

MUSD Teacher Induction Program-2024 CSTP Placemat

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
<p>Apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.</p>	<p>Create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.</p>	<p>Integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engage and challenge students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.</p>
<p>1A: Focus on Students Plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.</p> <p>1B: Knowledge of Students Elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.</p> <p>1C: Student Backgrounds and Family Engagement Engage and form meaningful partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.</p> <p>1D: Diversity and Differentiation Be responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.</p>	<p>2A: Learning Environment Guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.</p> <p>2B: Student Behavior Communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.</p> <p>2C: Organizational and Resource Management Organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.</p> <p>2D: Inclusive Environment Build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.</p>	<p>3A: Knowledge of Subject Matter and Pedagogy Identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K-12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.</p> <p>3B: Connecting Subject Matter to Real-World Contexts Engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.</p> <p>3C: Curriculum and Resources for Specific Students and Student Groups Design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.</p> <p>3D: Content and Skills across Subjects Elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter</p> <p>3E: Curriculum Materials and Resources Select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.</p>
<p>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students</p>	<p>CSTP 5: Assessing Students for Learning</p>	<p>CSTP 6: Developing as a Professional Educator</p>

<p>Set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.</p>	<p>Employ equitable assessment practices to help identify students' interests and abilities, reveal what they know and can do, and determine what students need to learn. Use varied assessment information to advance and monitor student progress as well as guide their own and students' actions to improve learning experiences and outcomes.</p>	<p>Develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.</p>
<p>4A: Planning Instruction for Student Learning Shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.</p> <p>4B: Designing and Developing Instruction for Student Learning Use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.</p> <p>4C: Facilitating Instruction for Student Learning Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.</p> <p>4D: Adapting Instruction for Student Learning Vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.</p>	<p>5A: Understanding and Using Assessments Understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.</p> <p>5B: Interpreting and Using Data-Informed Instruction Apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.</p> <p>5C: Communication Engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.</p> <p>5D: Continuous Improvement Evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.</p>	<p>6A: Reflection on Practice Examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.</p> <p>6B: Ongoing Professional Learning Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction, and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.</p> <p>6C: Collaboration with Colleagues Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.</p> <p>6D: Family, Guardian, and Community Engagement Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.</p> <p>6E: Ethical Conduct and Professional Responsibilities Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.</p> <p>6F: Activating Access and Equity Strive to eradicate barriers to student access, engagement, opportunities, and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.</p> <p>6G: Personal Growth and Well-Being Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.</p>

