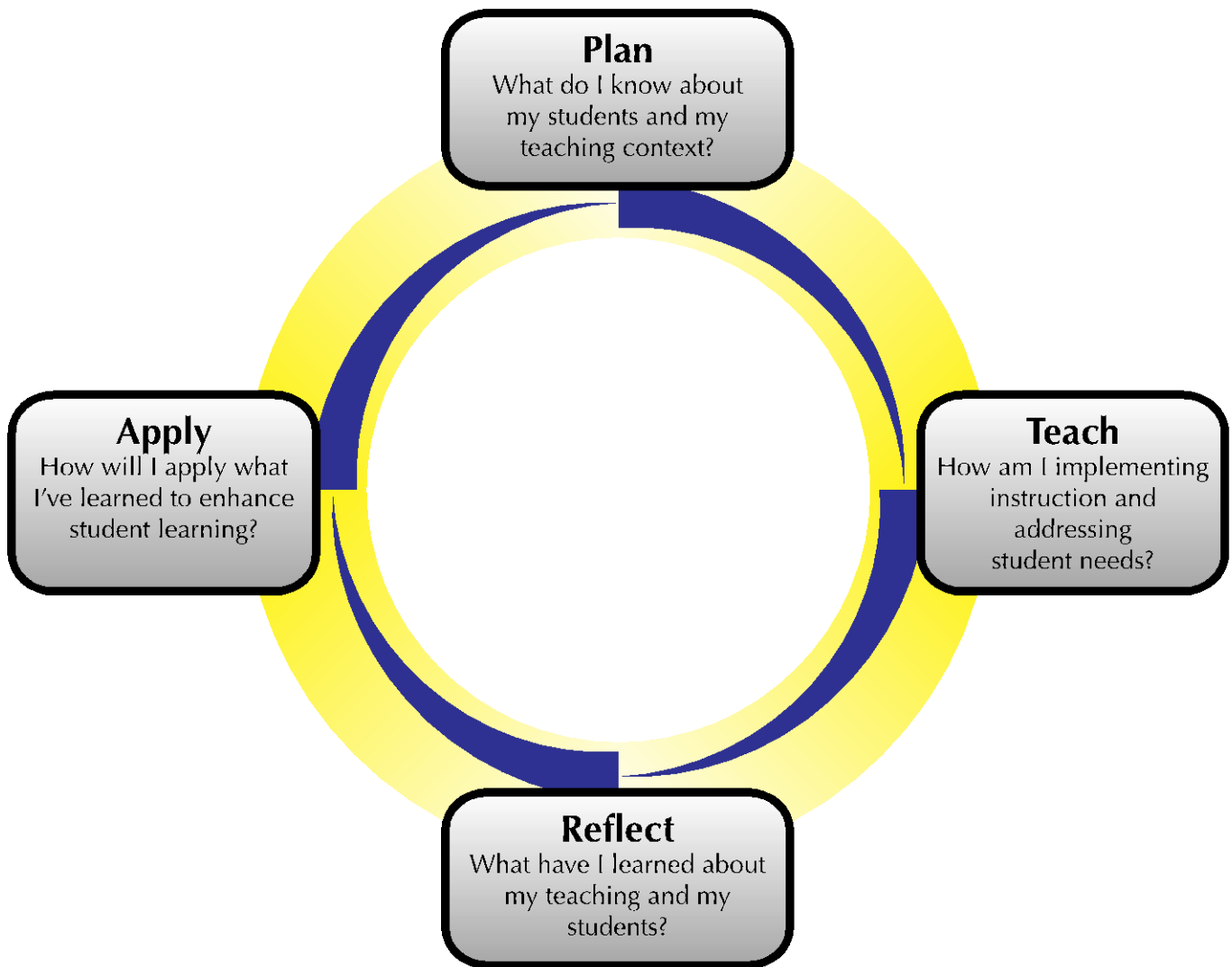- Reflection on Teaching, Students and Personal Growth
- Future Considerations for Study

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).

Plan
What do I know about my students and my teaching context?

Teach
How am I implementing instruction and addressing student needs?

Reflect
What have I learned about my teaching and my students?

Apply
How will I apply what I've learned to enhance student learning?

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

FACT System Modules and Documents

FACT System Modules	Documents	#
Context for Teaching and Learning	Class Profile	A-1
	Student Services Profile	A-1.1
	Instructional Environment	A-2
	School and District Information/Resources	A-3
	Home/School Communication	A-4
	Site/Assignment Orientation Checklist	A-5
	Community Information	A-6
Assessment of Teaching and Learning	Teacher Preparation & Induction Alignment Chart	B-1
	K-W-O Chart	B-2
	Initial Classroom/Assignment Observation	B-3
	Post-Observation Reflection	B-4
Inquiry into Teaching and Learning	Individual Induction Plan	C-1
	Essential Components for Instruction	C-2
	Entry-Level Assessment/Reflection (Parts 1 & 2)	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/Reflection (Parts 1 & 2)	C-8
Summary of Teaching and Learning	Culminating Questions and Reflections Guide	D-1
	Self-Assessment Pedagogy	E-2.5
	Self-Assessment Universal Access: Equity for all Students	E-2.6
	Self-Assessment Universal Access: Equity for all Students – Teaching English Learners	E-2.6a
	Self-Assessment Universal Access: Equity for all Students – Teaching Special Populations	E-2.6b
	Self-Assessment - Clear Education Specialist	E-2.7
	Conversation Guide – Class/Caseload, School, District and Community	E-3.1
	Conversation Guide – Pedagogy	E-3.5
	Conversation Guide – Universal Access: Equity for all Students	E-3.6
	Conversation Guide – Universal Access: Teaching English Learners	E-3.6a
	Conversation Guide – Universal Access: Teaching Special Populations	E-3.6b

Clear Education Specialist Candidates: This key (↤) symbolizes the places in the system aligned or modified to meet the needs of Clear Education Specialist Candidates.

Context for Teaching and Learning

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Context for Teaching and Learning

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

PLAN · TEACH · REFLECT · APPLY

Context for Teaching and Learning

Context for Teaching and Learning
1. Class Profile/Student Service Profile (A-1)
2. Instructional Lay-out (A-2)
3. School & District Information/Resources (A-3)
4. Home/School Communication (A-4)
5. Site Assignment Orientation Checklist (A-5)
6. Community Information (A-6)
7. Conversation Guide: CSDC (E-3.1)
8. Conversation Guides: Induction Program Standards (E-3.5, E-3.6, E-3.6a, E-3.6b)

Contextualizing and Extending Information
- Universal Access: Equity
  a. Teaching English Learners
  b. Teaching Special Populations

Collecting and Reviewing Information
- Class Profile/Student Service Profile
- Instructional Lay-out
- School and District Resources
- Home/School Communication
- Site/Assignment Orientation Checklist
- Community Map

Contextualizing and Extending Information
- Pedagogy

Contextualizing and Extending Information
- Class/Caseload, School, District and Community

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 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 *Contextualizing and Extending* levels, 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.

*Secondary teachers should select one focus class and Education Specialists should focus on their caseload.

STEP ONE	**Collecting and Reviewing Information** Learning what I need to know about my class/caseload, school, district, and community

I. **Collecting Information** - With your support provider, gather information about the following:

    A. Class Profile/Student Services Profile (A-1, A-1.1)

    B. Instructional Environment (A-2)

    C. School and District Information/Resources (A-3)

    D. Home/School Communication (A-4)

    E. Site/Assignment Orientation Checklist (A-5)

    F. Community Information (A-6)

STEP TWO	**Contextualizing and Extending Information Gathered** Conversation Guide for Class/Caseload, School, District, and Community

I. **Contextualizing and Extending Information** - With a support provider, discuss the prompts on the Conversation Guide for Class/Caseload, School, District, Community (E-3.1) located in Reflections on Teaching and Learning.

    A. *Collecting* - Review information gathered during Step 1 (A-1 through A-6).

    B. *Contextualizing* - Discuss how this information might impact instructional practice.

    C. *Extending* - Deepen thinking and understanding.

STEP THREE	**Contextualizing and Extending Information Related to my Current Assignment** Conversation Guide for Induction Program Standards

I. Contextualizing and Extending Induction Information **-** With a support provider, discuss the prompts on the Conversation Guides for each Induction Program Standard (E-3.5, E-3.6, E-3.6a, E-3.6b) located with the Reflections on Teaching and Learning tools.

    A. *Collecting* - Review information gathered during Step 1 (A-1 through A-6).

    B. *Contextualizing* - Discuss how this information might impact classroom practice.

    C. *Extending* - Deepen thinking and understanding.

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. **If your district/school provides this information in another format, make a copy and attach it.**

Student Name	Date of Birth (K-3 only)	Identifiers*		Comments Academic strengths, social strengths, notes about parents, and any other factors that may impact the planning and delivery of instruction and/or student learning
		English Learner (Check if applicable)	Special Needs (Check if applicable)	
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* Possible Identifiers: **504 Plan -** 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; **FY** – Foster Youth; **H** – Homeless; **HR** – High Risk

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. **If your district/school provides this information in another format, copy and attach it.**

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	Case Carrier

Students with 504 Plans:

Name	Classroom Accommodations	Behavioral Support Strategies

Students with Previous Student Study Team (SST) Interventions:

Name	SST Date to Reconvene	Interventions to Implement

Students who are Advanced Learners and/or Gifted and Talented (GATE):

Name	Academic Strengths	Social Strengths	Designated GATE	Areas for Growth/Challenge

Students who are English Learners (EL):

Name	Student's Primary Language[1]	Languages spoken in the home[1]	Translator needed	English Language Proficiency Levels[2]				Years of ELD Instruction	Migrant Program	Reclassified
				Listening Speaking	Reading	Writing	Composite Score			
									☐	☐
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[1] Found in the Home Language Survey
[2] Based on the California English Language Development Test (CELDT)

Student Services Profile (A-1.1)
☞ Clear Education Specialist Candidates

DIRECTIONS: Completing the 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 the information.**

Student Name	Grade/Age	English Learner (Check if applicable)	Primary Disability (Code Using Identifiers below)	IEP Meeting/Dates	Accountability Outcomes	Designated Instructional Services	Comments Academic strengths, social strengths, notes about parents, and any other factors that may impact the planning and delivery of instruction and/or student learning
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	
		☐		Annual Triennial	☐ CST ☐ CAHSEE ☐ CMA ☐ CAPA	☐ Speech/Language ☐ OT ☐ PT ☐ APE ☐ Transition ☐ Other_____	

* Possible Identifiers: **AUT**–Autism; **D/B**–Deaf Blindness; **D**–Deaf; **ED**–Emotional Disturbance; **EMD**–Established Medical Disability; **HH**–Hard of Hearing; **ID**–Intellectual Disability; **MUL**–Multiple Disabilities; **OI**–Orthopedic Impairment; **SLD**–Specific Learning Disability; **SLI**–Speech or Language Impairment; **TBI**–Traumatic Brain Injury; **VI**–Visual Impairment; **OHI**–Other Health Impairment; **FY**–Foster Youth; **H** – Homeless; **HR**–High Risk

Student Services Profile (A-1.1)
✋ Clear Education Specialist Candidates

Students who are Advanced Learners and/or Gifted and Talented (GATE):

Name	Academic Strengths	Social Strengths	Designated GATE	Areas for Growth/Challenge

Students who are English Learners:

Name	Student's Primary Language[1]	Languages spoken in the home[1]	Translator needed	English Language Proficiency Levels[2]				Years of ELD Instruction	Migrant Program	Reclassified
				Listening Speaking	Reading	Writing	Composite Score			
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[1] Found in the Home Language Survey
[2] Based on the California English Language Development Test (CELDT)

Students with 504 Plans:

Name	Classroom Accommodations	Behavioral Support Strategies	SST Meeting Notes

Instructional Environment (A-2)

DIRECTIONS: Thoughtful consideration of your instructional environment is important in meeting the needs of your students. Indicate how you have addressed appropriate prevention and intervention for safety concerns. Include relevant information regarding student placement, equipment, and instructional materials/technology, etc. Include the rationale for your decisions. **Draw or attach a layout of your instructional environment.**

Instructional Environment Design:

Instructional Environment Rationale (e.g., student safety considerations; strategic placement of English learners, students who qualify for special education services, advanced learners, and those with other special needs; communication and collaboration among students):

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.

My Site Administrator(s):	

Explore and attach a Calendar of School Events ☐

My school is a (check those that apply):

☐	Blue Ribbon School	☐	California Distinguished School
☐	Program Improvement School	☐	Bilingual Waiver Program/ Language Immersion School - which languages?
☐	Title I School-wide Program	☐	Non-public school
☐	Charter School – Type:	☐	Magnet School – Type:
☐	Private School	☐	Other:

School-wide Programs (check those that apply):

☐	Reading Intervention	☐	Character Counts	☐	Drug Alcohol, Tobacco Education.	☐	Other
☐	AVID	☐	Conflict Resolution	☐	RTI^2	☐	Other

School-wide Discipline Plan (Describe or attach):

What is your school's academic focus this year?

My School has (check all that apply):

☐	Academies/Houses/ Families	☐	Computer Lab Schedule
☐	Department Grouping/PLC	☐	Bus/Recess
☐	Teaching Teams	☐	Library Schedule
☐	Special Day Classes	☐	Other
Describe technology available for students:		☐	
Describe technology available for teachers:		☐	
Staff available to translate:		Languages spoken:	

School Enrollment:	**Percentage of English learners:**
# of Languages of students:	**Ethnicities represented:**

Teachers with the same instructional assignment

Name	Location	Phone/email

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. **If your district/school provides this information in another format, copy and attach it.**

Instructional Resources	Contact Person	Information		
		Phone #	Location	Email
Instructional Materials / Standards				
Classroom Supplies				
Technology				
Library				
English Learner				
Other:				

Student Data Information	Contact Person	Information		
		Phone #	Location	Email
District/School Test Scores				
Standardized Tests				
Online District Data System				

Student Support Services	Contact Person	Information		
		Phone #	Location	Email
Counselor				
CPR Certified School Staff				
Emergency Coordinator				
Healthy Start Coordinator				
Nurse/Health Aide				
Crisis Counselor				
Speech/Language				
School/District Psychologist				
SELPA				
Special Education Staff				
Student Study Team / 504 Plans				
Transition Services				
Social Worker/Mental Health Services				
Other:				

Home/School Communication (A-4)

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

Student Name	Contact Name	Contact Information (e.g., email address, phone number)	Contact Date/Comments

Site/Assignment Orientation Checklist (A-5)

Participating Teacher: _____   School: _____

DIRECTIONS: A professional educator's knowledge of the policies and procedures at their site/assignment is important. This list of discussion topics will help you understand your local teaching context. In a meeting with your administrator or designee, discuss each of these items and obtain your administrator's signature. **If your school/district provides this information in another format, you may attach it.**

Staff Information		
☐ Staff Roster	☐	Staff Responsibilities
☐ School Office Procedures	☐	Teacher Evaluation Process
☐ Daily Communication Procedure	☐	Intervention Programs (Conflict Resolution, Bullying, Multi-tiered system of support)
☐ School Vision and/or Mission Statement	☐	Substitute Request Procedure
☐ Emergency Procedures	☐	Procedures for Paraprofessionals

School Information		
☐ School Policies	☐	Available Technology and Equipment
☐ Homework Policy	☐	Teacher/Student Internet Use Agreement
☐ Room Environment Expectations	☐	Attendance Procedures
☐ School-wide Discipline Procedure	☐	Hours to be on Campus
☐ Back-to-School/Open House Expectations	☐	Access to Confidential Records
☐ Lesson Plan Expectations	☐	Available Translation Services

Pedagogy - Content and Subject Matter		
☐ Grading and reporting policies	☐	Guidelines for communicating with parents

Universal Access - Equity and Diversity		
☐ Board Policy on Sexual Harassment	☐	Reporting Procedures for Sexual Harassment and Child Abuse

Universal Access – Teaching English Learners		
☐ Instructional program for English learners	☐	Process for reclassification and monitoring of English learners

Universal Access – Teaching Special Populations		
☐ Site resources available to meet the needs of special populations	☐	Training and support for district procedures related to legal requirements of the Individualized Education Plan (IEP)
☐ Related services and support schedules (speech, counseling, psychologist, vision, hearing impaired, etc.)	☐	Special Education Service Delivery Model; collaboration, consultation, co-teaching
☐ Process for identification and referral of students for special services		

_____ Date: _____
Site Administrator/Designee (signature indicates completion)

Community Information (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 and then record the information below.

Community Name:

Assessment of Teaching and Learning

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.

APPLY · PLAN · TEACH · REFLECT

Formative Assessment FACT for California Teachers

Assessment of Teaching and Learning

- Teacher Preparation & Induction Alignment Chart (B-1)
- K-W-O Chart (B-2)
- Initial Classroom/Assignment Observation (B-3)
- Post-Observation Reflection (B-4)
- Continuum of Teaching Practice
- Self-Assessment of CSTP
- Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b, E-2.7)

Assessment of Teaching and Learning

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
- Induction Program Standards
    - Pedagogy
    - Universal Access: Equity for all Students
        a. Teaching English Learners
        b. Teaching Special Populations

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 prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during an 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.

STEP ONE	**Teacher Preparation and Induction Conversation** Purpose: Connecting prior experience to induction

I. Teacher Preparation and Induction Alignment Chart Conversation

   A. Review the following chart with your support provider during the first year:

   - Teacher Preparation and Induction Alignment Chart (B-1)
     - Through colored-coding, the bands draw attention to the alignment between the Teaching Performance Expectations (TPE) and the California Standards for the Teaching Profession (CSTP)

   B. Discuss how the TPE and the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs were part of your prior experience. Determine which TPE have had the greatest impact on your teaching, to date.

   - Preliminary Education Specialist programs currently utilize the TPE, however, they are not required to complete the Teaching Performance Assessment (TPA)
   - Clear Education Specialist candidates should note additional language that enhances the TPE in several components for their credential

   C. Share artifacts/information from your teacher preparation experience (e.g., portfolio, artifacts, student teaching documents).

   D. Compare and contrast the experiences of teacher preparation with induction.

STEP TWO	**Initial Classroom/Assignment Observation** Purpose: Gathering evidence of current instructional application of standards

I.   Initial Classroom/Assignment Observation

   A. Hold a pre-observation conversation with your support provider.

   - Consider information already gathered during the Context for Teaching and Learning Module
   - Inform your support provider of the specific focus area(s) for the lesson observation by completing the K-W-O Chart (B-2)
   - Support providers will gather evidence on observable CSTP & Induction Program Standards (B-3)
   - Arrange a time for your support provider to observe the lesson

   B. Observation by support provider.

   - The support provider gathers evidence on the Initial Classroom/Assignment Observation (B-3), using the identified focus area(s) from the K-W-O Chart (B-2) as a guide

II.   Post-Observation Discussion

   A. With your support provider, review and discuss the evidence gathered during the observation, then record insights about your teaching practice on the Post-Observation Reflection (B-4).

STEP THREE	**Assessment Completion** Purpose: Determining the level of practice related to the standard

I. **Review and mark the Continuum of Teaching Practice**

   A. Review and discuss the value of assessing teaching practice using the established criteria in the California Standards for the Teaching Profession.

   B. Read the Continuum of Teaching Practice introduction and review the developmental levels of performance. This will provide foundational information to assist in self-reflection, goal setting and inquiry into practice.

   C. Using the evidence gathered, during the Assessment of Teaching and Learning and Context for Teaching and Learning Modules, read the standard elements and consider application of the evidence gathered.

        o List evidence, in the space provided, under the applicable element from instructional practice and student performance in the first column

        o Use that evidence to determine a starting point for assessing practice

        o Assess level of current practice, by highlighting or underlining, based on the evidence

        o Date the self-assessment

        o Subsequent self-assessments can be dated and highlighted in a different color to show growth over time

II. **Review and mark the Induction Program Standards Self-Assessment** (E-2.5, E-2.6, E-2.6a, E-2.6b) located in the Reflections on Teaching and Learning (Assessment Toolbox).

   ☞ Clear Education Specialist candidates will also reflect and self-assess on the professional development options (E-2.7).

   A. Read and discuss each Induction Program Standard (E-2.5, E-2.6, E-2.6a, E-2.6b).

   B. Review evidence collected (Context for Teaching and Learning Module, observations, student work, and Conversation Guides). Record your strengths and challenges related to the application of your skills and abilities for each standard.

   C. You will complete an initial and final Self-Assessment for each Induction Program Standard (E-2.5, E-2.6, E-2.6a, E-2.6b).

STEP FOUR	**Closure Conversation** Purpose: Focusing on key insights about practice

I. Reflection

A. With your support provider, discuss insights gained from the Assessment of Teaching and Learning Module, using the Continuum of Teaching Practice and the Induction Program Standards Self-Assessment.

B. Identify areas of focus for further exploration.

C. A teacher's growth is developmental; therefore self-assessment will be revisited throughout the system. As teachers self-assess, they notice growth including a deeper understanding of the work in response to new teaching context, responsibilities, or challenges.

Focusing Ahead: Inquiry

Based on information gathered in the Context for Teaching and Learning and the Assessment of Teaching of Learning Modules, begin the Inquiry by developing an Individual Induction Plan (IIP, C-1).

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1

Teacher Preparation

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 2: Monitoring StudentLearning During Instruction

TPE 3: Interpretation and Use of Assessment

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

TPE 8: Learning about Students

TPE 9 : Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Domain A: Making Subject Matter Comprehensible to Students

Domain B: Assessing Student Learning

Domain C: Engaging and Supporting Students in Learning

Domain D: Planning Instruction and Designing Learning Experiences for All Students

Domain E: Creating and Maintaining Effective Environments for Student Learning

Domain F: Developing as a Professional Educator

Teaching Performance Assessment

Induction

CSTP 1: Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in …
1.2 Connecting learning to students' prior …
1.3 Connecting subject matter to meaningful, real …
1.4 Using a variety of instructional strategies …
1.5 Promoting critical thinking through inquiry, …
1.6 Monitoring student learning and adjusting …

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and …
2.2 Creating physical or virtual learning …
2.3 Establishing and maintaining learning …
2.4 Creating a rigorous learning environment …
2.5 Developing, communicating, and …
2.6 Employing classroom routines, procedures, …
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 …
3.2 Applying knowledge of student development …
3.3 Organizing curriculum to facilitate student …
3.4 Utilizing instructional strategies that are …
3.5 Using and adapting resources, technologies …
3.6 Addressing the needs of English learners and …

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

4.1 Using knowledge of students' academic …
4.2 Establishing and articulating goals for student …
4.3 Developing and sequencing long-term and …
4.4 Planning instructional plans and curricular …
4.5 Adapting instructional plans and curricular …

CSTP 5: Assessing Students for Learning

5.1 Applying knowledge of the purposes, …
5.2 Collecting and analyzing assessment data from …
5.3 Reviewing data, both individually and with …
5.4 Using assessment data to establish learning …
5.5 Involving all students in self-assessment, goal …
5.6 Using available technologies to assist in …
5.7 Using assessment information to share timely …

CSTP 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of …
6.2 Establishing professional goals and engaging …
6.3 Collaborating with colleagues and the broader …
6.4 Working with families to support student …
6.5 Engaging local communities to support student …
6.6 Managing professional responsibilities to …
6.7 Demonstrating professional responsibility …

K-W-O Chart (B-2)

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

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

K-W-O Chart
What I know about my instructional practice and student outcomes *For example: I create an environment of respect; Students understand the routines and procedures in my class; I promote communication, collaboration, critical thinking, and creativity, etc.*
What I want to know about my instructional practice and student outcomes *For example: Effective strategies to differentiate instruction to meet the needs of my EL students; questions that prompt critical thinking, etc.*
What I would like my support provider to observe *For example: Evidence of how I check for understanding; how my lesson design meets the needs of my EL students, **etc.***

Date:

Initial Classroom/Assignment Observation (B-3)

Collection of Evidence: California Standards for the Teaching Profession

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

Post-Observation Reflection (B-4)

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

Post-Observation Key Insights:
Participating teacher reflection:
Key evidence shared after observation:
Insights:

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 TeachingProfession.

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

PLAN
TEACH
REFLECT
APPLY

Inquiry into Teaching and Learning

1. Individual Induction Plan (C-1)
2. Essential Components for Instruction (C-2)
3. Entry-Level Assessment/Reflection (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/Reflection (C-8)
9. Self-Assessment of CSTP
10. Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b, E-2.7)

Inquiry into Teaching and Learning

Determine the Focus of the Inquiry
- Determine the area(s) for focus
- Develop a focus question
- Determine CSTP elements
- Anticipated measurable outcomes

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

Developing the Action Plan
- Describe research/resources
- Describe implementation of action plan and measurable outcomes

Summative Assessment
- Analyze and reflect on student performance for lesson series

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

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

Inquiry into Teaching and Learning

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.

STEP ONE	**Determine the Focus of the Inquiry** Determining what I need to know and be able to do

With your support provider, review the evidence collected prior to the inquiry. Based on the evidence, determine the focus question for the inquiry, taking into consideration your school/district goals and priorities. The following steps are designed to assist in the development of the focus question:

I. Individual Induction Plan (IIP, C-1) Cells 1-4

A. Review the Assessment of Teaching and Learning and Context for Teaching and Learning Modules.

B. **Cell 1:** Determine the area(s) for focus.

- Based on findings from self-assessment on the Continuum of Teaching Practice determine an area of focus

- Utilize data collected during the Context for Teaching and Learning and the Assessment of Teaching and Learning Modules to assist in determining an area of focus (i.e., assessment, classroom management, equity, and diversity, etc.)

C. **Cell 2:** Develop a focus question for this inquiry.

- Focus questions are formulated based on identified areas for growth

- Participating teachers may use the reflective questions in the CSTP, located after each element, to identify an open-ended focus question that leads to an in-depth study of teaching practice

Sample 1: One CSTP element	
Focus question:	*How do I develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*

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

IPS 6b Universal Access – Teaching Special Populations:
Creates a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities.

Sample 2: Two or more CSTP elements	
Focus question:	*What links might there be between students' behavior and the ways in which I have been addressing their learning?*

CSTP 2.3:	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
CSTP 1.4:	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
IPS 6 Universal Access – Equity for all Students:	
	Systematically examine personal belief systems and expectations and how they impact student learning and behavior.

D. **Cell 3:** Which CSTP element(s) will be addressed?

- After writing a focus question, identify any CSTP elements that are relevant to the focus question

E. **Cell 4:** What are the anticipated, measurable outcomes for student learning?

- Considering the focus question to be researched, and potential changes in classroom practice, what are the anticipated, measurable outcomes?

STEP TWO	**Developing the Action Plan** Examining research related to my focus question and applying new learning in my instructional setting

During Step Two, participating teachers work with support providers to begin developing their action plan. This plan will document new learning and classroom application. While completing IIP (C-1) cells 5-8, participating teachers document actions taken throughout the inquiry process.

I. IIP (C-1) Cells 5-8

A. **Cell 5**: Date of research

- Record dates for each action taken to support the focus question

B. **Cell 6**: Research

Describe resources such as:

- Talk with colleague(s)
- Observe professional colleague(s)
- Read research related to the focus question
- Attend workshops/courses
- Analyze student work
- Explore Internet resources
- Observation by a support provider

C. **Cell 7**: Application

- Describe how new knowledge was implemented in the instructional setting

D. **Cell 8**: Measurable Results

- After implementation in the instructional setting, describe evidence of the:
    - Measurable impact on student achievement
    - Impact on my teaching

IIP (C-1) cells 5-8 are updated throughout the inquiry process, while IIP cells 9 and 10 serve as the culminating reflection.

STEP THREE	**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?

During this step in the inquiry process, participating teachers identify three focus students and document how instruction is differentiated and student achievement is monitored, throughout the inquiry process.

I. **Essential Components for Instruction** (**C-2**)

☞ Clear Education Specialist candidates in non-traditional instructional settings consider the areas of need as identified in the Individual Transition Plan or Individual Family Service Plan.

A. Participating teachers, with guidance from their support provider, complete the Essential Components for Instruction to ensure that all lesson components have been considered when designing the lesson series.

B. Address the following:
- Common Core and/or Content Standards
- Assessment for learning
- Four attributes of formative assessment
- Assessment of learning
- Essential questions

II. **Entry-Level Assessment (C-3)**

A. Administer the entry-level assessment and complete Part 1.

B. Utilize results from Part 1, reflect, and complete Part 2.

III. **Focus Student Selection (C-4)**

☞ Clear Education Specialist candidates select focus students based on their caseload.

A. Based on data collected from the entry-level assessment, identify three focus students representing the range of learners in your instructional environment. The students selected should include:
- English Learners
- Special Populations
- Choice (a student who completes the range of abilities in the classroom)

B. Plan a lesson series, making appropriate instructional adaptations.

IV. **Lesson Plan Observation Template (C-5)**

A. Determine when the support provider will observe one or more of the lessons in the series, related to the focus question.

B. Complete the Lesson Plan Observation Template (C-5), or a district aligned lesson plan template, prior to the support provider observation of the lesson.

C. At the conclusion of planning the lesson series, instruction begins.

STEP FOUR	**Observation** Collecting evidence

During this step in the inquiry process, support providers observe their participating teachers. Using the Essential Components for Instruction (C-2), teachers design a lesson series that meets the needs of all students. Differentiation of instruction for focus students should be documented and student achievement data collected.

I. Pre-conference

    A. Review the completed Essential Components for Instruction (C-2) and corresponding lesson plan (Lesson Plan Observation Template, C-5, or district aligned lesson plan).

    B. Review information recorded on the Focus Student Selection (C-4)**.**

    (Use a copy of your seating chart to identify focus students)

    C. Determine which lesson in the series will be observed.

    D. Fill in the top portion of the Inquiry Observation Record (C-6) based on your focus questions, selected CSTP, and identified content and common core standards.

    E. Review the Context for Teaching and Learning Module for additional resources.

II. Observation

    A. Support providers gather evidence from one lesson within the series, using the Inquiry Observation Record (C-6) or an alternative observation tool that includes areas for collection of evidence related to:

- Focus question(s)
- Selected CSTP (incorporating the Induction Program Standards)
- Content and Common Core Standards
- Three focus students

III. Post-Observation Conversation

    A. Support providers and participating teachers review evidence collected, including the :Inquiry Observation Record (C-6).

    B. Review student work from the observed lesson. Participating teachers describe how students performed on Analysis of Student Work (C-7).

    C. Consider the 4 C's (communication, creativity, collaboration, and critical thinking) during the post-observation conversation.

    D. Continue reviewing evidence to record how the implemented changes impacted classroom instruction and student achievement. Documentation of research and application made in the classroom is ongoing as reflected on the Individual Induction Plan (Cells 5-8).

STEP FIVE	**Summative Assessment** Analyzing student work to determine next steps for instruction

At the conclusion of the lesson series, a summative assessment is given to all students. Participating teachers, with support providers, analyze the work of the three focus students and the whole class, in order to determine student performance levels.

I. Summative Assessment (C-8) Part I

    A. Review the summative assessment.

    B. Sort student responses into levels of performance.

II. Summative Assessment Reflection (**C-8) Part 2**

    A. Participating teachers reflect upon the following:

- Learning goals and outcomes
- Focus student progress
- Appropriate intervention and enrichment
- Relevance to real world situations
- Technology integration

STEP SIX	**Reflection and Application** Assessing professional growth over time

During this step in the inquiry process, participating teachers and support providers review the evidence collected and return to IIP cells 9 and 10 for a final reflection. Using the Continuum of Teaching Practice as a guide, teachers assess their practice in relation to the CSTP and the Induction Program Standards. During the induction experience, all standards will ultimately be addressed.

I. Review and mark the Continuum of Teaching Practice and Induction Program Standards

    A. Review and discuss the value of assessing teaching practice using the established criteria in the California Standards for the Teaching Profession.

    B. Using the evidence gathered, during the Inquiry into Teaching and Learning Module, read the standard elements focused on for the inquiry question and consider application of the evidence gathered.

- List evidence, in the space provided, under the applicable element from instructional practice and student performance in the first column
- Use evidence to determine a starting point for assessing practice
- Assess level of current practice, by highlighting or underlining, based on the evidence
- Date the self-assessment

    C. Subsequent self-assessments can be dated and highlighted in a different color to show growth over time.

    D. Revisit appropriate Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b) and describe your teaching strengths and challenges based on the evidence.

      ⌐ Clear Education Specialist candidates will also reflect and self-assess on the professional development options (E-2.7).

II. Reflection IIP (C-1) Cell 9

    A. List specific evidence that impacted:
- Instructional/classroom practices
- Student achievement

    B. Share your learning about:
- Student development
- Instructional practice
- Academic content
- Yourself as a teacher

III. Application IIP (C-1) Cell 10

    A. Describe how new learning will be applied to future practice.

Individual Induction Plan (C-1)

Participating Teacher:	Support Provider:	District:	School:
Teaching Assignment:	Content Area:	⚷ Credential Area of Emphasis:	

FOCUS OF THE INQUIRY: Determining what I need to know and be able to do		
1. Based on data (i.e., self-assessment on the Continuum of Teaching Practice, observations, student work samples, etc.) collected during the Context for Teaching and Learning and Assessment of Teaching and Learning modules, determine the focus area(s).	2. Develop a focus question for this inquiry.	**PLAN**
3. Which CSTP element(s) will be addressed? *Make note of your current placement on the Continuum of Teaching Practice.*	4. At the end of the inquiry, what changes would you expect in student achievement as a result of your action research?	

ACTION PLAN: Examining research related to my focus question and applying new learning in my instructional setting				
5. Date *of research*	6. Research: *Describe resources used (e.g., talked to colleague. researched online. other)*	7. Application: *Implementation of new knowledge*	8. Measurable Results: Describe the *impact on student achievement*	**PLAN/TEACH**

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

☞ Clear Education Specialist candidates in non-traditional educational settings consider the areas of need as identified in the Individual Transition Plan or the Individual Family Service Plan.

Participating Teacher:	Support Provider:
Content Area:	Beginning Date:
Grade/Period:	Ending Date:

COMMON CORE AND OR CONTENT STANDARDS
What Common Core State Standards and/or Content Standards will be addressed in this lesson series? *(This may be addressed through Assessment Claims, Target-Standards Bundle language, SBAC)*   What are the ELD Standards that are integrated into this lesson series?

ASSESSMENT FOR LEARNING
Describe the planned entry-level assessment that will be used to measure the skills necessary for mastery of the standard(s).

FOUR ATTRIBUTES OF FORMATIVE ASSESSMENT (SBAC)
Clarify the intended learning targets with learner friendly language and success criteria which will indicate measurable growth.   Describe some of the ways (e.g., teacher tools, self-assessment, peer assessment, etc.) you will elicit evidence throughout the lesson series. Include where and how you will take opportunities to *interpret evidence* and *act on evidence* in order to adjust instruction.

ASSESSMENT OF LEARNING
Describe the summative assessment that will be used to measure the skills necessary for mastery of the standard(s).   Select the *item type*(s) that will be used to assess student learning: Selected Response   Constructed Response   Computer Adaptive Testing (CAT)   Performance Task

ESSENTIAL QUESTIONS
Developing essential questions helps students transfer knowledge and learning within disciplines. Essential questions should be: - Timeless or important   - Universal in nature   - Elemental or foundation inquiries within a discipline   - Vital or necessary to personal understanding   Develop an essential question(s) that will guide the focus of your unit.

Essential Components for Instruction (C-2) continued

RELEVANCE
How will students apply the learning to real world situations?   How will other subjects or subject matter be integrated in this lesson series?

TECHNOLOGY
During this lesson series, how will students interact with technology to enhance and/or publish their understanding of the content?

DISCUSSION QUESTIONS
What materials will you consider for this lesson series?
How will you incorporate your Action Research (IIP) into this lesson series?
In what ways might the learning goals be communicated to the students and families?
How might you collaborate with resource specialists, paraeducators, and other personnel?
Based on structures for supporting English language acquisition, how might you support English learners?

Entry-Level Assessment (C-3) Part 1

(District student assessment data may be substituted)

DIRECTIONS: To understand the range of learners in your class, give an entry-level assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the entry-level assessment and scoring guide.**

1. Sort the student responses into two categories:
   - Students who scored below grade level or IEP expectancies
   - Students who scored at or above grade level or IEP expectancies
2. For students who scored below grade level or IEP expectancies, determine their level of performance as:
   - **minimal**
   - **partial**
3. For students who scored at or above grade level or IEP expectancies, determine their performance level as:
   - **adequate**
   - **thorough**
4. Record students' first names in the respective performance level column below.

Minimal Understanding	Partial Understanding	Adequate Understanding	Thorough Understanding

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. **Attach copies of the entry-level assessment responses for your three focus students.**

1. Before instruction begins, what do the assessment results tell you about what your students understand and are able to do? For students to achieve at each of these levels, what do you think are some possible factors to consider?
Minimal Understanding:
Partial Understanding:
Adequate Understanding:
Thorough Understanding:
2. How will you provide interventions for students categorized as *minimal or partial*? What additional support may be needed?
3. How will you differentiate for the students categorized as *adequate or thorough*?

Focus Student Selection (C-4)

DIRECTIONS: For this lesson series, use the entry-level assessment data to select students representing the range of learners in your instructional environment. Identify three focus students for each inquiry.

🔑 Clear Education Specialist candidates select focus students based on their caseload.

- Focus student 1: English learner
- Focus student 2: Special populations
- Focus student 3: Teacher's choice

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

Include	BELOW GRADE LEVEL OR IEP EXPECTANCIES		AT GRADE LEVEL OR IEP EXPECTANCIES	ABOVE GRADE LEVEL OR IEP EXPECTANCIES
	Minimal Understanding	Partial Understanding	Adequate Understanding	Thorough Understanding
Focus Student 1: English Learner				
Alternate:				
Focus Student 2: Special Populations				
Alternate:				
Focus Student 3: Choice				
Alternate:				

Describe instructional or behavioral considerations for each focus student. Additional considerations may include work habits, social skills, social emotional/behavior and practical abilities, academic abilities, personal interests, etc.

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? What differentiation strategies will you employ? What might be indicators of success?	

Focus Student 2: Special Populations	
What support/resources (e.g., EL coach, translation materials, primary language textbook, etc.) do you anticipate this student will need? What differentiation strategies will you employ? What might be indicators of success?	

Focus Student 3: Choice	
What support/resources (e.g., EL coach, translation materials, primary language textbook, etc.) do you anticipate this student will need? What differentiation strategies will you employ? What might be indicators of success?	

Lesson Plan Template for Observation (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).**

Subject(s):	Grade:	Date(s):	Time:

Grade Level Standard(s)
Common Core Standard or Content Standard addressed:
Intended Learning Targets:
Language Objectives:

Formative Assessment for Learning
In what ways will you gather evidence of understanding (elicit evidence – interpret evidence – act on evidence) throughout your lesson?
In what ways will students be engaged in reflection and self-assessment of their learning or the learning of their peers?

Rigor and Relevance	
Place the tasks that will demonstrate student understanding in the appropriate Depth Of Knowledge (DOK) Levels.	
DOK Level 1 (Recall):	DOK Level 2 (Skill/Concept):
DOK Level 3 (Strategic Thinking):	DOK Level 4 (Extended Thinking):

21st Century Skills Incorporation	
How will students engage in the following?	
Communication:	Creativity:
Collaboration:	Critical Thinking:

English Language Development
Modes of Communication: How will students engage in the following mode(s) of communication?
What scaffolds, structures, and supports will be used?
Will this lesson be: - Integrated ELD   - Designated ELD   What ELD Standards and Proficiency levels will be addressed?
Collaborative (engagement in dialogue with others)
Interpretive (comprehension and analysis of written and spoken texts)
Productive (creation of oral presentations and written texts)

Differentiation
Consider IEPs, 504s, English Language Proficiencies (ELP), learning styles,
English learners
Special Populations
General Population

Inquiry Observation Record (C-6) Part 1

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

Participating Teacher:		Date:	
Support Provider:		Common Core or Content Standard(s):	

Focus Question(s): What evidence could your support provider collect in relation to your focus question?	

Induction Program Standard(s) Focus:	Time Observation Begins:	Time Observation Ends:
Observation Data:		

21st Century Learning (Consider the following for post-observation discussion with the participating teacher)	
☐ Communication	☐ Creativity
☐ Collaboration	☐ Critical Thinking

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 observations of the California Standards for the Teaching Profession (CSTP).

Inquiry Observation Record (C-6) Part 2

DIRECTIONS: Support providers gather information related to focus student participation, behavior, and differentiation of instruction.

Focus Student 1 - English Learner
Student participation: Behavior: Differentiation:

Focus Student 2 - Special Populations
Student participation: Behavior: Differentiation:

Focus Student 3 - Choice
Student participation: Behavior: Differentiation:

Analysis of Student Work (C-7)

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

Overall student performance

Focus Student 1: English Learner

Focus Student 2: Special Populations

Focus Student 3: Choice

Date:

Summative Assessment (C-8) Part 1
(District student assessment data may be substituted)

DIRECTIONS: To understand the range of learners in your class, give a summative assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the summative assessment and scoring guide.** Achievement Level Descriptions (ALD) are used by the Smarter Balanced Assessments Consortium and reflect levels of understanding in the Common Core State Standards.

1. Sort the student responses into two categories:
   Students who scored below grade level or IEP expectancies
   Students who scored at or above grade level or IEP expectancies

2. For students who scored below grade level or IEP expectancies, determine their level of performance as:
   minimal (ALD 1)
   partial (ALD 2)

3. For students who scored at or above grade level or IEP expectancies, determine their performance level as:
   adequate (ALD 3)
   thorough (ALD 4)

4. Record each student's first (last initial, if necessary) name in the respective performance level column below.

Minimal Understanding	Partial Understanding	Adequate Understanding	Thorough Understanding
ALD 1	ALD 2	ALD 3	ALD 3

Summative Assessment Reflection (C-8) Part 2

DIRECTIONS: Based on the summative assessment results, respond to the questions below. **Attach copies of the entry-level assessment responses for your three focus students.**

4.	Review the Common Core State Standards or Content Standards identified on the Essential Components for Instruction document and describe the learning outcomes achieved.
5.	Reflect on the Essential Components for Instructions document. For students scoring in the categories of minimal or partial understanding, describe how the following may have impacted their learning:
	a. Four Attributes of Formative Assessment
	b. Relevance to real world situations
	c. Technology Integration
	d. Other:
3.	Based on the summative assessment results, respond to the following questions: a) What do you observe in each student's work? b) What does each student's work sample tell you about the effectiveness of the instructional strategies used? c) What are the next step(s) for each student and why? **Attach copies of the summative assessment responses for your three focus students.**
Focus Student 1: English Learner	
Focus Student 2: Special Populations	
Focus Student 3: Choice	
4.	Given the summative assessment interpretation, what additional interventions might you provide for students who did not meet the learning targets?
5.	What needs might you anticipate for the students who exceeded the learning targets?

Summary of
Teaching and Learning

Formative Assessment
FACT
for California Teachers

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.

PLAN
TEACH
REFLECT
APPLY

Summary of Teaching and Learning

Summary of Teaching and Learning
- Culminating Questions and Reflections Guide (D-1)
- Reflections on Teaching and Learning (All E documents)

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

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.

STEP ONE	**Reflective Conversations** Assessing professional growth over time

I. Reflective conversations

A. Gather and review the information from your experiences in formative assessment during induction.

- Self-assessments of the CSTP on the Continuum of Teaching Practice dated and highlighted in a different color to show growth over time

- Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b) that describe your teaching strengths and challenges based on the evidence

    - 🔑 Clear Education Specialist candidates will also reflect and self-assess on the professional development options (E-2.7).

- Consider the evidence collected during the Context for Teaching and Learning, Assessment of Teaching and Learning, and Inquiry into Teaching and Learning Modules

B. Use the Culminating Questions and Reflections Guide (D-1) to navigate through a reflective conversation.

STEP TWO	**Written Reflection** Assessing professional growth over time

I. Written reflection

A. Using the Culminating Questions and Reflections Guide (D-1) identify teaching practices that had the greatest impact on student learning and the progress you made toward your professional growth goals.

B. Meet with your support provider to:

- Discuss your personal insights about your professional growth
- Surface additional insights from your collaborative conversation
- Capture your reflections on the Culminating Questions and Reflections Guide (D-1)

STEP THREE	**Sharing Key Insights** Assessing professional growth over time

I. Share key insights

A. Prepare to share your key insights. Your program director will determine the process and venue for sharing.

Culminating Questions and Reflections Guide (D-1)

Yourself –
- What were your growth goals?
- How would you measure your progress toward meeting those goals?
- How have your 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?
- How did your students' progress compare to what you expected?

Evidence –
- Reflect on evidence collected during the three modules (Context for Teaching and Learning, Assessment of Teaching and Learning, and Inquiry into Teaching and Learning) in the following areas:
  - Focus students
  - State-adopted Content and Common Core Standards
  - Instructional strategies
  - Assessments
- Highlight the evidence that best illustrates a change/improvement in your teaching. Consider:
  - Depth of Knowledge Levels
  - 21st Century Learning
  - Integration of Technology
  - English Language Development

Looking Ahead –
- What will you continue to investigate or focus on as you move into your next years of teaching?
- How will you continue to be a consumer of research; i.e., current issues and trends, journal articles, and evidence based on research in the field?

Culminating Questions and Reflections Guide (D-1)

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?	3. In what ways have you grown in your ability to teach diverse, 21st Century learners?
3. Describe a piece of evidence that best illustrates a shift you may have made in your teaching.	4. What will you investigate or focus on in the next year?

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

Formative Assessment for California Teachers

Continuum of Teaching Practice
(CTP)

Available
at
http://ca-btsainduction.org/

Name:

Self-Assessment
Pedagogy (E-2.5)

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.

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 adopted academic content standards 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-dominant varieties of English, and advanced learners).	**Reflection Planning Prompts:** • **Assessment Data**: – Discuss how you use multiple measures to monitor students' progress toward meeting adopted academic content standards? **_Evidence:_**	Describe your strengths and challenges related to assessment. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
	• **Multi-tiered Interventions**: – How do you use multi-tiered interventions to meet the diverse learning needs of your full range of learners? **_Evidence:_**	Describe your strengths and challenges related to implementing interventions. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
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.	• **Learning Environment:** – In what ways do you create a well-managed, safe and healthy learning environment? **_Evidence:_**	Describe your strengths and challenges related to learning environment. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
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.	• **Technology**: – How do you use technology to assess, plan, and deliver instruction? – How do you support student use of technology for learning? **_Evidence:_**	Describe your strengths and challenges related to technology. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations School Calendar; Standards for Student Behavior/Classroom Rules/Discipline Plan; Student Strengths (See Class Profile); Assessment and Technology tools; Instructional Materials; Pacing Guide/Curriculum Map/Scope and Sequence; Ongoing Parent/Student Communication; Student Work; Classroom Observations

Name:

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.	**Reflection Planning Prompts:** • **Inclusive Environments:** – In what ways do you support students from all ethnic, racial, socio-economic, cultural, academic, and linguistic backgrounds; gender, gender identity, and sexual orientation? ***Evidence:***	Describe your strengths and challenges related to learning opportunities. *Initial Self-Assessment Date/Comments:* ---- *Final Self-Assessment Date/Comments:*
When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.	• **Teaching Practice:** – What culturally responsive teaching practices do you use to overcome the effects of bias? ***Evidence*:**	Describe your strengths and challenges related to teaching practices. *Initial Self-Assessment Date/Comments:* ---- *Final Self-Assessment Date/Comments:*
Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.	• **Communication:** – In what ways do you communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards? ***Evidence*:**	Describe your strengths and challenges related to communication. *Initial Self-Assessment Date/Comments:* ---- *Final Self-Assessment Date/Comments:*

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations

Name:

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
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, reclassification and monitoring 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 state language proficiency assessments, state standards assessment and local assessments.	**Reflection Planning Prompts:** • **Language Supports:** – How do you use measures of English language proficiency to make instructional decisions? ***Evidence:***	Describe your strengths and challenges related to assessment. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
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 demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to addresses language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).	• **ELD Instruction:** – How do you support your students' development of academic language and English language development? ***Evidence:***	Describe your strengths and challenges related to ELD instruction. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners. Participating teachers plan instruction that demonstrate their understanding of the importance of students' family and cultural backgrounds, and experiences. Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.	• **Classroom Environment** – How do you manage and organize your classroom for first and second-language learners? ***Evidence:***	Describe your strengths and challenges related to differentiated instruction. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*
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.	• **Differentiated Instruction:** – In what ways do you differentiate instruction based on your students' culture, levels of acculturation, proficiency in English, and/or prior schooling? ***Evidence:***	Describe your strengths and challenges related to differentiated instruction. *Initial Self-Assessment Date/Comments:* -- *Final Self-Assessment Date/Comments:*

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations

Name:

Self-Assessment
Universal Access: Equity for all Students – Teaching Special Populations (E-2.6b)

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
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 appropriately identify factors that could affect the determination of an English learner's language/learning disability. 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.	**Reflection Planning Prompts:** • **Collaboration:** – How do you collaborate with special services/general education personnel to ensure that the assessed needs of students are met? – What factors might you consider when referring English language learners? ***Evidence:***	Describe your strengths and challenges related to collaboration. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*
Based on assessed student needs, participating teachers provide differentiated instruction, including accommodations and modifications based on assessed student needs. Participating teachers recognize student's 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 para-educators, using assistive and other technologies).	• **Modifications/ Accommodations:** – What instructional materials and resources do you use to instruct special populations, including advanced learners? ***Evidence:***	Describe your strengths and challenges related to modifications/accommodations. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*
	• **Behavioral Support Strategies:** – In what ways do you recognize students' strengths and needs and use positive behavioral strategies to meet the needs of all students? ***Evidence:***	Describe your strengths and challenges related to using behavioral support strategies. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*

Possible sources of evidence to review when addressing these prompts: Class Profile, SST Artifacts; Assessment Results; Sample from Instructional Materials Used; School and District Information/Resources that meet the needs of special populations; Student Work; Classroom Observations

Name:

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.

Pedagogy The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder's expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment. The Education Specialist Individual Induction Plan includes a menu of option such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols. ***Universal Access: Equity for All Students - Teaching Special Populations*** Education Specialists demonstrate proficiency in teaching Special Populations through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.	**Reflection Planning Prompts:** • **Collaboration, Consultation, and Co-teaching in the Least Restrictive Environment:** – How do you support student integration into the Least Restrictive Environment? ***Evidence:***	Describe your strengths and challenges related to collaboration, consultation, and co-teaching in the least restrictive environment. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*
Professional Development Options for Education Specialists Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.	• **Professional Development:** – How do you select appropriate professional development to expand your skills? ***Evidence:***	Describe your strengths and challenges related to professional growth. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*
The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current research and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.	• **Current Research and Trends:** – How do you integrate current research into your practice? ***Evidence:***	Describe your strengths and challenges related to integrating current research into your practice. *Initial Self-Assessment Date/Comments:* *Final Self-Assessment Date/Comments:*

Possible sources of evidence to review when addressing these prompts: Collaborative Log, Lesson Plan, Individual Induction Plan, Assessment Results; Student Work; Classroom Observation

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

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. *Collecting* requires gathering information. *Contextualizing* requires application of the gathered information to your classroom practice. *Extending* invites deeper thinking with application to future practice.

Participating Teacher:	Grade Level/Subject:

Profile Components: Class/Caseload, School, District and Community		
Collecting	**Contextualizing**	**Extending**
Class/Caseload Student Services Profile	• What information does the profile provide that aids you in designing and delivering instruction? • How do you use this data to inform your instruction? • How do you ensure the special needs of students are being met? • How do you collaborate with other members of the staff?	• How does the make-up of your classroom/caseload influence choice of instructional strategies and teaching methods, classroom activities, groupings, etc.? • In what ways do you adjust the lesson delivery to ensure all students have access to the core curriculum?
Instructional Environment	• How does your classroom layout/ instructional environment support student safety, engagement, and equitable access? • What might a site administrator see in your instructional environment that promotes student learning?	• What classroom layout/ instructional environment best meets both your teaching style and your students' learning needs? • In what ways do you manage and organize your classroom for first and second-language learners?
School and District Information/ Resources	• What implications will the school-wide discipline policy (e.g., tardy and attendance policies, office referrals, behavior support plan) have on your classroom management plan? • How are students referred for special education services, and what is your role?	• How does the school's culture reflect the home culture of the students in your classroom? • How do the various programs offered at the school/district reflect the focus for the year? • How do faculty and support staff work together to meet the school improvement targets?
Home/School Communication	• What strategies are you using to ensure positive communication with students and their families? • How do you ensure that families of students with disabilities are able to understand their parent rights and procedural safeguards? • What are the district guidelines for home visits?	• How can you best communicate with hard-to-reach parents and families? • What adjustments will you make to be more accessible to parents and families (i.e., before and/or after school)?
Site/Assignment Orientation Checklist	• How are site goals measured and what's your role in achieving them? • What have you learned about the schedules on your site and how they might impact your instruction?	• How does the formal evaluation by your site administrator align with your work in induction? • How do these school and site expectations contribute to student learning?
Community Information	• Where are the local community services (police station, fire station, and hospital) located? • What community resources (libraries, tutoring, recreation, and parks) are available to support students? • What community services are offered regarding safety, health, and well-being (medical clinics, counseling services, etc.)? • What community services are available for special needs students (regional center, department of child welfare, department of rehabilitation, etc.)?	• What are you noticing about your students in relation to the surrounding community? • In what ways does the school's geographic location influence student safety, health, and well-being? • How might the community influence student learning?

Conversation Guide – Pedagogy (E-3.5)

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. ***Collecting*** requires gathering information. ***Contextualizing*** requires application of the gathered information to your classroom practice. ***Extending*** invites deeper thinking with application to future practice.

Participating Teacher:	Grade Level/Subject:

Profile Components: Pedagogy

Collecting	Contextualizing	Extending
School Calendar	• How do calendared events (assemblies, testing) influence teaching and learning in your classroom? • How can you make optimal use of instructional time?	• How do you allocate instructional time to implement the instructional program? • How might you adjust instructional time in response to unexpected calendar changes?
Standards for Student and Classroom Behavior/ Positive Behavioral Support Plans	• How do your routines and procedures provide a fair and respectful climate for student learning? • How will implementation of positive behavioral support plan(s) ensure success for student learning?	• How do you help your students take ownership for establishing and maintaining a fair and respectful climate for student learning? • What are some examples of how that is working in your classroom?
Parent/Student Communication	• How do you use your Back to School Night presentation to discuss learning, identify classroom, and academic goals, and build relationships with your students' parents and families? • What can you learn about your students from their parents and families? • How do you use computer applications (grading programs, letters home) to communicate with parents and families regarding grades?	• What steps have you taken to establish a learning partnership with your students' families? • How does a greater understanding of the community aid communication with your students' family? • How does communication with parents and families inform your instruction?
Instructional Materials (teacher edition, student texts, support materials, enrichment)	• What professional development is available to support your subject-matter focus? How can you access available training for your content area? • Are your materials appropriate and sufficient?	• How are you incorporating new learning received from training into your lesson design and delivery? • How does your collaboration with other grade level/department teachers influence use of instructional materials and delivery of instruction? • How does the instructional material provide the basis for differentiating instruction?
Pacing Guide/ Curriculum Map/ Scope and Sequence	• How can you group your students to use instructional time efficiently? • What impact does the calendar have on your pacing guide/ curriculum map/ scope and sequence?	• What are some strategies you and your colleagues use to ensure students are actively engaged in appropriately designed instruction? • How do you and your colleagues address students who are "falling behind" the learning of others?
Data Program(s) for Student Information	• How do you use the data to analyze the learning needs of your students and inform instruction? • How do you determine report card grades?	• Describe how collaboration with colleagues might result in increased learning for all students?
Student Strengths	• What strategies do you use to identify student strengths? How do you use student strengths to support their learning?	• How do you enable your students to recognize and use their strengths to take ownership of their own learning?

Conversation Guide - Universal Access: Equity for all Students (E-3.6)

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. ***Collecting*** requires gathering information. ***Contextualizing*** requires application of the gathered information to your classroom practice. ***Extending*** invites deeper thinking with application to future practice.

Participating Teacher:	Grade Level/Subject:

Profile Components - Universal Access: Equity for all Students		
Collecting	**Contextualizing**	**Extending**
Class Profile / Student Services Profile	• What are the background experiences, languages, and skills/abilities represented by the students in your classroom? How can you use this information to better connect with students? • What are you noticing regarding bias that might influence your teaching or affect student learning?	• What steps can you take to eliminate any bias brought to the classroom/instructional environment and provide equal access to the core curriculum? • How do you ensure that instructional methodologies and processes are adapted and aligned with the core curriculum?
	• What flexible learning groups might you use to meet your students' learning needs? • What effect will groupings have on your students' ability to meet state-adopted academic content standards? • What 21st Century skills (core subjects and 21st Century themes, life and career skills, learning and innovation skills, information technology) might you embed into student interactions? • How might you incorporate the expansion of knowledge around language and support the development of academic English?	• Considering the types of learners in your environment, which strategies have you identified for a broad application and which one can you keep in mind for specific learners? • How might you include the 4 C's (creativity and innovation, critical thinking and problem solving, communication and collaboration) when designing lessons? • How do you consistently monitor and adjust teaching strategies to meet the needs of all students? • How might you validate and value the cultural and linguistic heritage of your students while ensuring the development of standard English?
	• What are ways you can ensure that your classroom/instructional environment and practice provides positive images and positive language that mirrors the population diversity of your county and state as required under California Education Code? • How are you able to promote opportunities for *all* learners to be successful?	• In what ways have you effectively accessed district resources to support the development of culturally responsive teaching? • What contributing factors should you be exploring to adhere to a Least Restrictive Environment (LRE)?
	• How will you promote pride in cultural heritage and respect your students' families in their role in student learning? • How will you communicate with all your students' families?	• How does knowledge about family structure influence your relationship with students and families relative to student learning?

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

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. ***Collecting*** requires gathering information. ***Contextualizing*** requires application of the gathered information to your classroom practice. ***Extending*** invites deeper thinking with application to future practice.

Participating Teacher:	Grade Level/Subject:

Profile Components - Universal Access: Teaching English Learners		
Collecting	**Contextualizing**	**Extending**
Identification of EL Students' Home Language	• What resources are available to assist you in communicating with parents and families who do not speak English? • What might you need to prepare, in a language other than English, to ensure support for the student?	• What technology tools are you using to assist in communicating with non-English speaking families?
Standardized State Test Results State Language Proficiency Test Results	• What state/district/school policies influence your EL instruction? • What assessment information is available to you to aid your instructional planning for all students? • How do you assess English learners to ensure they have access to the core curriculum? • How can technology assist you in accessing and analyzing data for greater understanding of your student needs?	• How do you analyze assessment information to plan instruction so that all students gain mastery of curricular standards? • How do you adapt your lessons to meet the needs of students who have differing performance levels on the state language proficiency assessments?
School/Grade Level Assessments for EL Students.	• How do you use the information from assessments to plan instruction to ensure all students gain mastery of curriculum and content standards?	• As you support your English learners, how will you monitor their collaborative dialogue development?
Adopted EL Instructional Materials	• What adopted standards-aligned materials are available for you to effectively support your EL students?	• What support do you need to increase your understanding of how to assist EL students in their learning of the curriculum and content standards?
Examination of State ELD Standards	• How will you use ELD standards to support English language development? • What connections are you making as you review the ELA/ELD framework that will assist with instruction for emerging, expanding, and bridging English learners?	• In what ways can you use grouping and collaboration strategies in your classroom in order to provide ELD instruction?
Technology Resources for Instruction	• How do you use technology to support student learning? • What learning opportunities do you provide for student use of technology? • How do you support students who have varied access to technology beyond the school setting?	• How are you using and adapting lessons to develop students' informational literacy, critical thinking, creativity, collaboration, and communication skills?

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

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. ***Collecting*** requires gathering information. ***Contextualizing*** requires application of the gathered information to your classroom practice. ***Extending*** invites deeper thinking with application to future practice.

Participating Teacher:	Grade Level/Subject:

Profile Components - Universal Access: Teaching Special Populations

Collecting	Contextualizing	Extending

Identification of Class Profile Students:
• Health Problems
• Individual Education Plans (IEP)
• SST Interventions
• 504 Plans
• Gifted & Talented (GATE)
	• What information are you required to monitor on an ongoing basis for your special needs students' IEP and SST interventions?
	
	• How do you support your special needs students including your GATE students in relation to:
	  • Goals/benchmarks
	  • Modifications, accommodations, variations
	  • IDEA legal requirements
		• 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 identified goals?

Identification and referral process of students for special services	• How might you use the pre-referral intervention process to address the academic, behavioral, and emotional needs of your students? • How will you access the referral process?	• What is the relationship between my school's special services referral process and RtI^2 process? • In what ways have you been able to provide accommodations and modifications that increase access to the core curriculum?
Site Resources Available for Special Populations	• What is my legal and ethical responsibility related to a student's individual education plan (IEP) process? • What personnel, equipment, and assistive technologies are available at your site to support the learning of your students with special needs?	• How do you select appropriate resources to meet the changing needs of your students? • How do you work with special education personnel to best provide services for students?
Technology Resources for Instructional Program	• How do you use technology to support/engage student learning?	• How are you using and adapting lessons to develop students' informational literacy, critical thinking, creativity, collaboration, and communication skills?
English learner's Language/Learning Disability	• What factors should be considered when referring English learners to the identification and referral process for special services?	• In what ways have you been able to effectively identify and refer English learners for special services?

Resources

California Standards for the Teaching Profession (CSTP) Placemat

STANDARD ONE:

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

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly 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:

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 the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

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

STANDARD FIVE:

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

STANDARD SIX:

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

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.

Common Core State Standards (CCSS) – A set of high quality academic expectations in English-language arts (ELA) and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career.

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.

Depth of Knowledge (DOK) – Model used to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. Levels include: recall and reproduction, skills and concepts, short-term strategic thinking, and extending thinking.

Designated English language development instruction – A protected time during the regular school day where teachers use English language development standards as the focal standards in ways that *build into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

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 national-origin-minority student who is limited-English proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits (Developing Programs for English Language Learners: Glossary, Ed.gov).

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 Te*aching 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.

Integrated English language development – English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

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.

Multi-Tiered System of Supports (MTSS) – A framework to provide all students with the best opportunities to succeed academically and behaviorally in school.

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.

Proficiency Level Descriptors (PLD) for English Language Development – Proficiency level descriptors provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

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 (RtI^2) 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 Scientifically-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.

Smarter Balanced Assessments - Assessments that are aligned to the Common Core State Standards, which were developed by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace.

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 populations 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, over lapping 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.

Universal Design for Learning (UDL) - A set of principles for curriculum development that give all individuals equal opportunities to learn.

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	**SBAC**	Smarter Balanced Assessment Consortium
AVID	Advancement Via Individual Determination	**SP**	Support Provider
AYP	Adequate Yearly Performance	**SPED/SpEd**	Special Education
BTSA	Beginning Teacher Support & Assessment	**SST**	Student Study Team, Student Success Team
CDE	California Department of Education	**TPA**	Teaching Performance Assessment
CELDT	California English Language Development Test	**TPE**	Teaching Performance Expectations
CFASST	California Formative Assessment & Support System for Teachers	**UA**	Universal Access
CCSS	Common Core State Standards	**UDL**	Universal Design for Learning
CSTP	California Standards for the Teaching Profession		
CTC	Commission on Teacher Credentialing		
CTP	Continuum of Teaching Practice		
DAIT	District Assistance Intervention Team		
DOK	Depth of Knowledge		
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		
MTSS	Multi-Tiered System of Supports		
PLC	Professional Learning Communities		
PT	Participating Teacher		
PTRA	Plan, Teach, Reflect, Apply		
RTI²	Response to Instruction and Intervention		
SAIT	School Assistance Intervention Team		
SARC	School Accountability Report Card		

Sources of Evidence

Documentation Source	Code
Teaching Performance Assessments	**TPA**
Evidence of Prior Experience	**PE**
Context for Teaching and Learning	**CFTL**
Observation	**O**
Lesson Plans **(Essential Components for Instruction)**	**LP**
Reflection	**R**
Student Work	**SW**

Additional Resources

Symbaloo, a visual bookmarking tool, has been used to organize various resources. It may be accessed by anyone on any computer (MAC, PC, or Mobile) at:
http://tinyurl.com/CAInduction

iTunes U
On an iPad or iPhone, download the free iTunesU app from the App Store. After downloading, click the following link:
https://itunesu.itunes.apple.com/enroll/EX9-ADD-V55
A window will pop-up
Click "Request Enrollment"
Once approved, the course will download into the iTunesU library
Click the "Posts" tab to view resources