**RIALTO USD Induction Program** **Self-Assessment of CSTPs**

| **Teacher Information** | |  | **Induction Year** | |  | **Self Assessment Completed** | |
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| Name: |  |  | Induction Year | |  | * Initial | Date: |
| Site: |  | * Mid Year | Date: |
| Cycle(s): |  | * Final | Date: |

**DIRECTIONS**: This self-assessment tool is intended to be used in conjunction with the Rialto USD CSTP Rubric, which provides criteria descriptors for the levels of each CSTP’s element. **Mark an “X”** in the corresponding box **that indicates your current level of practice for each element**. Induction teachers will reflect upon all standards over the course of their Induction experience.

| **CSTP 1- Engaging and Supporting All Students in Learning** | | | | | | | | | | | | | | | | |
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| **Level**  **Element** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **CSTP 2- Creating and Maintaining Effective Environments for Student Learning** | | | | | | | | | | | | | | | | |
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| **Level** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 of 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **CSTP 3- Understanding and Organizing Subject Matter for Student Learning** | | | | | | | | | | | | | | | | |
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| **Level** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **CSTP 4- Planning Instruction and Designing Learning Experiences for All Students** | | | | | | | | | | | | | | | | |
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| **Level** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **CSTP 5- Assessing Students for Learning** | | | | | | | | | | | | | | | | |
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| **Level** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 student and their families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **CSTP 6- Developing As a Professional Educator** | | | | | | | | | | | | | | | | |
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| **Level** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | Maintaining professional responsibility to maintain motivation and commitment to all students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.7 | Demonstrating professional responsibility, integrity, and ethical conduct |  | | |  |  |  | | |  |  |  | | |  |  |